

# **Denton Primary School**



## **Special Education Needs Report 2015-16**

## **The guiding principles**

At Denton, it is our belief that each child's potential should be developed to the full and that all children should be equally valued and given access to a broad and balanced education.

This policy describes the way that we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment that they experience in school. At Denton School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. "The school provides high- quality care, particularly in supporting vulnerable pupils". (Ofsted 2015)

We believe there should be a whole school approach to providing for a child's special educational needs; we consider too that the knowledge, views and experience of a child's parents are of great importance.

The teacher in school with particular responsibility for Inclusion and Special Educational Needs is the Inclusion Manager, Mrs Jill Cornforth.

### **In summary:**

- all teachers are teachers of children with special needs;
- teaching such children is therefore a whole school policy;
- children with SEN should have their needs met;
- the needs of children will normally be met in the mainstream school;
- the views of the children should be sought and taken into account;
- parents have a vital role in supporting their child's education;
- all children should be offered full access to a broad, balanced curriculum;
- the school building and environment will be made as accessible as possible to all pupils.

### **The objectives of the school's Inclusion/ SEN policy:**

- to identify and assess children with barriers to learning as early as possible;
- to take account of a child's right to a broad, balanced and relevant curriculum in designing the provision to meet his / her needs;
- to use the school's Inclusion Manager to co-ordinate provision;
- to draw on appropriate sources of professional support from outside the school to assess and meet the child's needs where available;

- to provide the best possible resources, within the constraints of the available budget;
- to inform and involve parents at every stage of the process of identification, assessment and provision;
- to seek the views of the child and take them into account when planning to meet the child's needs;
- to seek to meet a child's needs effectively so that wherever possible his / her level of need reduces over time so that no further intervention is required;
- to ensure that inclusion features in the School Development Plan and is reviewed annually.

### **Arrangements for Co-ordinating Educational Provision for Pupils with SEN**

#### **The role of the Governing Body:**

- to have regard to the Code of Practice when carrying out duties towards all children with SEN;
- to ensure that necessary provision is made for those children with SEN;
- to report annually to parents on the school's policy for pupils with SEN;
- to seek to ensure that the child is included in the activities of the school together with all children, so far as is reasonably practical;
- to ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have SEN.

The governor designated to take a particular interest in and monitor the school's work in SEN is currently George Bishop.

#### **The role of the Head Teacher:**

- to oversee management of the policy;
- to keep the Governing Body fully informed;
- to work closely with the Inclusion Manager.

#### **The role of the Inclusion Manager:**

- to take responsibility for the day-to-day operation of the school's inclusion policy;
- to plan and co-ordinate the school's strategies for identifying children with SEN ;
- to advise on, and where appropriate carry out, more detailed assessment;
- to advise on the appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programmes;
- to co-ordinate and manage an effective provision monitoring system, outlining additional provision throughout the school;

- to oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a register of such children;
- to ensure continuity for children with SEN from class to class;
- in conjunction with the ICT co-ordinator, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;
- to identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants (TAs);
- to ensure that regular discussion takes place with parents of children with SEN;
- to seek the views of children with SEN, and to take them into account when planning;
- to link with feeder and host schools to ensure smooth transition and to liaise with schools during mid- year admissions where appropriate;
- In conjunction with outside agencies, to use the Children Index and the Common Assessment Form (CAF) process to share relevant information, where appropriate;
- To use the East Sussex SEN Self- Review Tool for reflection and self-evaluation, to form a basis for future development.

Effective inclusion results in pupils who make good progress towards targets; show improvement in their literacy, numeracy and ICT skills; are helped to access the wider curriculum; are motivated to learn and develop self-esteem and confidence in their ability as learners.

### **Admission arrangements**

The admissions criteria are set out in the school prospectus and the same criteria apply for children with SEN as to all other children

### **Specialised Provision**

The Inclusion Manager is a specialist Dyslexia Teacher . She has also received training in a number of areas to support managing inclusion in the Primary school. She is an experienced Class Teacher and SEN Teacher.

- All teaching and support staff have experience of teaching children with special needs.

### **Partnership with parents**

- Parents of SEN children are involved at every stage as soon as problems or

difficulties are identified.

- They are kept informed at all stages.
- Parents are encouraged to reinforce at home any strategy that the school is implementing so as to strengthen the home-school relationship.
- East Sussex Education Authority has a Parent Link scheme for parents of children with SEN. Through this scheme every parent has access to independent information and advice about SEN procedures, school-based provision and additional sources of help and information.
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### **Special facilities**

- A lift provides access to/ from three classrooms the Nursery and playground.
- Ramps are available from the main building to the playgrounds and to the front entrance of the school.
- Posters around the school are displayed with visual symbols whenever possible.

### **Allocation of resources**

- Resources are allocated to support children with identified needs .
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

### **Identification, Assessment and Provision.**

#### **Identification and assessment arrangements**

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- Our aim is to identify any barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity.
- "The quality of pastoral care is a significant strength. Case studies indicate the efforts made by the school to ensure that any difficulties faced by vulnerable pupils are tackled" (Ofsted 2015)

The following strategies may be used to make judgments about a child's performance:

- response to day-to-day classroom work and routines;
- analysis of performance data;
- progress against termly targets;
- end of KS1 and KS2 assessments;

- standardised screening and assessment tests, including DST (Dyslexia Screening) tests;
- curriculum-based school assessment tests;
- discussion and information from parents;
- observation in classroom and/or playground;
- Observations of behavioural, emotional and social development.
- “Disabled pupils and those who have SEN are supported well”. (Ofsted 2015)

Based on the school’s observations and assessment data and following a discussion between the **Class Teacher, Head Teacher Inclusion Manager during Pupil Progress Meetings** and then with parents, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional & different support through **School-based planning** provision
3. Additional support through **Education Healthcare planning** provision

### **Differentiated Curriculum Provision**

- The first step of the staged approach is for the school, in consultation with the parents and the child, to place the child on a concern level, where information is gathered and there is increased differentiation within the child’s normal classroom work.
- Differentiation is assumed as part of planning for all pupils and does not represent SEN.
- The differentiation may involve modifying learning objectives, teaching styles and access strategies.
- Under these circumstances the needs of the child will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.
- Monitoring of progress will be carried out by the class teacher, supported by the Inclusion Manager and used to inform future differentiation within whole class planning.
- The child’s progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

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| <ul style="list-style-type: none"> <li>• Closes the attainment gap between the child and their peers</li> <li>• Prevents the attainment gap from growing wider</li> <li>• Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers</li> </ul> |
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- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

**A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision which is different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need:**

**Communication and interaction-** including speech and language difficulties and autism.

**Cognition and learning-**including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties-** including difficulties with behaviour, attention deficit hyperactive disorder, attachment disorder or anxiety.

**Sensory and/or physical needs-** including visual/hearing impairment, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Our provision approach is a graduated cycle of; **Assess, Plan, Do and Review.**

All teachers are responsible for every child in their care, including those with Special Educational Needs.

**Assess;** Children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some of the children require more specific assessments to track their progress in smaller steps; examples include The Glynde gap P Scales, dyslexia screening tests, Burt reading tests , Speechlink and Language Link assessments.

**Plan;** All children with an Education Health and Care Plan (EHCP) as well as other children requiring significant and different provision will have a support plan. The class teacher will outline the proposed outcomes for the child in the form of a 'Support Plan'. This plan will be discussed with both the child and parents and then reviewed . This will happen 3 times a year. Throughout the period of implementation of the Support Plan, the progress of the child is tracked on a weekly basis and where necessary adapted. There will also be an 'Annual Review' of the EHCP to ensure that all of the needs remain appropriate. Advice on planning for the additional support can be sought from the SENCo.

**Do;** It is recognised that Quality first teaching enables all children with SEND to make the best progress. Teachers plan for individual children as a part of the whole class planning process using specific strategies where necessary for individual pupils. Teaching assistants are well trained in SEND allowing them to support the children effectively.

**Review;** Children's progress is regularly reviewed by teachers and teaching assistants. Pupil Progress Meetings are held regularly to discuss the progress and effectiveness of strategies and interventions used. In addition Support Plan meetings are held 3 times a year and include parents staff and when necessary external agencies. The children have a number of opportunities to review their progress. These may include; Self assessment on a regular basis in all subject areas, circle times, worry box, school council meetings as well as through Pupil Voice and the SEN support reviews.

If a child is looked after by the local authority they will also have a Care Plan, including a Personal Education Plan. These plans will be reviewed regularly, with meetings involving parents, foster carers and social workers as appropriate.

### **Access for SEN learners to a broad curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions and success criteria are always made explicit and activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with Sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.

### **Access to Information**

- All children requiring information in formats other than print have this provided.
- Printed materials are adapted so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.



- We provide alternatives to paper and pencil recording where appropriate.
- A range of assessment procedures within lessons is used (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Evaluation**

- The East Sussex SEN Self- Review Tool provides a comprehensive means of evaluating as a continuous process.
- Information gathered through the SEN self-review can be used to inform the whole school self evaluation form (SEF).
- Special Needs provision features annually in the School Improvement Plan, including an action plan and success criteria. These are evaluated regularly.

### **The procedure for making complaints**

- If parents feel dissatisfied about any aspect of their child's SEN provision they should first approach the Class Teacher or Inclusion Manager to discuss the problem.
- The Headteacher will be informed of any outcome and will meet the parents for an informal discussion if necessary.
- If parents are still dissatisfied they should make a formal complaint to the Governing Body via the Governor responsible for SEN.

### **SEN in-service training**

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan.
- In-Service training and individual professional development is arranged matched to these targets.
- All teaching and non-teaching staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure training is available, where this is appropriate. Regular opportunities for in-house training will be presented each term.

### **External support**

- County based external support services are available at an annual cost to the school.
- County Psychological & Behaviour and Attendance Service, with a basic level of support (£800) and additional input (£240 per session).
- Counselling sessions from Hove YMCA. This service is bought in by the school.
- Peacehaven Special Facility offer a high level of support for language needs

through in and out-reach service.

- Speech Therapist- along with other schools in the Havens School Cluster we have jointly invested in the services of a highly trained speech therapist to work in our school.
- CAMHS (Child and Adolescent Mental Health Service).

### **Links with other schools**

- Our Foundation Stage teacher routinely makes contact with the local playgroups before children enter school, and is made aware of any children who may have additional needs.
- Any pre-school support services that have been involved with particular children liaise with the school in the months preceding school entry.
- When children with SEN move to another school all records and available information are passed to the receiving school. If appropriate, informal contact is made by telephone to ensure that the new school has the fullest possible picture of the child's needs.
- At the time of transfer from primary to secondary school, in addition to passing on comprehensive records, contact is made with the Special Needs Coordinator at the receiving secondary school.
- We have an HLTA who works hard to provide an excellent package of support to children to a variety of secondary schools in the area, providing additional visits and resources making it an exciting and enjoyable experience.