

## SEND Information Report 2014 – 2015 – Holy Trinity C of E Primary School



At Holy Trinity C of E Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. One of our priorities is providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an on-going core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6. Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. If a child is not making the expected progress, then we identify a need and determine the reasons why.

### **Assessment and Identification**

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children’s learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and Staff consultation a child’s special needs are identified and the needs are recorded on the SEND Register. An IEP (Individual Education Plan) is devised in collaboration with the child. The IEP is sent to parents who are invited to discuss this initially with the Class Teacher and contribute to the IEP.

## **Provision**

Class Teachers have responsibility for enabling all pupils to learn through quality first teaching. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IEPs and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age. (See Single Equality Scheme).

## **Support Staff**

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

## **Intervention**

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

## **Organisation**

Our inclusive approach to provision means that the majority of pupils have their needs met by appropriately differentiated lesson. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. Pastoral and learning support is enhanced by contact with our Learning Mentor to help develop self-confidence and self-belief.

## **Resources and Training**

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. Staff have also taken part in training connected with speech and language difficulties and working memory. The local SEND Hub provides training in a range of areas and staff have the opportunity to take advantage of any relevant courses in the area.

## **Accessibility**

The accessibility policy has been updated and can be found on the school website with the SEND policy.

## **External Services**

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

**School Agency Partners include:**

Education Psychologist  
Child Development Centre  
Child and Adult Mental Health Service  
Speech and Language Therapy  
Occupational Therapy  
Physiotherapy  
Social, Communication Outreach Service  
Hearing Sensory Support  
Visual Sensory Support  
Learning Difficulties and Disabilities

**SENCO**

Mrs Chilton is SENCO. She is responsible for the implementation of the SEND policy and will support other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.

**Horsham East Learning Partnership**

Holy Trinity C of E Primary School is part of the Horsham East Learning Partnership (HELP). Schools work together and support each other within the locality, including in the provision of SEND. We currently have access to a Speech and Language Therapist and an Educational Psychologist, over and above the support provided by the local authority.

**Compass@QE2**

Compass@QEII provides schools and other settings in the area with a first point of contact for advice and support when working with 0-25 year olds with Special Educational Needs and Disabilities (SEND). Developed in conjunction with West Sussex County Council in 2013, although independent from the Local Authority, Compass@QEII is a Special Educational Need (SEND) Hub Network. These support and provide expertise for schools and settings to enable children and young people 0 – 25 years to have successful mainstream education provision. Compass@QEII provides a clear access point for staff, parents/carers and young people and supports partnership

working to meet the needs of those aged 0-25 through offering support, advice, training and signposting to other services in the area. Through working with a range of partners, Compass@QEII provides the infrastructure to deliver 'The Local Offer'

[www.compass-support.org/](http://www.compass-support.org/)

### **Education Health and Care Plans (EHCPs)**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is West Sussex.

#### **Information provided will include:**

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

#### **This information includes where relevant:-**

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews

## **Pupil and Parent Partnership**

Parent partnership is encouraged through termly consultations, Head teacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. Initially, when a child's special needs are identified, the class teacher will speak to the parents raising awareness and inviting them to discuss this further. Parents are consulted regularly at the twice-yearly parental consultations and review discussions.

### **Pupils:**

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when the IEP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels and support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs. Personal Mentoring meetings also provide an opportunity for personalised provision.

## **Transition**

Excellent Links with our feeder and transfer schools is very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to meet in the year prior to their end of Key Stage transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school staff familiarising themselves with individual needs.

## **The Local Offer**

The West Sussex SEND Local Offer can be obtained from the following website: <https://westsussex.local-offer.org/>