Send Information Report Policy

and

Local Offer

September 2017

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of practice together with the Equality Act 2010.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best. Other enquiries can be addressed to Rosalind Tomlinson – SENCO.

Headlines from the 2014 Code of Practice from September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action plus have been replaced by one based category of need known as "Special Education Needs Support" (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.

There are four categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

Defining SEN:

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 years.

SEND INFORMATION REPORT AND SEND POLICY

Stourport Primary School is an inclusive school. We ensure that all pupils are included in all aspects of learning and school life.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils

To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

 Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

 Children who require support in terms of their acquisition of English (EAL) are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer.

Stourport Primary School Local Offer describes the range of provision and support available to support identified children as and when appropriate. It is known as the **Graduated Approach** – a cycle of assessment, planning and reviewing in detail to ensure adequate progress for pupils.

See also: Accessibility Plan

Disability Policy

www.worcestershirelocaloffer.org.uk

<u>Planning and assessment:</u>

- Regular assessment of progress and achievement against national expectations and individual targets using the school tracking system **(SPTO)** allows for early and effective intervention.
- Individual targets
- Differentiated learning activities/resources
- Multi-sensory opportunities
- Responsive Interventions
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils.
- Early Help/ referrals to external agencies/social care as required
- Coordinated planning between SENCO/class teacher and teaching assistants for pupils of SEND

If (despite the considerable support and intervention available in the Local Offer) a child fails to make expected progress, school may decide to request an **Education, Health and Care plan (EHC).** This will involve outside agencies, parents and school and will be focussed on educational outcomes for the child. However, some Education, Health and Care plans may include social care provision, but only when such provision directly affects the educational or training outcomes of the child.

This offer is subject to change depending on budgetary constraints and policy review.

Strategies/Programmes to support Sensory/Physical Needs

Wave 1 Quality Inclusive Teaching	Wave 2	Wave 3
• Small group support in class from teacher or TA • A variety of access strategies • Differentiated curriculum-this may be resources or activity. • Facilitating access to learning through the appropriate differentiation of tasks and activities • Extensive use of visual support • Provision of individual/visual timetables and checklists • Provision of timers where appropriate • Individual targets • Scaffolding e.g. writing frames, story maps • Additional resources if appropriate • Specialised curriculum • Modified timetable.	• Assessment by and intervention from an occupational therapist on referral. • Implementation of recommendations by occupational therapist or physiotherapist or service for the Visually Impaired by an allocated member of staff. • Provision of support resources such as writing wedges and pencil grips • Assessment and adaptation of the school environment in line with professional advice from outside agencies such as: VI, HI or MSI	• Individualised strategies and programmes. • Individualised resources of intervention.
• Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning • Use of interactive whiteboards • Regular access to computers, laptops and iPads • Talking Postcards • Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources. • Supportive computer programmes		• Individualised strategies and programmes. • Individualised resources of intervention

Strategies to support Cognition and Learning (Numeracy)

Wave 1 Quality Inclusive Teaching	Wave 2	Wave 3
- Small group support in class from teacher or TA - A variety of access strategies - Differentiated curriculum-this may be resources or activity. - Facilitating access to learning through the appropriate differentiation of tasks and activities - Extensive use of visual support - Provision of individual/visual timetables and checklists - Provision of timers where appropriate - Individual targets - Scaffolding e.g. writing frames, story maps - Additional resources if appropriate - Specialised curriculum Modified timetable.	- Targeted small group support in class - Basic skills intervention - Withdrawal of small groups or individual pupils for additional Numeracy support - Use of support resources such as Numicon and other physical apparatus - Provision of table top resources to ensure that learning is multi-sensory and practical - One to one Numeracy tuition	- Individualised strategies and programmes. - Individualised resources of intervention

Strategies to support Cognition and Learning (English)

Wave 1 Quality Inclusive Teaching	Wave 2	Wave 3
• Small group support in class from teacher or TA • A variety of access strategies • Differentiated curriculum- this may be resources or activity. • Facilitating access to learning through the appropriate differentiation of tasks and activities • Extensive use of visual support • Provision of individual/visual timetables and checklists • Provision of timers where appropriate • Individual targets • Scaffolding e.g. writing frames, story maps • Additional resources if appropriate • Specialised curriculum • Modified timetable.	• Small group reading support in class through guided reading and individual reading • Additional small group literacy support from Teaching assistant • Differentiated and multi-sensory activities • Handwriting development programme implemented through KS1 • Phonics interventions • One to one literacy tuition • Read, Write INC	• Individualised strategies and programmes. • Individualised resources of intervention
• Access strategies to include-provision of table top packs, containing high frequency word mats and phonics sound mats, writing frames and scaffolding • Targeted daily reading		

Strategies to support Social, Mental and Emotional Health

Wave 1 Quality Inclusive Teaching	Wave 2	Wave 3
• Small group support in class from teacher or TA • A variety of access strategies • Differentiated curriculum- this may be resources or activity. • Facilitating access to learning through the appropriate differentiation of tasks and activities • Extensive use of visual support • Provision of individual/visual timetables and checklists • Provision of timers where appropriate • Individual targets • Scaffolding e.g. writing frames, story maps • Additional resources if appropriate • Specialised curriculum • Modified timetable.	• SEN registration of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision will include close collaboration with parents/carers, home/school Tracker to ensure daily communication between home and school, daily behaviour oversight by school staff • Where a pupil's behaviour deteriorates because of inadequate response to the above provision a referral will be made to one or more of the following agencies: Early Help, EPT or BST. • There may be a Pastoral Support Plan written (PSP)	• Pastoral support plan. • Pupil Referral unit intervention
• Consistent school wide implementation of the school's behaviour policy • Staff trained in Positive handling techniques-'Team Teach'	• 'Time to Talk' and 'Socially Speaking 'interventions	
• Circle Time/PSHE lessons		
• Regular liaison between staff including Children's Centre and Nursery when there are concerns regarding individual families/children. •	• Collaboration and communication with all external professionals involved with children as appropriate e.g. Community Paediatrician, Speech and Language	

	Therapy, CAMHS and other external agencies.	
• All children have access to extra-curricular activities. • Extra pastoral support arrangements for those who require it. • Open door policy for parents	• Educational psychologist works closely with referred children and their parents	
• Trained midday meals supervisor/teacher in the lunch hall and playgrounds • Midday meals supervisors initiating and supporting activities during lunch time • Learning support assistants for those children who require extra support.		

Strategies/Programmes to support Communication and Interaction

Wave 1 Quality Inclusive Teaching	Wave 2	Wave 3
• Small group support in class from teacher or TA • A variety of access strategies • Differentiated curriculum-this may be resources or activity. • Facilitating access to learning through the appropriate differentiation of tasks and activities • Extensive use of visual support • Provision of individual/visual timetables and checklists • Provision of timers where appropriate • Individual targets • Scaffolding e.g. writing frames, story maps • Additional resources if appropriate • Specialised curriculum • Modified timetable.		
• Visual aids in all classrooms e.g. task boards and timetables	• Advice and strategies provided by SALT implemented in classroom practice. • Additional support and interventions within class • Implementation of Speech and Language programmes by TAs such as 'Time to Talk' 'Socially Speaking'. • Assessment by and intervention from a speech and language therapist on referral.	

• Visual aids in all classrooms e.g. task boards and timetables	• Advice and strategies provided by outside agencies implemented in classroom practice. • Additional support and interventions within class • Assessment by and intervention from a member of the ASD/CDD if Ordinarily Available is not meeting the child's needs.	• Implementation of ASD specific materials and strategies from outside agencies.

Strategies/Programmes to support LAC children with SEND

Wave 1 Quality Inclusive Teaching	Wave 2	Wave 3
- Small group support in class from teacher or TA - A variety of access strategies - Differentiated curriculum- this may be resources or activity. - Facilitating access to learning through the appropriate differentiation of tasks and activities - Extensive use of visual support - Provision of individual/visual timetables and checklists - Provision of timers where appropriate - Individual targets - Scaffolding e.g. writing frames, story maps - Additional resources if appropriate - Specialised curriculum - Modified timetable.	PEP meetings with LAC Leader, SENCO and class teachers	

Engagement with parents/carers – Liaison/communication with parents:

- Opportunities to meet the teacher during the academic year
- AFA (Achievement for All) programme
- Open door policy for parents to meet class teacher or senior management
- Regular progress meetings with parents/carers by class teacher and SENCO
- Support for parents who have concerns
- Opportunities to meet school nurse.
- WHP home /school liaison worker 'drop in'
- Regular assessment of progress and achievement against national expectations and individual targets using the school tracking system

Arrangement for specialist expertise in and outside school:

- Early identification of needs requiring referral to external professionals
- Termly multi agency meetings
- Regular communication and information sharing with an extensive range of external agencies
- Sharing of professional reports with parents

Monitoring and evaluating the impact of the 'additional and different' arrangements on progress and outcomes for pupils with SEN:

- Regular pupil progress meetings
- Monitoring of individual targets
- Clear process of identification of SEND
- Teacher and TA observations
- Pupil interviews
- Analysing data via the school tracking system
- Regular meetings with parents/carers to review child's progress

Please Note:

At times the school may purchase additional support services from the Health services and Local Authority. These are time limited resources and may not be available each academic year

 Services to which we refer have variable waiting times and apply their own criteria for acceptance