

GLADE PRIMARY SCHOOL

SEN information report Spring Term 2017

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Teaching and Learning

Inclusive classrooms

Glade is an inclusive school and we always endeavour to do our best for all of our children. All of our teachers are teachers of children with Special Education Needs (SEN). They all follow the school's SEN policy and know about ways in which their classroom organisation and their teaching may need to be tweaked to accommodate children with a range of SEN.

The SEN Code of Practice (2015) is the legal document which describes how schools should support children with SEN. According to that document:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age

Some children may have a disability, a diagnosis of ASD, a sensory difficulty or a medical problem but these children are not included on the SEN register unless there is a learning difficulty.

Bullying of children with SEND

As a school, we have a policy of zero tolerance towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children either are not aware they are being bullied or they struggle to communicate their experiences. The playground and school are always patrolled during playtimes and lunchtimes and members of staff -often the class teachers and members of the senior leadership team- are always available to listen and intervene where there is any suggestion of bullying.

We teach children that bullying is everyone's responsibility and encourage them to come forwards if they think another child is being bullied. We will also investigate complaints of bullying from parents.

In the year 2015-2016, we had no complaints of bullying of children with SEND. Any complaints would be investigated thoroughly.

Identifying children with SEN and assessing their needs

Parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All teachers regularly talk to the parents of the children they teach and keep them informed about any concerns. Concerns may also be raised at termly pupil progress meetings when teachers and senior leaders sit together and identify children whose progress is disappointing.

Initially, the teacher will use their knowledge of the child to change something about the child's learning opportunities in order to see whether the child begins to make better progress. Often, this will solve the problem.

Some children will need something which is '*different from or additional to*' the opportunities offered to all children in the class. With their parents' permission, these children are discussed with the SENCO. If the SENCO and teacher together think that there is an additional need, the parent is invited to a meeting and together agree whether or not to put the child on the SEN register.

Once on the SEN register a child's needs are assessed in more detail and additional support planned for. This may include assessments and advice from education or medical professionals outside of school. A

parent's permission is always asked for and parents are kept informed of the outcomes of these assessments.

Most children on the SEN register are accommodated at 'SEN Support' (SENS). These children have targets which they are supported in meeting. The support may take the form of an intervention, additional adult support, access to ICT or some change to their environment: the support is individual to the child in order to help them to meet their targets. There is a termly meeting to discuss progress with parents.

A very small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). These have replaced statements. Most of these children are likely to need a specialist school at some point. Children with EHCPs have a record of support and a termly meeting to discuss progress in the same ways as children on SENS. The EHCP is reviewed annually with the child, their parents, teachers and any other adults that work with the child. This is when changes can be made to the EHCP to reflect any changes in need.

More information on SENS and EHCPs can be found at the Schools' Offer which answers over 300 questions put by parents. <http://sen.smpsac.org/>

Profile of SEN

In the Spring term of 2017 we have 4 children on our Special Educational Needs (SEN) register which is 16 % of our school population. Nationally, around 14% of primary school children are currently identified with SEN. 7 children in the school have statements or EHC plans in place or being drafted, this is 3% of our pupils and above the national average for a school our size. The types of special needs our children have, listed under the broad categories of SEN as defined in the 2014 Code of Practice, include:

- *Communication and interaction*: autism, Asperger's Syndrome, speech and language difficulties
- *Cognition and learning*: dyslexia, dyscalculia, dyspraxia(DCD), global delay and moderate learning difficulties
- *Social, emotional and mental health*: challenging behaviour linked to social and emotional difficulties, ASD, ADHD, tourettes, severe anxiety, OCD, sensory disorders.
- *Physical & Sensory*: visual processing difficulties; auditory processing difficulties; physical limitations; sensory integration difficulties, Sturge-Weber Syndrome, epilepsy, hydro-cephalous, hypermobility, hearing loss.

We have two looked after children in school. These children have access to the same processes and support as all other children. One of these children has a PEP in place.

Adaptations to the curriculum

Children with SEN need provision which is different from and additional to their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to allowing access to additional resources, doing different activities or doing the same activity as others but with additional support. All teachers plan in this way for the whole class and consider the needs of their SEN pupils when identifying the best pathways through learning.

In addition, whole school strategic planning supports children with SEN. This is laid out in more detail in the school's accessibility plan (see Appendix A).

Looking after children's social and emotional well-being

We recognise that children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, and difficult to manage behaviours, through self-harming or through withdrawn, introverted behaviours.

All teachers are very aware of the social and emotional needs of the children in their classes and accommodate individual needs. This might be by having more help from the teacher or a familiar teaching assistant, through a social skills support group, therapy, or lunchtime club, through a reward system, a place for time out and calming down, or another intervention that meets the child's individual needs.

If the work we do in school over time proves not to be effective, we can engage outside services such as play therapists, CIR, refer to a pupil referral unit (PRU) or, through the GP or school nurse, to the Children's and Adolescents' Mental Health Service (CAMHS).

Evaluating the effectiveness of our work with children

All of the work we do with our children is carefully checked. Overall progress is discussed at termly pupil progress meetings and any causes for concern are highlighted. Staff share with teachers the achievements made by children and this helps us to decide whether the support is having an effect or not. With some interventions it is possible to measure their impact summatively, we use Boxhall profiles, language link, CLIC and rising star assessments. If the support is not working we stop, find out why and plan what to try next.

All children at Glade have targets for reading, writing and mathematics, this includes children on the SEN register. These children will have a differentiated target based on their year group targets. However Children with statements/ EHCPs are given long term targets which are linked to the objectives in their EHCPs. These long term targets are broken down into smaller steps for each term. Children on the SEN register usually find learning more difficult and as a result make slower progress than children not on the SEN register, however many children begin to catch up. All of the children make some progress against their prior attainment. If a child shows they are continuing to catch up they may be removed from the SEN register this is always discussed with parents first.

Access to extra-curricular activities

The school offers a range of extra-curricular activities, both during and after school. Children on the SEN register are actively encouraged to attend clubs which enable them to learn new skills and to develop confidence. We are pleased at the number of children who have at least tried to participate in extra-curricular activities. If your child would like to try one of our clubs, but you feel they may need support to do so, please speak to their class teacher or the SENCO. We will see if there is a way to give your child the support they need.

Working with parents and children

Working with Parents

All of the children who are identified as having SEN complete a passport to learning, this is updated termly during a meeting with parents and, where appropriate, the child. At the meeting, the child's progress towards their targets is discussed and the parent is involved in deciding what the next steps might be and what kind of support will be necessary for the child to achieve these outcomes.

A group of parents worked with the SENCO to participate in the creation and updating of our Schools' Offer which can be accessed [here](#) or from our website. This document was produced in collaboration with local schools.

Working with Children

The school operates a Person-Centred approach to involving children in their education. All children on the SEN register, complete an annual One Page Profile which enables them to record information about what is important to them as well as recognising their strengths and weaknesses. These are kept in the class SEN file to inform and remind adults that work with these children.

All children in the school, including those with SEN, have targets which they work towards and the school marking policy explains how teachers give children feedback to help them to move towards their targets.

As part of their one page plan, children are asked to think about their futures, although we know these are likely to change. We want all of our children to have aspirations and to plan for possible futures. If we know about children's hopes and dreams, we can sometimes direct them towards local opportunities for developing their skills and interests.

Working with Families

It is much harder now for families to seek help. The national cuts in funding to Local Authorities have meant that the threshold for engagement with services that support families has risen. We employ a Family Support Worker (FSW) who can help with early intervention, give good advice or sometimes just be a friendly, non-judgemental listener who is happy to sit and chat with a cup of tea. We are investing in supporting and training for this role.

Although there is not necessarily any link between the families she works with and SEN, the FSW is knowledgeable about SEN and sympathetic to the additional stresses on a family when a child has additional or special needs.

SEN administration

Transition arrangements

Moving into our school, away from our school and between classes is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements. We make additional plans and preparation for some of our children who become anxious when faced by change. This might include extra visits, taking photographs, doing work about what can look forward to in the new class or school, sorting out concerns or part time attendance to begin with.

Involving outside agencies

Outside agencies the school has worked with this year include: educational psychologists, county inclusive resource (autism outreach services), Suffolk SEN team, Behaviour Support Service, Speech and Language Therapists, SENDAT Outreach, SENDIASS parent support, Centre for Attention, Learning and Memory, Brain Injury Trust, Rainbow trust, Winston's Wish, occupational therapists and play therapists, as well as the school nursing service.

The school is a member of the Mildenhall SEN hub which is a collaboration of 10 local primary schools working together to support children with SEN. We benefit from sharing information and resources, networking meetings, annual conferences, bulk buying EP and Behaviour Support.

Training and expertise of staff

All of our teachers are teachers of children with SEN and have a broad understanding of the needs of children with SEN. Most staff have received training for working with children with dyslexia and creating a dyslexia- friendly learning environment. In addition, staff have received training on working with Autistic children, Lego-therapy, SEN reforms, Talk and Draw Therapy, Sensory Disorders, catch up literacy, 1:1 Read Write Inc, and ELKLAN speech therapy.

The role of the SENCO is to provide additional information and support to enhance teachers' knowledge and expertise. In addition the staff have access to an extensive library of information books and, where applicable, teachers are directed to websites which are particularly useful for information about different SEN. If necessary, we can call on additional services to support our work with the children.

Funding

Glade School receives funding from the Department for Education, some of which is intended to support children with SEN. For children who have particularly high levels of need and support, we apply for top-up funding (High Tariff Needs Funding) from Suffolk. In 2016-2017 we received £28500, of this funding which was used primarily to employ additional teaching assistants to work with these high level need children.

Complaints Policy

We work hard to support all of our children, but sometimes parents have concerns which they don't feel area addressed. If you have any complaints, please follow the complaints policy as outlined on our website, but can be summarised as follows:

Step 1: informal discussion with class teacher or head of year

Step 2: informal meeting with Headteacher

Step 3: formal written complaint to Headteacher

Step 4: referral to governing body or the local authority

Strategic management 2017

Below is a list of people in the school who are particularly concerned with the organisation of SEN in the school. They can all be contacted via the school office:

SEN governor- Mrs Pamela Pickard

Inclusion Leader/SENCO: Miss Nicola Prentice

Head: Mr A Smith

The way in which we identify and work with our SEN children is clearly explained in our SEN policy. In addition, the school has worked with Mildenhall SEN hub to create an extensive library of questions and answers about SEN. The questions were asked by parents of member schools.

You can access the Local Offer at:

<http://sen.smepsac.org/>

Our school forms part of Suffolk's local offer which can be accessed at:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=B5AAB6BD5E1BAF56770F37DEEF827690?localofferchannelnew=0>