SEND Information Report 2017

Acomb First School

1. Introduction

Special Educational Needs and Disability is also called SEN or SEND.

Our school promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with SEND (including those with communication and interaction difficulties, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*.)* We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2014: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July2014) pages 95&96
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013

3. Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'
'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
• has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions'

The definition of disability in the Equality Act (2010) states children with *'…a physical or mental impairment which has a long-term* (more than 12 months) *and substantial adverse effect on their ability to carry out normal day-to-day activities'.* This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

You can find out more at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
pages 15-18

4. What kinds of SEND can be provided for at this school?

Acomb First School is open to learners with a wide range of needs and we will offer support wherever possible.

The SEND Code of Practice 2014 lists 4 main areas of SEND
You can find out more about how we give support in sections 10 and 12

Communication and interaction

This includes
• children and young people with speech, language and communication needs (SLCN)
• Children and young people with ASD, including Asperger's Syndrome and Autism

Cognition and learning

This includes:
• moderate learning difficulties (MLD),

There are two additional types of learning difficulty:

- Severe learning difficulties (SLD)
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensor impairment Usually these learners attend specialist schools, but occasionally they attend a mainstream school.

Social, emotional and mental health difficulties

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

- becoming withdrawn or isolated,
- displaying challenging, disruptive or disturbing behaviour.
- mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- attention deficit disorder(ADD), attention deficit hyperactive disorder(ADHD) or attachment disorder.

Sensory and physical needs

This includes:

- vision impairment (VI),
- hearing impairment (HI)
- multi-sensory impairment (MSI) which will require specialist support and/or equipment to access learning, or habilitation support.
- physical disability (PD)

You can find out more at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
pages 97-98

5. What is our policy for identifying children and young people with SEN and assessing their needs (including the name and contact details of the SENCO)?

Our policy is:

Some children arrive at our school with identified SEND, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers begin to have concerns about progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress.

Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

Sometimes the school will call upon support from an outside service to help with assessment. That could include an Educational Psychologist, a specialist teacher or a health professional. We would discuss this with you first.

If parents have any concerns about their child, they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCO or the Head teacher.

SENdCo: Mrs Ashley Manning
Ashley.Manning@northumberland.gov.uk
01434 603870

Sometimes a child needs SEND support for a short period of weeks or months. In those cases, once the support is successful, the child may no longer need additional support. We would, however, continue to monitor your child's progress.

Some children will need long-term support. They may need a formal plan and the involvement of other services. In these cases, we will ask the local authority to support us. That support could be a visiting professional, High Needs funding or an Education Health & Care Plan.

You can find out more at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25pages
pages 94-97

6. Arrangements for consulting parents of children with SEN and involving them in their child's education.

At Acomb First School we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

You will see in many sections of this SEND Information report how the school consults with families and involves them.

We also:

- Invite all parents/carers to meet with their child's class teachers at two formal parent's evenings during the year.
- Provide an annual written report
- invite parents of children identified as having SEND to a consultation once a term at which their child's progress, Intervention and Support Plan (ISP) detailing the additional support, interventions and targets are discussed and agreed.
- Have annual reviews for children with an EHC Plan or an SEN Statement

7. Arrangements for consulting young people with SEN and involving them in their education

Children's views matter to us. We take a person-centred approach:

• All children are aware of their curricular targets and are encouraged to self-review against these.

• As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

• For their annual review children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support they have had.

• Children are supported to do these things.

8. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

Children with SEND may need to make one or two kinds of progress:

• Academic progress. This measures how well they are learning in their subjects.

• Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

This is how we assess **academic** progress:

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally in our Pupil Progress meetings each half term.

- If your child is in Year 1 and above, but not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- All Children on the SEND register have an ISP (individual support plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in maths and English. Eg attention, concentration, communication, social awareness
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

This is how we assess **personal development** progress:

- Your child's progress is continually monitored by his/her class teacher
- All children on the SEND register have an ISP (individual support plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in maths and English. Eg attention, concentration, communication, social awareness
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

9. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our nursery from preschool or our Reception from a different nursery setting:

• We will contact the SENCO to ensure we know about any special arrangements or support that your child may need
• We will make sure that all records about your child are passed on to us as soon as possible

If your child is moving to or from another school:

• We will contact the school SENCO and ensure both schools know about any special arrangements or support that need to be made for your child
• We will make sure that all records about your child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a transition meeting will take place where the targets for the new ISP will be discussed.
- All children have an opportunity to spend time with their new class teacher at the end of the summer term
- If your child would be helped by a book to support them understand moving on, then it will be made for/with them

10. The approach to teaching children and young people with SEN

Acomb First School provides three levels of support:
Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

For your child this would mean that:

• the teacher has the highest possible expectations for your child and all pupils in their class.
• all teaching is building on what your child already knows, can do and understands.
• Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
• Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

Level 2:

School Support

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. The SENCO

and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought.

For your child this would mean:

• He/ she will engage in fixed term group sessions with specific targets to help him/her make more progress
• This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and may be:
• Taught inside or outside the classroom
• Taught by a teacher or a Learning Support Assistant who has had training to run these groups

Level 3:

High Needs

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress.

If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional funding and / or an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

This means your child will have been identified by the class teacher/ SENCO/Head Teacher as needing a particularly high level of individual or small group teaching which cannot be provided from resources normally available in school.

Sometimes your child will also need specialist support from a professional outside the school. This may be from:

• Local Authority central services such as the LIST team (Local Inclusion Support Team), Visually Impaired Service and Hearing Services
• NHS services for children such as the Speech and Language therapy (SALT) Service, physiotherapy

For your child this would mean:

• Your child has been identified by the class teacher/ SENCO/Head Teacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups
• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
• You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school
• The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them more effectively
- Support to set targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Please also see the school Accessibility Plan, which sets out adaptations we make to the school environment to remove barriers to learning.

You can find out more at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
page 99

11. How adaptations are made to the curriculum and the learning environment of children and young people with SEN

We may make these adaptations to the curriculum:

• adapted use of ICT equipment for children with physical needs
• alterations to the classroom layout for children with HI or VI

We are always happy to discuss any requests for adaptations to the curriculum, classroom environment or other aspects of school life e.g. sports events, educational visits

Please also see the school Accessibility Plan, which sets out adaptations we make to the school environment to remove barriers to learning.

12. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

School aged children

Type of need	What we offer. What other services and expertise we access.
speech, language and communication needs (SLCN)	Staff received training on fluency and reluctant speakers. Mrs Manning, Mrs Speed and Miss Eames are trained to deliver Talk Boost. We also have access to a specialist teacher/speech and language therapist in the LIST team who provides expert advice on language and communication needs. All staff have received speech and language development training from LIST in January 2016. Miss Eames has additionally been trained to support individual needs.
ASD, including Asperger's Syndrome and Autism	Staff have many years of experience with children on the spectrum. Many staff have received training on 'Understanding ASD'. Resources available include: individual work stations, now and then, We also have access via the Hexham Partnership SEND SLA team to a specialist teacher.
Learning difficulties (MLD, SLD, PMLD)	Teaching staff receive CPD as required We also have access to specialist support from the Hexham Partnership SEND SLA team.
Specific learning difficulties	We have resources available in school to help identify

(SpLD).	children with specific learning difficulties. Teachers and support staff have work closely specialist staff From the LA SEND team to support children with specific needs.
Social, emotional and mental health difficulties (SEMH)	We have access to specialist support from the SEND team. We can refer children to the primary mental health team, the school nurse and the CYPS team for advice and support via the Hub or through the SEND SLA provision
vision impairment (VI),	We access support from the Sensory Support service at a level deemed appropriate by them.
hearing impairment (HI)	We access support from the Sensory Support service at a level deemed appropriate by them.
multi-sensory impairment (MSI)	We access support from the Sensory Support service at a level deemed appropriate by them.
physical disability (PD)	We offer a school building that is fully accessible to children with mobility issues. We can also request support from occupational therapy, physiotherapy or a school nurse.

Staffing

Directly funded or provided by the school:

- **SENDco Mrs Ashley Manning Post graduate Certificate of SEND**
- 3 Learning Support Assistants used across the school

We also have good working relationships with Children's Service Care. Social services will provide support if a child is 'looked after' or may be involved if a child has an EHC plan.

Training

The school is committed to providing training and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Recent training into SCHOOL

Training	Led by	Date	Audience
Speech and phonological awareness Solution focus	List	Jan 2016	Teachers and LSA
Specific speech needs	List	May/June 2016	LSA
Behaviour support	List	March	Teacher and LSA
Specific learning difficulties	List	June 2016	Teacher and LSA

Mrs Manning SENdco attended all LA SENd training in 2016-17.

13. Evaluating the effectiveness of the provision made for children and young people with SEN

Level 1:

Quality First Teaching (QFT)

Teachers constantly reflect on the progress that children in their class make and on how effective the provision has been for children with SEND. Termly review meetings between the class teacher and SENCO allow an evaluation of the effectiveness of the strategies and resources used.

Level 2:

School Support

The SENCO and teaching assistant evaluate the effectiveness of the group interventions we run at the end of each cycle. We welcome comments from parents on the impact they think the intervention has had as well.

Wherever possible we use interventions that have a proven record or are based upon advice given by experts.

Level 3:

High Needs

As well as the ways identified above the effectiveness of the provision for children with High Needs funding or EHC plans is monitored annually by the Local Authority.

Evaluation of 2015-16 (provisional SEND data)

- 18.% of children in Reception and KS1 and KS 2 were on the SEND register (Sept 2015)
- 25% of these children have been from the register at the end of the academic year because of pleasing progress and review

14. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Please look at our website to see some of the wonderful activities available to all our children including those with SEND.
We welcome ideas and suggestions about how we can make our school even more inclusive.

Please also see SECTION 12 - Expertise and our Accessibility Plan

15. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Level 1
We know our children at Acomb really well and every member of staff treats our children equally but differently. The class teacher is the first person to offer pastoral care.

Level 2
If a child needs something more we can offer support through nurture groups or 1:1 mentoring.

Level 3
If there is a greater concern, we would work with the family to produce a formal support plan which may include advice from outside agencies.
Please also see section 12 (SEMH)
Acomb First School has effective systems in place for preventing bullying.
For further information, please see our behaviour and anti-bullying policies

16. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

See SECTION 10 and SECTION 12 above.

Northumberland Parent Partnership Service can provide advice and support to any family or learner, or give information about other support services you may find helpful. The contact details are:
Northumberland Parent Partnership Service
Children's Services Directorate
County Hall
Morpeth
Northumberland
NE61 2EF
Tel: 01670 533694
Website: www.northumberland.gov.uk (search for 'Parent Partnership')
E-mail: Alison.Bravey@northumberland.gov.uk

17. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

In the first instance please contact Mrs Ashley Manning (our SENDCO) providing details of your concerns and who you have already discussed these concerns with.
Ashley.Manning@acomb.northumberland.sch.uk

If you are not satisfied with the outcome of that consultation then contact our Headteacher, Mrs Angela Speed Angela.Speed@acomb.northumberland.sch.uk

Depending upon the nature of your concern, there are different ways the concern would be taken to a next level. This could involve the school governing body, local authority or other organisations. We will seek support from the local authority to provide this advice to you.

Further information about the Local Authority Local Offer can be accessed through the following link http:www.northumberland.gov.uk/SEND-Local-offer.aspx

18. Policy review

Version 1 (2016) was approved by the governing body on 13.10.16

Reviewed and updated September 2017 by HT and SENDco

To be approved by Governing body November 2017