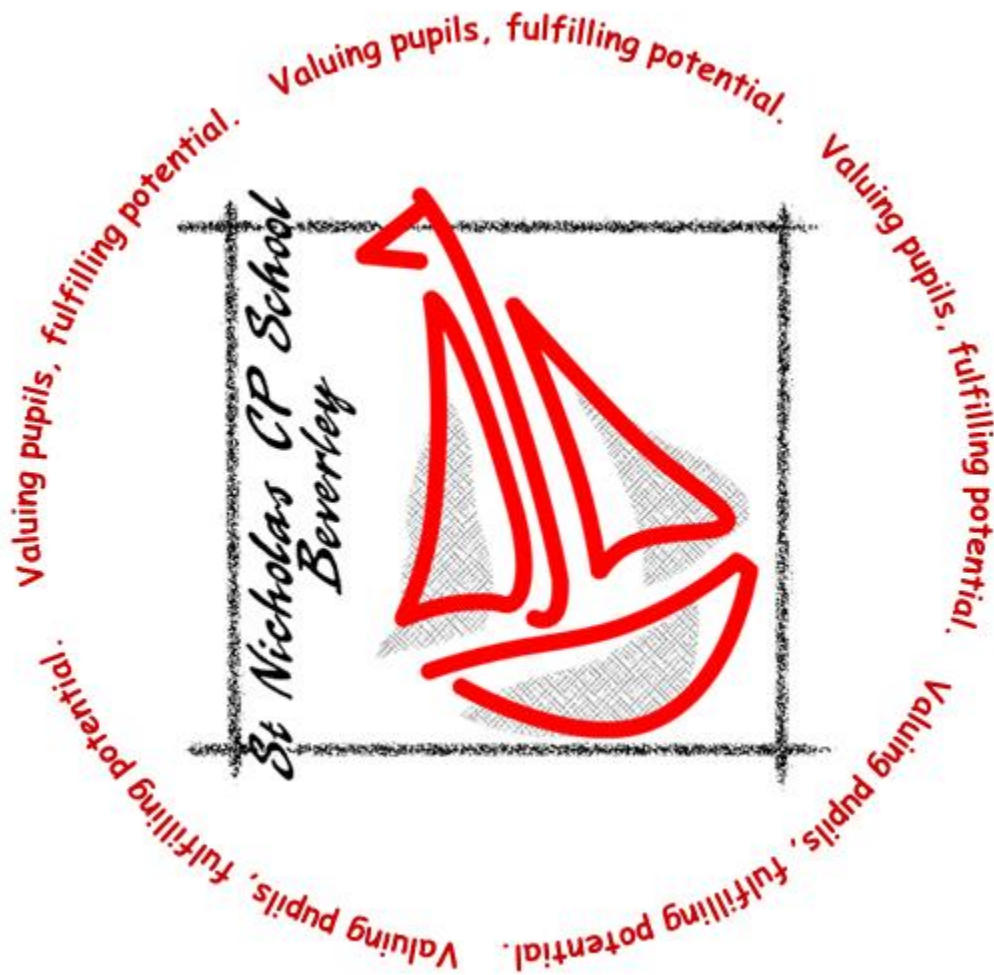


# SEND Information Report

Beverley St Nicholas Primary School



December 2020

## Our Definition Of SEND

Special Educational Needs and Disabilities is described in the Children and Families Act 2014 as:

- A child or young person who has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## The Areas Of Need Used To Categorise Children With Special Educational Needs Are:

- Cognition and Learning (*this includes: Dyslexia, Dyscalculia, Moderate Learning Difficulties, poor processing skills, poor auditory or visual memory and low cognitive ability*)
- Communication and Interaction (*this includes: Speech & Language and ASD*)
- Social, Emotional and Mental Health (*this includes: behaviour, ADD, ADHD and ASD*)
- Sensory and Physical (*this includes: Hearing Impairment, Visual Impairments, physical disabilities, Dyspraxia or specified medical needs*)

## Our Aims For Pupils With SEND

Our aims for pupils with Special Educational Needs and Disabilities are the same as for all other pupils; to provide a broad and balanced curriculum and a high quality education. We have high ambitions for our SEND pupils and set supportive targets that stretch them.

We are an inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central when planning our provision.

## How A Child Might Be Identified And Put On The SEND Register

Our procedures for identification and assessment allow for an early response to difficulties. We adopt a continuous cycle of assessment and planning; teaching and reviewing called Assess, Plan, Do and Review which closely monitors progress in response to additional provision.

## Identification

This could be from concerns raised by pupils, parents (carers) or teaching staff or from other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also help us to identify specific needs.

### **Early Response Stage**

This is when your child's teacher will work with your child to develop an understanding of their profile and potential additional needs. They will discuss what adjustments and provision can be made in class with the SENDCo. Your child's targets will be reviewed and at this point, your child may be placed on the SEND register.

### **Graduated Response Stage**

This is when the school's SENDCo and class teacher will work with you to provide an Individual Education Plan (IEP). This will help to identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place to support these outcomes. Your child will continue to have targets that will be reviewed termly alongside parent consultation meetings.

### **Education Health and Care Plan (EHCP)**

If your child has more complex and enduring needs or remains significantly behind age related expectations, then a request for 'statutory assessment' can be made. If an Education Health and Care Plan is agreed, then your child may have more specialist provision and additional adult support. There will be a review meeting each year to talk about your child's achievements and progress and to discuss what is working and isn't working well.

### **Involving Parents, Carers and Families**

We actively encourage partnerships with parents. Our aim is to inform and involve parents as much as possible in the school decision making process and provide them with support, advice and access to services. Questionnaires are distributed to parents and children to gather their views and feedback.

### **Pupil Participation**

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have One Page Profiles that are produced in discussion

with individuals to enable them to identify their strengths, areas for development, preferred ways of learning and what support they feel they need.

### **How The School Evaluates The Effectiveness Of Its Provision For SEND Pupils**

Pupil progress will be reviewed with parents during IEP review meetings, which may be part of a parent consultation meeting. Reviews take place each term and last for around 30 minutes. Longer sessions can be booked through the class teacher and SENDCo. Additional check-in meetings will take place when requested by a parent / carer or by the school.

At the meeting, outcomes and targets previously agreed together will be reviewed. Information will be shared with parents about how pupils are progressing in class, including their personalised support and any information gathered from test results or assessments.

The SENDCo works alongside school leaders to undertake monitoring of all our SEND procedures and provision to check its effectiveness. This includes observing lessons, looking at work in books, team teaching around effective support for SEND pupils and monitoring the progress made on our assessment systems.

### **The School's Approach To Teaching Pupils With Special Educational Needs**

Beverley St Nicholas Primary School values the abilities and achievements of all children, and is committed to providing each pupil with the best possible environment for learning. We provide a broad and balanced curriculum for all children. The curriculum is our starting point for planning areas of learning to meet the specific needs of individuals and groups of children. When planning, teachers set robust learning challenges and respond to children's diverse learning needs. Some children experience barriers to learning meaning they have special needs that require particular actions to be taken by the school. The School's Inclusion Policy recognises the entitlement of all pupils to an appropriate, balanced, broad based curriculum and is the basis for planning and developing provision. The SEND Policy reinforces the need for teaching that is appropriate and fully inclusive. The Governing Body will ensure that appropriate provision is made for all pupils with SEND.

Throughout the year, additional requirements are likely to arise as a consequence of a child having special educational needs. Children with SEND may need additional or different help from that given to other children of the same age. Any child may have special educational needs throughout, or at any time during their school career. The SEND Policy ensures that curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by individual pupils.

## **Additional Support For Learning That Is Available To Pupils With Special Educational Needs**

If your child is on the SEND register they will have some additional provision or intervention to help meet their needs. All schools have a 'notional' SEND budget to help meet this additional provision. This could be extra maths, reading, writing, and spelling or phonics groups. The level of support they get will depend on factors such as their overall progress and attainment compared to their class or age related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 coaching, speech and language groups or physical therapy programmes. Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support. Additional equipment and support may be secured through Education, Health and Care Plan funding.

### **Autism**

Autism Spectrum Disorders (ASD) are believed to occur in about 1 in 88 people. It is a lifelong condition that affects how a person communicates with others and relates to the world around them. Our classrooms are autism friendly. We also understand the need to provide classroom adjustments for some pupils.

### **Staff Training**

We have staff with specific training in helping with anxiety□

Lego Therapy

ELSA

### **Personalised Support**

We use visual timetables to provide clear routines and structures.

Safe spaces are made available for our autistic children.

We encourage and promote diversity and understanding of autism.

### **Dyslexia**

Dyslexia is a learning difficulty that affects about 10% of the population, some more severely than others. It predominately affects the skills needed to learn to read with fluency and accuracy and it affects spelling ability. We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs.

We have dyslexia friendly guidelines, for use in our classrooms.

We offer 1 to 1 and small group, specific interventions known to work well for dyslexia. This includes reading catch up programmes.

We provide dyslexia friendly resources such as coloured filters to help access text and coloured paper for writing.

### **Speech and Language**

Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with Maths and English. We believe that early intervention to address speech and language difficulties is vital and we work closely with Speech and Language Therapy services. We also promote a range of well founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles. Additionally, interventions including Talk Boost are used to develop and extend vocabulary.

### **Social And Emotional Development And Support**

We have invested in staff training for mental health and well-being groups. We have a trained Emotional Literacy Support Assistant (ELSA) who supports pupils in 1 to 1 sessions, friendship groups (SaLT provision), anger management groups and as a home-school liaison support.

Our staff have been trained in an understanding of mental health difficulties and what to look out for. As a school, we work closely with Educational Psychologists, Behaviour Support Teachers, Social Services, Family Support Workers and with professionals from the Child and Adult Mental Health Services (CAMHS).

### **School Arrangements For Supporting Pupils Between Phases Of Education.**

We understand that transitions can be particularly difficult for pupils with special educational needs. We work closely with our feeder nurseries and our local secondary schools to ensure that transition is as smooth as possible.

We will visit children in their nursery setting to get to know their needs. If your child has an EHCP at nursery, a transfer review meeting will take place before they start at primary school.

We arrange additional support for transfer to secondary school such as extra visits and meetings. Children with EHCP plans will have transfer review meetings during the autumn term of Year 6.

If your child is moving schools to a new primary school, or transferring from another primary school, then we will always endeavour to talk to the relevant staff and ensure all support needs are in place.

### Contact Details of the SEND Co-ordinator.

	Special Educational Needs and Disabilities Coordinator (SENDCo)
Name	Linda Fraser
Contact number	01482 862882
Contact email	BeverleyStNicholasSenco@eastriding.gov.uk
Address	Holme Church Lane Beverley HU17 0QP

### Staff Training In Relation To Children And Young People With Special Educational Needs

- Regular training is disseminated to staff as part of the annual planned staff meeting timetable.
- Training given by the SENDCo, the Assistant Head for Inclusion (Victoria Hart) and other professionals includes:
  - Talk Boost (SaLT)
  - ASD (Cath Murdoch)
  - Behaviour (Team Teach)
  - Attachment Disorder (Helen Hatton)
  - DD4D (Victoria Hart)
- Support from outside agencies deliver whole school staff training when appropriate. Visits and observations provide opportunities for supported recommendations to be made
- Liaison meetings with the Head Teacher and Nurture Room staff are held weekly

The SENDCo has undertaken the Post Graduate Certificate in Special Educational Needs Coordination at Sheffield Hallam University - Completed August 2018.

### Complaints Procedure

If a parent has a complaint about the SEND provision in school then they are to follow the school's policy and guidelines. The process is as follows:

- Try to talk directly to the teacher, SENDCo or Headteacher
- If you are unhappy with the outcome then put your complaint in writing to the Headteacher
- The Headteacher will investigate your complaint and reply to your letter, inviting you in to discuss the matter further.

- After the meeting, if you are still not satisfied with the outcome, then put your complaint in writing to the Chair of Governors who will investigate and then provide a written response.
- The full school complaints procedure is available on request or on the school website

**INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.**

<http://eastridinglocaloffer.org.uk/>