



Savile Town CE (C) Infant and Nursery School SEND Information Report 2020

'At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.'

The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents and seek their consent when it is decided that a pupil will benefit from receiving SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Parents will be kept up to date on their children's progress at termly review meetings.

Supporting pupils moving between phases and preparing for adulthood

We will share information with our feeder Junior school(s) and specialist provision that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils have a transition visit to their new school, pupils with SEN have extra visits timetabled in in the summer term.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Fine motor
- Gross motor -ABC
- Handwriting
- Maths - booster and greater depth/challenge
- Time to Talk - social skills
- SALT - range of speech programmes
- Sensory -accessing well-being space
- ELSA

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions such as :

- supporting pupils on a 1:1 basis when they have an IEP, My Support Plan or EHC plan in place where possible.
- Supporting pupils in small groups when there is a shared target or need and they are on a group IEP

We work with the following agencies to provide support for pupils with SEN:

Speech and Language Therapy service

Kirklees Specialist provision

LOCALA

EYSEN Service

Expertise and training of staff

Our SENDCO Fiona Lee has 4 years experience in this role and achieved the National Award for SEND Co-ordination in 2019 and has worked as teacher for 25 years.

She is allocated 1 day a week to manage SEND provision.

We have a team of 10 teaching assistants, including 1 higher level teaching assistants (HLTAs) and 1 Nursery Nurse who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Aces, Emotional well-being, ELSA, asthma awareness, Bereavement as well as other curriculum areas.

We use specialist staff for:

Securing equipment and facilities

Refer to Accessibility Plan

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- The SENDCO and class teacher meet each half term to review the interventions, IEP's and individual progress.
- Monitoring by the SENCO

- Using PIVATS, Pre-key stage assessments, Tracker data and provision maps to measure progress and plan next steps
- Holding annual reviews for pupils with statements of SEN or EHC plans

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

See accessibility plan.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the pupil voice groups in school, such as School Council, Munch Bunch, Eco Group, arts Ambassadors and the Collective Worship Group.
- Pupils with SEN are also encouraged to be part fun and games club to promote teamwork/building friendships etc.
- Emotional Well Being is the priority of all children in our school and we are currently part of the Trailblazers Mental health project.
- Children are supported by our ELSA intervention
- We have a zero tolerance approach to bullying.

Working with other agencies

We work alongside a range of agencies to ensure children receive effective support:

- LOCALA - health visitors, school nursing team, through referrals and health checks and to access other services such as the continence team, speech etc.
- SALT - half termly commissioned time in school
- Referrals into SALT, EYSEN, KSP, CAMH's when and where needed.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

KIAS- Kirklees Information Advice and Support Service-kias@kirklees.gov.uk tel. 01484 225422

PCAN-Parents of children with additional needs -info@pcankirklees.org tel. 07754 102336.

Contact details for raising concerns

Fiona Lee -SENDCO

Debbie Douglas - Headteacher

The local authority local offer

Our local authority's local offer is published here: <http://www.kirklees.gov.uk/localoffer> or a link can be found on our school website www.savile-town.co.uk

Monitoring arrangements

This policy and information report will be reviewed by Fiona Lee (SENDCO) every 2 years. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Date of next review.....