

# Primary SEN/D Information Report

Welcome to Isham CE Primary School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs (SEN). At Isham Primary School, we celebrate the fact that all children are different and we make sure we tailor learning opportunities to meet the diverse needs of individual children. Within this report, you will find information about the provision that we provide to ensure all children with SEN/D thrive at our school.

Admission arrangements for pupils with SEN/D are included within our admissions policy which can be found on the school's website. All pupils regardless of SEN/D are treated equally. We endeavour to ensure equal access to facilities for all children. Please refer to our Inclusion and SEN/D Policy for more information which can also be found on the school's website.

## The Special Educational Needs for which provision is made

The Government define a child as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made or has a significant greater difficulty in learning than the majority of others the same age.

Types of special educational needs and disabilities can include:

- General Learning Difficulties – children whose learning progresses at a slower pace,
- Speech and Language Difficulties,
- Behavioural Difficulties,
- Dyslexia (difficulties with reading, writing and spelling),
- Dyspraxia (problems with motor skills, organisation),
- Autism,
- ADD (Attention Deficit Disorder),
- ADHD (Attention Deficit Hyperactivity Disorder),
- Physical or Medical Needs (e.g. visual and hearing impairment / conditions requiring medical management).

## The identification and assessment of pupils with Special Educational Needs

We aim for early identification of special educational needs and ensure careful monitoring of children when they enter our school. It is the responsibility of all members of teaching staff to keep detailed records of all children's learning and to quickly inform the Special Educational Needs Coordinator (SENCo) if they feel that additional support is required. We complete the following to enable us to identify support needed:

- Initial assessments when a child transfers to our school and discussions with their previous school,
- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concerns,
- On-going formative assessments both during day to day activities and at key points throughout the school year,
- Pupil progress reviews between the Head teacher, SENCO, Class Teacher and Subject Coordinators.

Extra assessments may be undertaken by a member of the SEN team or by an outside agency if a need has been identified and we need further clarification of the next steps needed to support the learner.

## Making provision for pupils with Special Educational Needs

At Isham School we ensure all children have access to quality first teaching and that classrooms are resourced and displayed to meet the needs of all learners. For children who need extra support in specific learning areas we run a range of interventions:

### **Speech and Language**

Individualised programs submitted by a Speech Therapist assigned to this school which is delivered by a TA. These are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language Therapy Service. These programs can include speech sound production, language development and social skills, depending on the child's needs.

### **Read, Write Inc**

A highly structured phonics program which combines the reading and writing of phonics.

### **Fresh Start**

A program used to develop children's comprehension skills

### **Numicon**

A program used to develop children's mathematical ability.

### **Social and Emotional Support**

We provide many differentiated strategies to help children develop their emotional literacy and to manage their feelings and behaviour. Working closely with the child and the parent we create a plan to support each child's individual needs.

This plan may include:

1:1 support strategies, where finances allow

1:1 activities, where finances allow

Emotional Literacy support

Managed playtimes

### **People to contact within school**

If you are concerned about your child and wish to speak to an adult within school please contact one of the below:

Kirstin Howarth – Head teacher and SEN/D Co-ordinator

### **Staff Training and Expertise**

School staff have been trained to provide a variety of specialist support. Where a training need is identified and the expertise is not present, the school is committed to ensuring that the training gap is promptly addressed. If we cannot provide the necessary support within school we then call on outside agency support to assist us.

### **Resourcing**

Teaching Assistant (TA) support is allocated on a needs-led basis. This may be to support individual children (where finances allow) or small groups within a class, or it may be to provide 1:1 or small group provision outside of the curriculum for all, addressing desired outcomes identified between teacher, parents/carers and the child him/herself. 1:1 TA support may be allocated for learning time or to support social and/or physical needs at play/lunchtimes. For those children with an Education, Health and Care Plan, any allocated TA hours

(financed by High Needs Funding) are provided in addition to the identified needs of others in the class. The purchase of resources specifically for children with SEND is needs-led and in line with the budgetary policy of the school. Resources include: differentiated reading books, ICT equipment, pencil grips, sensory resources and coloured overlays.

## **Involving Parents**

Involving parents is crucial to the process of supporting children within school. Once a specific need has been identified parents are invited into school to discuss the next steps with the SEN/D Co and the child's class teacher. From this initial meeting targets are set and these targets are then reviewed and amended where necessary three times a year. Parents' knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.

## **Consulting Young People**

We are very aware of how important it is to involve the child in their own learning. As children grow older we involve them even more fully in their own target setting meetings. We encourage them to be able to discuss which areas of their learning they are confident in and where they feel they still need extra support. Children's targets are discussed with them to ensure they understand the next steps needed in their learning.

## **Complaints**

Any complaints can be communicated directly with the school. They will be addressed by the Head Teacher. The Chair of Governors will hear complaints that cannot be resolved. The school communicates with parents in many ways, through letters, newsletters and texts.

## **Support Services**

There is a wealth of experience and expertise in the school staff including those trained or training in Reading Intervention, Maths Intervention, Emotional Literacy, Speech and Language, Read Write Inc, First Aid and Drawing and Talking. Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Educational Psychologists, Speech and Language and specialist advisory teachers.

Staff share expertise through collaborative training opportunities within our local SEN cluster as well as accessing local and national training. Individual staff development needs are identified and met as part of the formal appraisal process.

## **Transition between phases of Education**

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in the Foundation Stage. A member of staff visits the children in their preschool setting and the children come into school for an induction period. In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENCo, Foundation Stage Leader, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts school. If a child with SEND is joining our school part-way through their school career, we will arrange for parents to meet with the SENCo and Head teacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past.

We have a structured transition program to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the

opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them.

Transferring to a new school: Moving on to secondary school can be an exciting but daunting time for all children so we ensure that the children are well prepared for the transition. We have good links with local Secondary Schools including special schools within the area. For children with Educational Health Care Plans, the SENCo from the secondary school will be invited to the Year 6 Annual Review. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond.

## **Local Offer**

Northamptonshire's local offer can be found at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/localoffer/Pages/default.aspx>

Reviewed September 2016

This document will be reviewed annually.