

Sutton Veny CofE Primary School

Special Educational Needs Information Report



At Sutton Veny CofE Primary School we want the very best for every child and so we provide an environment where they will be safe, happy, thrive and succeed. Our strong team of staff and governors are driven by a common goal – **to value, care for, guide and support each child to help them realise their potential.** We adopt a fully inclusive approach to teaching all pupils, including those with special educational needs (SEN). Every teacher is responsible for teaching every pupil in their class even when pupils have additional needs. This policy reflects the guidance as set out in the SEND Code of Practice. It was developed by the senior leadership team, teaching staff and school governing body.

Aims

As a school, we provide excellent quality first teaching to meet the needs of all our pupils. We aim to provide a learning environment where pupils are challenged to maximise their potential and recognise their value and contribution to the school, the wider community and society. We set high expectation for all pupils, including those with additional needs, and understand the impact this has on raising aspirations of both teachers and pupils. Our aim is that all children with special educational needs will have full access to the National Curriculum and participate in activities compatible with the education of all pupils. This approach aims to develop the whole child, taking into account their social and emotional wellbeing, their confidence and self-worth.

Our Objectives for Supporting Pupils with Special Educational Needs

To achieve these aims our objectives are:

- To provide a fully inclusive environment for all pupils.
- To identify the needs of pupils at the earliest possible stage of their education.
- To use accurate assessments to help meet the needs of all pupils.
- To plan effectively to meet the needs of pupils with a special educational needs.
- To provide effective, target based provision for all pupils with special educational needs.
- To regularly review the quality of provision and pupil progress.
- To actively involve parents and carers in decisions regarding their child / children.
- To develop and maintain positive relationships with all involved in a pupil's development.
- To, where appropriate, involve the children in decisions about their education.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide a SENCO (Special Educational Needs Co-ordinator) who will manage, lead and oversee the provision for pupils with SEN.
- To provide support and advice for all staff working with children with SEN.
- To raise the self-esteem of pupils with SEN by recognising and sharing their success with them.

Definitions of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Four Areas of Special Education Need (SEND)

Special educational needs and provision can be considered to fall under four broad areas. There are many difficulties that fall within each area. If your child has a need within one of these areas, their specific need and the provision we put in place to meet it will be discussed in detail with parents and carers.

1) Communication and interaction

Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

2) Cognition and Learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

3) Social, Mental and Emotional Health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

4) Sensory and/or Physical Needs

There are a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

SENCO:

Currently the SENCO is Adam Lewis, responsible for co-ordinating the provision of special educational needs throughout the School. This involves:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Contributing to the continued professional development of staff.
- Monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person.

Special Educational Needs Provision at Sutton Veny

General Information

Percentage of children with special educational needs: Currently, 10 % of children in school receive support for additional needs.

Specialist Facilities: There are no specialist facilities or a special unit in the School.

Admission Arrangements: Normal admission arrangements apply. The Admissions Policy is based on the agreed Wiltshire Policy. We strive to be a fully inclusive School. All children will be treated according to their needs in line with the School's Policy for Equality of Opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.

Stages of Assessment

If a child has special educational needs, it means they have **additional needs**. This means they need tailored educational provision to make progress in certain areas. This usually means that they have specific targets to help them make the progress in their area of need. Schools in Wiltshire use a consistent document to support the assessment, identification and provision planning of pupils with additional needs. It is called the WGRSS (Wiltshire Graduated Response to SEND Support).

Any additional provision will be planned by the child's class teacher and parents or carers, with the support of the SENCO. Sometimes it may be necessary to seek the advice of specialist outside agencies to provide further support for your child. Your child's progress will be monitored carefully to ensure that the provision in place is effective.

Children with additional needs, who require extra provision to help them make progress, will fall under the category of SEN Support. The planning for this support will adopt a person-centred approach that focuses on positive outcomes for the pupil. The pupil's views, along with the views of the parents / carers, will be central to any decisions. Any provision will be designed to support the pupils in meeting the desired outcomes. Targets will be set to help the child make the steps needed to reach their outcome. The targets and provision will be reviewed once a term and will involve the child's class teacher, the pupil and parents / carers.

If, after targeted intervention, a child fails to make progress and is working at a level significantly below other children of the same age, they may meet the criteria for a statutory assessment of SEND. This means that their need will be formally assessed by Wiltshire Council and could result in them having an Education, Health and Care Plan. This plan was formally known as a Statement of SEND and sets out statutory support for an individual child. The plan will be developed alongside parents and carers and will provide detailed information about the provision provided, ensuring that the focus is on positive outcome for the child. In Wiltshire, Education, Health and Care Plans are referred to as 'My Plans' and will come with funding attached to support the delivery of any provision. The development and maintenance of an Education, Health and Care Plan will be supported and coordinated by a Lead SEND Worker.

How will my child be supported?

The needs of the majority of children will be met in the classroom. Teachers make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children, it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. Occasionally, depending on the level of need, a child may require one-to-one support. SEND provision will be delivered by the teacher or teaching partner and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

How is a decision made about how much support my child will receive?

Class teachers will work closely with the SENCO to determine the right level of support for any child with additional needs. Sometimes we may seek the advice of outside agencies if we feel specialist advice is needed. If a child has an Education, Health and Care Plan, this document will detail the support the child requires to meet their needs.

How will the curriculum be matched to my child's needs?

When a child has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum with greater ease. They will have an Individual Education Plan, tailored to their needs, and will receive support to help them achieve their agreed targets. This may mean that a child has support from the class teacher or teaching partner, either in a one-to-one situation, within a small group or a combination of both. Depending on the need of the child, they may use different resources to help access aspects of the curriculum.

How will I know how my child is doing?

Your child's class teacher will be your main point of contact when discussing their progress. There are three scheduled parents' meetings throughout the year and you will receive an annual report. During the terms when parents' meetings are not scheduled, your child's teacher will make additional meetings to discuss your child's progress and provision. You will always be involved and kept informed of any changes to your child's provision.

How will you help me support my child's learning?

As parents and carers, you will be fully involved in decisions regarding your child's provision. This means that you will know the targets that have been set for your child and the teaching strategies used to meet these targets. Therefore, you will be able to support your child's learning at home by reinforcing strategies used at school.

What training is available for staff to support children with SEND and how is it evaluated?

The SENCO holds a National Qualification for SEN Coordination (NASENCO) and contributes to the development of other members of staff. We have close links with the local authority; they provide a wide range of training opportunities to help staff meet the needs of children with SEND. The SENCO works within a local cluster, taking up opportunities to attend local training and meetings. This ensures we are kept up to date with best practice and new developments. However, if required, further training will be provided to ensure we meet the needs of any child effectively.

What specialist services and expertise are available or accessed by the school?

Close links are maintained with the local authority support services in order to ensure that the School makes appropriate provision for children with special educational needs. We also liaise with our colleagues in health and social care when appropriate. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and inform parents accordingly. These agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised. Some of the services that offer support are listed below:

Wiltshire Education Support Services: Special Educational Needs Support Service, Educational Psychology, Behaviour Support Service, Service for Physical Disability, Hearing Impaired Service, Visually Impaired Service, Education Welfare Service (attendance), Parent Support Advisor (PSA).

Health / Social Services: Speech and Language Therapy (Delivered by the NHS), Occupational Therapy, Specialist consultant, General Practitioner, Paediatrics, Health Visitor, School Nurse, Child and Adolescent Mental Health Service (CAMHS), Social Services.

How will the school prepare my child for joining the school or when transferring to a new school?

At Sutton Veny, we have robust systems in place for all children as they move to a new year group, or a new school. Class teachers hold annual class handover meetings to ensure that the next teacher is fully aware of the needs of all children. For children who have SEND, the SENCO will join these meetings to ensure that provision and teaching strategies are applied consistently. When pupils reach Year Six, or when they transfer between schools, the SENCO and class teacher work closely

with receiving schools to pass on detailed information about the child. This means they have a smooth transition between different educational settings.

What support is there for parents and carers?

We believe that all parents should be fully involved in any decisions that affect their child's educational provision. You will be involved through discussions with your child's class teacher at parents evening and other scheduled meetings throughout the year. The SENCO and the Headteacher may also be involved in certain meetings to provide the right level of support for you and your child. Additionally, there are a number of other services that provide support and advice for parents of children with SEND and disabilities. See the links below:

Wiltshire Council Local Offer (all the services available to children with SEND) <https://www.wiltshirelocaloffer.org.uk/>

Wiltshire Council - Advice for Parents: <http://www.wiltshire.gov.uk/adviceforparents.htm>

Wiltshire Family Information service: <http://www.wiltshirefis.org.uk/>

Wiltshire Parent Carer Council: http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Glossary and Services

In education there many acronyms and abbreviations; this is particularly true within SEND. The following table aims to clarify some of the terms that are commonly used.

ABC	Antecedent, Behaviour, Consequence	LA	Local Authority
AEO	Assistant Education Officer	LDD	Learning Difficulties and Disabilities
AN	Additional Needs	MDSA	Mid-day Supervisory Assistant
ASD	Autistic Spectrum Disorder	MDVI	Multiple Disabilities and Visually Impaired
BSS	Behaviour Support Service	NC	National Curriculum
BESD	Behaviour, Emotional and Social Development	PSA	Parent Support Advisor
CAF	Common Assessment Framework	PRISSM	Planning Resource In School Support Meeting
dBHL	Decibels Hearing Level	PSP	Pastoral Support Plan
DfE	Department for Education	SALT	Speech and Language Therapy
DOB	Date Of Birth	SCD	Social Communication Disorder
EAL	English as an Additional Language	SDQ	Strengths and Difficulties Questionnaire
ELS	Early Literacy Support	SEF	Self-Evaluation Framework
EHCP	Education health and Care Plan	SEND	Special Educational Needs and Disability
EO	Education Officer	SENCO	Special Educational Needs Co-ordinator
EP	Educational Psychologist	SEAL	Social and Emotional Aspects of Learning
EY	Early Years	SLD	Severe Learning Difficulties
EYFS	Early Years Foundation Stage	SMART	Specific, Measurable, Agreed, Realistic, Time limited
FLS	Further Literacy Support	SNIP	Special Needs Information Press
IDP	Inclusion Development Programme	TA	Teaching Assistant
IEP	Individual Education Plan	TP	Teaching Partner
INSET	In-Service Training	TAC	Team Around the Child
KS	Key Stage	WGRSS	Wiltshire Graduated Response to SEND Support

If you have any queries or questions relating to any aspect of SEND, please come and ask. We are always willing to answer any questions you may have. It is important to us that you are partners in helping shape how we support you and your child.