

# SEN Information Report

January 2017

SENCO: Zayla Beecham

SEN Governor: to be appointed

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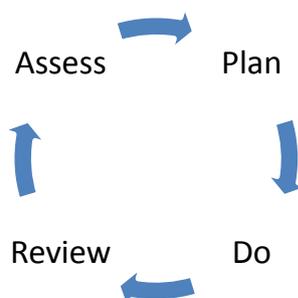
Dedicated SEN time: Full-time across all HMFA schools

## Whole School Approach:

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High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** Children are continually assessed as part of a rigorous, whole-school monitoring approach. A variety of assessment techniques may be used, including observation of pupils' learning; informal discussion with individuals or groups of pupils; asking questions to determine knowledge and understanding; looking at recorded work or conducting formal tests. Assessments may be carried out by teachers or teaching assistants, depending on the child's needs.

**Plan:** If a child is falling behind the level expected for children their age or they are not making the progress expected, teachers are responsible for making adjustments to their own practice, according to the needs of the individual child. Such adjustments may include changes in seating arrangements or groupings, provision of different learning materials, more extensive differentiation, inclusion in small adult-led group activities or provision of more specific resources such as reading rulers or pencil grips. This level of provision is known as Quality First Teaching or Wave 1 and is available to all children.

In addition to these adjustments, teachers may also decide to include pupils in more targeted interventions designed to enable pupils to 'catch up' with their peers.

**Do:** While the class teacher is responsible for making adjustments to classroom practice, more specific interventions may be led by the class teacher or TA. Desired outcomes will be much more specific and differ according to the needs of the pupils – this is known as Wave 2 support and may be accessed by a range of children, not only those with identified SEND.

**Review:** Teachers are responsible for monitoring the progress of pupils who are accessing interventions, and this is done through discussions with the adult responsible for delivering interventions, general monitoring of work produced during sessions and through the completion of the Group Provision Map. The SENCo oversees completion of this document and offers support and guidance on next steps as appropriate.

If the pupil is still failing to make progress despite accessing Wave 1 and Wave 2 support, the SENCo may decide to refer the child to an outside agency such as Speech and Language Therapy, Occupational Therapy, Community Paediatrician or CAMHS. The SENCo may also decide to carry out more detailed assessments in order to further clarify the child's strengths and weaknesses. Parents are consulted at every stage of this process and are required to give written consent for further referrals or assessments to be undertaken.

## **SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### **1. Communication and interaction**

If children are identified as having difficulties with communication or interaction, they are initially encouraged and supported to develop these skills through play and socialisation with their peers. Adults are trained to model good listening skills and adjust their use of language/vocabulary according to the children's understanding. Two members of the Reception team have received training in Signalong and one has achieved level 3 in Elklan Speech and Language training. In addition to this the Federation employs an independent speech and Language therapist who can be called upon to support schools on an ad-hoc basis.

If children are identified as having more specific difficulties with communication and interaction, they will be referred to the local Speech and Language Therapy team who will then carry out relevant assessments and offer guidance on strategies, resources and programmes of intervention which might be useful.

Children who are identified as having difficulties with social communication will initially be monitored and observed by the class teacher then by the SENCo as necessary. Concerns are shared with parents and decisions will then be made as to whether a referral should be made to the appropriate agency – usually the Community Paediatrics team or the Speech and Language Therapist with specialism in social communication.

The school will work closely with any outside agencies to ensure recommendations are implemented and resources purchased as necessary.

### **2. Cognition and learning**

Children with difficulties in the areas of cognition and learning will initially be identified through general class assessment procedures and measures will be taken to adjust teaching strategies accordingly. Teachers may choose to change groupings, alter seating

arrangements, make additional learning resources available or further consider differentiation arrangements.

Small groups may be set up to boost learning and these may be led by the teacher or the TA, the aim being to consolidate knowledge & understanding and promote opportunities for overlearning.

The SENCo may be asked to carry out additional assessments in order to identify specific areas of strength and difficulty and, if this is the case, a report will be drawn up and shared with the class teacher and the child's parents.

In addition to the above, the school is able to draw upon the expertise of the Federation's Educational Psychologist who is able to support staff in making classroom adjustments, carry out additional assessments or offer advice on next steps.

### **3. Social, emotional and mental health**

We take the mental health of our pupils very seriously and actively seek to promote good mental health across all the schools in the Federation. Where pupils have identified social, emotional or mental health difficulties, the school is fortunate to be able to draw upon the expertise of the Federation's Pastoral and Safeguarding team. Children and families are able to access a Pastoral & Safeguarding manager, Learning Mentor, Education Welfare Officer and Family Support Worker/CAF Lead Professional, in addition to a small team of TAs trained in nurture provision and counselling skills.

The SENCo works very closely with the Pastoral and Safeguarding Manager to ensure the correct agencies or involved with individual children. Referrals may be made to CAMHS, Educational Psychologist, child bereavement services or counselling services.

### **4. Sensory and/or physical needs**

The school is fully accessible to pupils with physical disabilities or sensory impairments and strives to ensure resources are appropriate to need – please refer to the school's Accessibility Plan for further details. The SENCo works closely with the local authority's Hearing Impairment and Visual Impairment teams and will implement any recommendations made by either team. The school also has use of a mobile audio system which can be used for children with hearing impairment and resources would be fully adapted for use by pupils with a visual impairment.

As of 24.01.17, we have 28 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include completion of an Individual Provision Map for each child, completion of a Group Provision Map for any child accessing support at Waves 2 or 3, along with general assessment procedures such as observation, pupil questioning, marking of work and use of Classroom Monitor.

### **Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents Evenings	Teacher and parents	Twice a year
School reports	Teacher and parents	Termly

Sharing of Individual Provision Maps	Teacher and parents	Termly
Informal discussion	Teacher/SENCo/parents	When appropriate

## Staff development

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We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level
ZB	SEND	National Award for SEN Coordination Certificate of Competence in Educational Testing
JD	SEND	Post Graduate Diploma in Special and Inclusive Education
AL	Social, Emotional and Mental Health	Diploma in Counselling Skills
LM	Speech and Language	Elklan - Level 3
MLe	Speech and Language	Signalong – introduction Supporting Teaching & Learning – Level 2
MLo	Early Years/ Speech and Language	Signalong – introduction Early Learning & Childcare – Level 3
HR	Speech and Language	Signalong – introduction
CM	General Learning	Supporting Teaching and Learning – Level 3 Studying for Foundation Degree in Learning Support
JC	General Learning	Supporting Teaching and Learning – Level 2 (currently studying for Level 3)

During the last academic year we have offered additional training in the following areas:

- Changes to SEND processes
- Attachment disorder
- Keeping Children Safe in Education
- WRAP training offered each term to ensure all staff across the Federation are trained

## Staff deployment

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

The school currently has a total of 11 teaching assistants, 4 of whom have 1:1 responsibility for children with the most complex or severe needs.

Each classroom has a teaching assistant who works closely with the teacher in supporting the learning of *all* children in the class. The role of the TA is all-encompassing and best practice is observed when TAs work with children of all abilities rather than just those with the highest level of need. TAs are encouraged to participate in all aspects of general classroom management, including planning (alongside the teacher), assessing, monitoring progress, providing feedback and marking work – the close partnership between teacher and TA is crucial in ensuring a consistent and measured approach for all children.

## **School Partnerships and Transitions**

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome one child with special educational needs or disabilities and we supported two children in making the transition to the next phase of their education.

Our approach involved working closely with the staff at Sutton Seedlings and other local nurseries to ensure good communication prior to school entry. The SENCo always works closely with high school SENCos and ensures information is passed on and additional transition arrangements are made as necessary.

If a child with SEND is also Looked After, the SENCo works closely with the Pastoral & Safeguarding Manager and Head of School to ensure the child and family's wider needs are addressed appropriately. These named professionals are invited to all relevant meetings and pupil progress is reviewed systematically, using the school's usual monitoring and assessment procedures.

## **Complaints**

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If parents wish to make a complaint about any element of SEND provision they are initially encouraged to speak to their child's class teacher as good communication between home and school is vital in ensuring best outcomes for all concerned. If parents wish to pursue their complaint further, they are welcome to speak to the school SENCo in the first instance. The SENCo is Mrs Zayla Beecham and she can be contacted at [zbeechem@lordscudamore.hereford.sch.uk](mailto:zbeechem@lordscudamore.hereford.sch.uk) or by calling (01432) 273951 and leaving a message. Mrs Beecham is our Federation SENCo so often visits the other HMFA schools, however she will respond to any messages as soon as she is able to.

If parents feel the issue has not been adequately addressed through communication with the class teacher or SENCo, they are encouraged to make an appointment to discuss the matter further with either the Head of School (Mrs Orton) or either of the Executive Head Teachers (Mr Box or Mr Whitcombe).

## **Bullying**

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise.

Children with SEND may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions such as circle time or 'talk time' to encourage children to discuss their worries. Children are also encouraged to write down their worries and can post them anonymously in the 'worry box' within each classroom – these are read on a regular basis and can be shared either as part of whole class discussion (whilst maintaining the child's anonymity) or on a 1:1 basis with the child.

Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable – this can be done verbally or through more a more informal process such

as a comic strip conversation or story. Staff may seek support from the Pastoral and Safeguarding team if they feel a child has a worry or concern that they are not readily sharing.

Parents may wish to refer to the school's Bullying Policy for further guidance on this matter.

### **What has and has not worked this year**

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Impact of current provision from July 2016 – December 2016:

Reading	Writing	Maths
1.7	1.5	1.7

Areas of success:

- Close working partnerships between teachers and TAs have helped children with SEND make progress
- Use of intervention programmes to support pupils with SEND
- Teachers taking responsibility for IPMs
- Continued access to a range of professionals and expertise including Educational Psychologist, Learning Mentor and Education Welfare Officer

Areas for development:

- Staff training – in particular Mindfulness and Emotional Well Being.
- Developing relationships with SEND parents
- Look at interventions in terms of offering more research-based opportunities

We intend to address these through seeking advice and support for enhancing provision, organising staff training, developing parent meetings with class teachers to discuss progress and support for SEND pupils and taking account of the 'Making the Best Use of Teaching Assistants' (Education Endowment Foundation, Spring 2015) guidance to inform best practice regarding deployment of teaching assistants.

### **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include learning walks, evaluation of data and collaboration with stakeholders in order to provide adequate provision for our SEND pupils.

**Relevant school policies underpinning this SEN Information Report include:**

- SEN Policy
- Accessibility Plan
- Complaints Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

### **Further Contacts**

<b>Agency</b>	<b>Telephone</b>	<b>Email (where possible)</b>
SENCo (Mrs Beecham)	(01432) 273951	zbeecham@lordscudamore.hereford.sch.uk
Local Authority SEN Team	(01432) 260088	
Speech and Language Therapy Team	(01432) 363975	
Occupational Therapy Team	(01432) 373940 option 2	
Physiotherapy Team	(01432) 373940 option 1	
Child and Adolescent Mental Health Service	(01432) 378940	
SEND Information and Advisory Support Service (SENDIASS)	(01432) 260955	sendias@herefordshire.gov.uk
Herefordshire Carers Support	(01432) 356068	