

St John's Stonefold Church of England Primary School

SEN Information Report 2015/16

Our SEN profile for 2015-2016 shows that we have 15% of children identified as having SEN. This percentage is made up of the following groups:

- 61% are identified as having SEN linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 11% are identified as having SEN linked to Communication and Interaction as the main category of need (including speech and language difficulties and problems with social interaction)
- 28% are identified as having SEN linked to Social, Emotional and Mental Health as the main category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)

At St John's Stonefold we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress. We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

(SEN code of practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, PIPs, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code Of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENCo in consultation with class teachers.

A Graduated Approach to SEN:

At St John's Stonefold **high quality teaching (wave 1)**, differentiated for individual children, is the first step in responding to pupils who may have SEN. This means:

- that the teacher has the highest possible expectations for all the pupils in their class
- that all teaching is built on what children already know, can do and can understand
- different ways of teaching are in place so that children are fully involved in learning
- specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support all children to learn
- teachers will let parents know what their child is learning and how they are progressing

At school we regularly review the quality teaching for all pupils, including those at risk of underachievement. Children's progress is constantly reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENCo, class teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted Interventions (Wave 2):

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make progress – targets are used in both groups and class work
- Interventions will be assessed and monitored by the school leadership team and the SENCo
- Parents are informed when their child is in intervention groups and targets and progress are shared
- Parents invited to attend sessions to share aims and work of these groups

Specified Individual Support (Wave 3):

- Some pupils will follow 1:1 work; such as if the learner has an Education Health and Care Plan or if they have been assessed by outside agencies
- Children with Social, Emotional and Mental Health needs are supported by the SENCo or trained TAs.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with include:

- Speech and Language Therapy Services
- Educational Psychology Service
- Inclusion and Disability Support Service (IDSS)
- A specialist teacher in the identified area of need
- Stepping Stones Short Stay School
- The Medical Services, including CAMHS and TAMHS
- The social services – especially Looked After Children
- The Traveller Service

The School Nurse Team are available to train staff for any specific medical need.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants. We review educational processes for all children in school termly.

The 'triggers' for further intervention:

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the 'graduated approach' set out in the 2002 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The 'triggers' for further intervention are one or more of the following:

- PIPs scores indicating poor early learning skills at the start and end of Foundation Stage
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - The child is working at a level below the national expectation for that Year Group
 - The attainment gap between the child and his peers is getting wider
 - A previous rate of progress is not being maintained
 - Little progress is being made when teaching approaches and resources have targeted a child's identified area of weakness
- PIVATS assessments in KS1 and in KS2 showing how far below the national expectations the child is working
- The class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
- Self-help skills, social and personal skills inappropriate to the child's chronological age
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place
- Parental concerns regarding academic progress, behaviour social adjustment and/or communication skills
- Other adults concerns e.g. from medical services, Educational Psychologist, Children's Services, Learning Mentor, School and Children's Centre Family Liaison Officer

Links with Other Schools and transition:

The SENCo and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Stonefold. When a child already has a ECH Plan they are usually invited to attend the child's Annual Review held during the Summer term in the Early Years setting.

At Year 6 transition the SENCo provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For pupils with EHC plans the SENCo arranges a meeting with the SENCo from the chosen Secondary School, the class teacher at Stonefold, the parents and the child during the Summer term prior to transition.

The SENCo is always looking for links to make with other schools to support us and advise on matter, which may be different than normally dealt with in school.

Monitoring and Evaluating SEND Provision in School:

The SENCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo regularly feeds back to the governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual reviews in school and improvement of provision for all pupils.

Managing Pupil Needs on the SEN register:

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual Education Plans
- Individual Behaviour Plans
- Pupil Passports
- SEN Support Plans
- Provision Maps

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

A child will be exited from the SEN register when they are accessing differentiation within the class; that is they do not need anything above and beyond what is offered to the class as a whole.

Accessibility:

St. John's Stonefold Church of England Primary School is one of the few original 'Victorian village' schools remaining in the Rossendale and Accrington regions, having been built in 1894. The building is full accessible by wheelchair. There is a ramp on entry to school and all areas in school, which need to be accessed by children, are on one level. There is a large disabled toilet area. We do not have disabled parking at school as the car park is very restricted, however there is an area which is kept clear on the car park which can be used for short periods of time, if needed. Information is available on the school website and noticeboards are placed around school in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of the children being taught. The school has a range of ICT programs for pupils with SEN in addition to laptops, ipads, computers and interactive whiteboards in each classroom. There are opportunities for children to take part in various clubs, e.g. sports, sewing, crafts, both after school and at lunchtimes. All clubs are free of charge. We ensure that all children have an opportunity to attend.

Roles and Responsibilities:

The person responsible for managing SEND provision (SENCo) in school is Miss Emily Parr, supported by Mr Stephen Oldfield (Head Teacher).

SEN Governor: Lynne Jones

Designated Lead for Safeguarding: Mr Stephen Oldfield

Children Looked After (CLA) Lead: Mr Stephen Oldfield

Children with Medical Needs: Mrs Sandra Jackson

Special Educational Needs and Disability Officer: Ann White 01254 220563

Supporting Children and Families:

Families can be directed towards the school's SEN Report (<http://www.st-johnsstonfold.lancs.sch.uk>) and Lancashire's Local Offer (<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashire-local-offer.aspx>) in order to make decisions about next steps for children.