

# Special Educational Needs Report



**Inclusion and Pastoral Lead:** Mrs Nicky Clarke

Including Special Educational Needs, Pupil Premium, English as an Additional Language and Looked After Children. Designated Safeguarding Lead.

**01604 810371** mailto: [N.Clarke@eb-pri.northants.sch.uk](mailto:N.Clarke@eb-pri.northants.sch.uk)

**Earls Barton Primary School**

**Broad Street**

**Earls Barton**

**Northampton**

**Northamptonshire**

**NN6 0ND**

Specialism: Primary 4-11

<http://www.earlsbartonprimary.org.uk/>

**Head teacher** - Mrs Pauline Shacklady

head@earlsbarton-jun.northants-ecl.gov.uk

01604 810371

## **Inspection details**

Date of last inspection March 2012

Outcome of last inspection Good

“Pupils behave well in lessons and are keen to succeed. They feel safe in school, partly because of their own sensible conduct and the care they show for each other.”

“Disabled pupils and those with special educational needs make consistently good progress because tasks are carefully adapted to their needs and adults provide a well-judged mixture of support and challenge”

## School Information



KS1 and EYFS building



KS2 building

### **How we support a parent/carer with a concern or a young person who are worried about their learning**

Children with SEN along with their peers are assessed termly by the class teacher and this information is used to update interventions and the support needed. This information will be shared with parents twice a year at Parents Evenings and also in termly Individual Education Plan (IEP) reviews. This will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the child in order to prepare them for the next phase of education e.g. Foundation Stage to KS1, KS1 to KS2, KS2 to KS3.

Parents who are concerned about their child's learning should initially contact the class teacher. A conversation can take place and next steps can then be decided.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing next steps for all children, in particular, those not making expected progress, those in receipt of pupil premium funding, those with English as an additional language. For some children identified as having special educational needs, an IEP will be drawn up, involving parents when deciding the key areas of focus and monitoring progress against targets within these plans.
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services and support available as part of the Local Offer.

- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.



## **Our arrangements for consulting parents of children with SEN and involving them in their child's education**

The school works closely with parents and carers in the support of those children with special educational needs.

We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

There are a range of opportunities for parents to discuss progress including Parents Evenings, formal reports and meetings with the class teacher or Senco which can be arranged at any time. Staff are happy to make themselves available to discuss any pupils including those with SEND, if an appointment is made through the school office.

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of differentiated learning activities and feedback information from the class teacher. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify and celebrate their strengths
- identify their own needs and learn about learning
- self-review their progress and identify next steps
- For some pupils with special educational needs monitor their success at achieving the targets on their Individual Learning Profile.

## **Our arrangements for consulting young people with SEN and involving them in their education**

Children are asked to comment on and review their progress at the end of each term and through Annual Reviews Education and Healthcare Plans.

The ideal is to lead up to 'real participation' where the children have an idea of the areas of difficulty and where they want to be by the end of KS2. Obviously, the younger the child, the more adult initiated this will be.

If a child is referred to the Educational Psychology Service or another outside agency, their views will also be recorded as part of the referral process. Educational Psychologist's report will acknowledge the child views as part of their feedback to the school.

### **The kinds of Special Educational Needs which are provided for in our school:**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. We aim to provide for a wide range of different needs. This includes children with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Hearing Impairment, including the use of FM systems and audio aids.
- Medical Needs impacting on learning
- Significant speech delay
- Physical disability
- Social, emotional and mental health difficulties

In admitting children with special educational needs we would expect to have informative discussions with both the child's family and the local authority (where appropriate) to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a child with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the child's and the school's needs make that a necessity. As a mainstream school it can be difficult for us to make provision for children whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each child in constructive conversation with other agencies.

## Our policies for identifying children and young people with SEN and assessing their needs

The benefits of Early Identification are widely recognised. Special Educational Needs mean that a child requires different from, or additional to, that which is normally available to all children. Class Teachers will use their assessments to identify children whose progress:

- Is significantly slower than that of their peers.
- Fails to match the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Our first response to a child's learning will always be quality first teaching which will be targeted at areas of difficulty. If the gap continues to widen, the child will be monitored by gathering evidence compared to the work of their peers this will include the views of the parents and the child. During the information gathering period, interventions will be put in place to secure better progress and discussions will occur between parents and the class teacher in the first instance. Termly conversations occur with the class teacher and Inclusion Lead to monitor these children and parents involved when necessary.

At Earls Barton Primary School, the Inclusion Lead has access to a range of different assessment materials which she will use to help identify strengths and weaknesses of the child's learning profile. This includes literacy, maths, phonics assessments, a dyslexia screener tool and speech and language assessments. In accordance with the **2014 SEND** Code of Practice, this follows the graduated approach of 'Assess, Plan, Do, Review'.



Support, strategies and interventions will then be put in place, details of which will be documented in a provision plan, (for those children who are not on the SEND register but who have been highlighted as not making expected progress or receiving in school additional support) or for those children on the SEND register in their individual IEP's as well as the provision map.

If a child continues to make less than expected progress or continues to work at levels substantially lower than that of their peers despite support and interventions then an external agency will be involved. The Inclusion Lead will work in conjunction with the class teacher to gather evidence and decide which external agency would best fit to suit the individual needs of that child.

## The Role of the Inclusion Lead (SENCO):

- Oversee the day-to-day operation of the SEND policy.
- Coordinates provision for children.
- Liaise with parents of children with SEN.
- Liaise with Early Years providers, next phase settings and external agencies.
- Ensure that records are kept up to date.

## Our arrangements for assessing and reviewing children and young people's progress towards outcomes

Children with SEND along with their peers are assessed termly and this information is used to update interventions and the support needed. This information will be shared with parents each term. This will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the child in order to prepare them for the next phase of education e.g. FS to KS1, KS1 to KS2, KS2 to KS3.



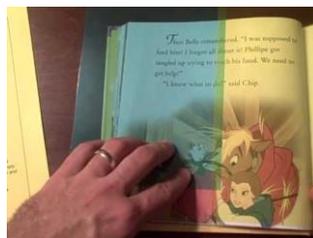
If required, for a child with communication difficulties, a Home/School book will be used for information about things that may have happened at school and for the parent to share any information about things that have happened at home.

For children with SEN, if additional learning is to be completed i.e. for their targets on their Individual Learning profile, then this will be discussed and recorded in the termly IEP meetings.

## How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

As an inclusive school, we do everything we can to ensure that children of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.



Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all children

in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

We are fully committed to promoting equal opportunities throughout the school and children with SEND have access to the same activities as those children without SEND. Risk assessments are carried out and the same opportunities are offered to children with SEND who may need additional support with the activity.

All lesson planning seeks to address the learning needs of all children in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Children are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Children are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Our aim is that from September 2018 Key Stage Two SEN pupils are involved in their termly learning review meetings alongside their parents, class teacher and Senco.

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we do not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

### **Our approach to teaching children and young people with SEN**

When a child has been recognised as having Special Educational Needs, the first step is to target their areas of difficulty through quality first teaching and this is to be differentiated so that the child's individual needs are addressed.

If the child requires additional support and intervention, this will be planned by the teacher, Inclusion Lead, Senior Leadership team (where needed) and Teaching Assistant.

The child will have an Individual Learning plan which will provide details of the views of the child, their attainment over time, key provision details, reasonable adjustments, individualised targets, child outcomes and how to support at home.

For children with more complex needs, who may need High Needs funding or a Request for Statutory Assessment, in which the Local Authority undertake a full assessment of the child's need to ascertain whether they need an Education, health and Care Plan, an Educational Psychology Assessment will be commissioned to support this process.

All lessons are differentiated at Earls Barton Primary School which enables all abilities to achieve in lessons.

## **How we make adaptations to the curriculum and our learning environments:**

Our Mission Statement talks about the commitment the school has to giving all of our children every opportunity to achieve their potential. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through;

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. We also have several evidence based interventions that can be adapted to meet the child's individual needs.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Reasonable adjustments can also be made to learning environments, including use of ramps and disabled toilets alongside aids for learning e.g. laptops, chairs etc. to ensure that all children are able to access their entitlement to a broad and balanced curriculum.

We recognise that children are individuals and they learn in different ways and different paces.

The task for the teachers is to fully engage all children in the learning process, and for those children who find learning more challenging, the approaches need to be adapted to enable this engagement to be possible. We do this by varying the resources that children can use, e.g. use of

different colour paper (typically for those children with dyslexia traits), using alternative means of recording if handwriting is an issue. Visual resources will be heavily used for those children who need extra visual support e.g. use of concrete maths apparatus, pictures to support vocabulary used in lessons etc.



### **What is our expertise in school support children and young people with SEN and how we secure specialist expertise?**

The Inclusion Lead at Earls Barton has successfully completed the National Award for SEN coordination at Northampton University (PGCert). She regularly attends county network meetings and training, she is also part of a Senco cluster of local school offering practical support and advice, meeting every six weeks.

Within Earls Barton Primary School it has been identified we have a specific need for Speech and Language Therapist (SALT) input. The school employs Alice Gainsford (<http://www.alicespeechandlanguage.com>) a qualified SALT for one morning every two weeks to support specific children and liaise with staff delivering small group speech and language interventions.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils is commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria are put in place at the point of commissioning and the headteacher and senior leaders are responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school, wherever possible, joins with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

All staff are able to access training which will best equip them to cater for all children regardless of SEN or ability. If extra training is required to meet a particular child's needs, the Inclusion Lead/Head teacher will inform the member of staff of the relevant training and ensure their participation which will then be cascaded to all staff if appropriate.

If a child is to come to our school whose needs we have not encountered before, we will ensure that we have all the current information from parents and the child and any agencies that have been involved and ensure that staff have the relevant training to update their skills so that the child's individual needs will be addressed.



The Inclusion Lead can access a range of external agencies including Health (Speech and Language Therapist, Occupational Health, Paediatrician, Physiotherapist, Specialist Health Visitor, CAMHS) Educational Psychology and Jo-go Behaviour support

The following are the training sessions pertaining to SEND that the members of staff have received or are about to receive:

- Epipen
- Attachment Awareness
- Protective Behaviours Training
- Restorative Approach
- A number of our staff have also been trained to administer Insulin to diabetic children.
- Team Teach Training
- Speech and Language Training
- Autism Training
- Numicon Training
- Supporting Children with Challenging and Emotional Behaviour
- PECS

### **How do we evaluate the effectiveness of the provision made for children and young people with SEN**

Interventions are monitored by the Inclusion Leads, Senior Leadership Team and SEN Governor. The progress of children with SEND is analysed termly by the Inclusion Lead and SLT. This information is shared with the Governors through an SEN Governor who has regular updates from the Inclusion Lead.

The Inclusion Lead and the Senior Leadership Team use the APTGO audit and planning tool designed by the Eastern Leadership Centre to regularly review the effectiveness of provision within the school.

If the school judges that the impact on learning is not sufficient, we will seek advice from external agencies and from other schools in order for the best fit intervention and support for that individual child to be implemented. The parents of the child with SEND will be involved at every stage.



## **How do we provide support for improving emotional and social development including pastoral support**

At Earls Barton Primary School, we provide pastoral support through class teachers and teaching assistants for all children including those with SEND. We also have a HLTA and Family Support Worker who support children in school. Two members of staff run a small lunch time nurture based group in KS2 for children who need small group activities rather than playing on the large playground. If required, we have a School Nurse that we can contact for additional support and advice.

We can refer to the Duty Officer for Social Services via the Senior Designated Safeguarding Lead. The Designated Safeguarding Leads are Mrs Pauline Shacklady, Headteacher, Mrs Loomes, Deputy Headteacher and Mrs Clarke Inclusion and Pastoral Lead. We also offer Early Help Assessments for families who need support.

All members of staff receive Safeguarding training annually.

## **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

When specialist equipment or a high level of staffing support is required to support a child with special educational needs, our school funds this as additional SEN support up to £6,000 per annum for each individual child. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school can apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

We involve other bodies, including health and social care, LA support services and voluntary sector organisations where needed.

The governing body have a designated governor in charge of SEND at Earls Barton Primary School. This governor meets regularly with the Inclusion Lead and is updated in all matters pertaining to SEND at our school. This includes being kept informed of any bodies that are working with the school to assist with particular children.

Our school identifies sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Assessment (EHA) team
- CAMHS
- Educational Psychology Service
- Information Advice Support Service for SEND in Northamptonshire
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Educational Inclusion Partnership
- Early Years SEN support service (Including Portage team)
- Multi-agency safeguarding hub
- Jo-go behaviour support

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving children with special educational needs in our school. For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a child are very specific (eg autism, visual impairment etc.).

Contact details for the support services for parents and carers of these children, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

The Inclusion Lead makes the referrals to the appropriate agencies.

### **Northamptonshire Local Offer**

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630 082

Educational Inclusion Partnership Team:

Parent Partnership: IASS 01604 364772 email [contact@iassnorthants.co.uk](mailto:contact@iassnorthants.co.uk)

Virtual School for Looked After Children

Jo-go behaviour support – 01604 832970

High needs funding and Education health and care plans

## Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood



Children and parents are encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. The school encourages parents of children with SEN to start considering this process in year 5.

Support for the child in coming to terms with moving on is carefully planned and will include familiarisation visits. Children are included in all “class transition days” to the next phase but may also be offered additional transition visits.

We work hard to facilitate a smooth transition into our school from the previous phase of education and from our school into the next phase of education.

When a child with SEN is due to transfer to the next phase of education e.g. KS2 to KS3, the Inclusion Lead will arrange for all children with SEN to have additional visits where their questions can be answered in a small group situation. All the information on the specific details of the individual needs of the child will be communicated to the next school's Senco and they will arrange a meeting with the parents so that their concerns will be addressed.

Extra support is also available leading up to the transfer of a child to another school. It is usual practice for an SEN assistant from the transfer school and any external agencies who are already involved to visit the child prior to transfer.

**Timescale** - the information is passed to the SENCo of the Secondary School early in the Summer term, who will then meet with parents.

The additional visits usually take place in June and July.

Parents are given a named contact at the next phase provider with whom the Inclusion Lead will liaise.

### **How we contribute to the publication of the local authority's local offer.**

Information about this school's Local Offer and other SEN information is published on the school website

Information about the Local Authority's Local Offer can be found by following this link

<http://www.northamptonshire.gov.uk/localoffer>

## **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school.**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and Inclusion Lead then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Where parents or carers of a child with SEN feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Inclusion Lead or headteacher. The Inclusion Lead/headteacher considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parents or carers have a complaint about the headteacher, they should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all she or he can to resolve the issue through a dialogue with the school, but if parents or carers are unhappy with the outcome, they can make a formal complaint by making it in writing addressed to the Chair of Governors.

We strive to provide a good education for all our children. The head teacher and staff work very hard to build positive relationships with all parents and carers. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians.

We deal with all complaints in accordance with procedures laid down by the LA. If the school itself cannot resolve a complaint, those concerned can refer the matter to the Local Authority.