

SEN Information Report –2020/2021

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs or behaviour needs.

Where teachers have concerns over a child's progress or attainment, they will raise concerns with the child's parents initially, and share information with the school SENCo.

The school will follow their procedure for "Identifying children with special educational needs" (See flowchart) and make a decision on the action to be taken. This may include:

- * Referring the child to an outside agency for advice/ support/ assessment
- * Placing the child on the SEN register, implementing a one page profile or individual learning plan
- * Placing the child on a monitoring register for progress to be closely monitored
- * Providing specific interventions for the child to narrow the gap

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If it is decided that the child needs additional or different provision then this will be reviewed 3 times a year with the child, their class teacher and their parents.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Formal review meetings will take place three times per year with the pupil, parents, SENCo and Class teacher.

Supporting pupils moving between phases of education

We will share information with the secondary school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where necessary we will endeavor to arrange additional transition visits to secondary school, alongside support on developing independence and organisational skills and preparing for new social interactions.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and their specific needs taken into account.

We will also provide the following interventions:

- Precision Teaching
- Reading and comprehension support
- Maths mastery interventions
- Speech and Language support
- Social stories

We aim to meet the needs of all children within the school and have high expectations of pupils, including those who have SEN. The regular review meetings provide an opportunity to celebrate the successes children with SEN have made within the school year.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops/ ipads, coloured overlays, visual timetables, larger font, auditory resources, pencil grips/ writing aids etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants may work 1:1 with a pupil, for example if they have an Education, Health and Care plan.

Teaching assistants may provide 1:1 or group interventions for children who are not making expected progress

Teaching assistants may run nurture/ wellbeing groups for vulnerable children or those with social and emotional needs.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching Team
- Speech and Language Therapists
- Educational Psychologist
- Working Together Team
- Occupational Health Therapists

Expertise and training of staff

Our SENCO has completed the National Award for Special Educational Needs Coordination

This year our Family Support Worker is completing the National SENCO Award.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through pupil progress meetings
- Reviewing the impact of interventions regularly (dependent on how long the intervention runs for)
- Recording notes on attainment / progress for discussions between Class Teacher and Teaching assistant
- Monitoring by the SENCO
- Use of target tracker to monitor and evaluate progress
- Holding annual reviews for pupils with EHC plans
- Holding SEN review meetings each term

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our school trips

All pupils are encouraged to take part in sports day, school plays and concerts

All pupils achievements are celebrated in our weekly achievement assembly

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Nurture clubs
- Yoga club
- Drawing, Talking Therapy
- School counsellor

We always aim to include pupils in the reviewing and writing of their individual targets.

We have a zero tolerance approach to bullying.

Working with other agencies

We have good working relationships with other agencies including the Specialist Teaching Team, NHS services and the Working Together Team. We aim to support parents in making referrals to outside agencies and will provide documentation and evidence to support our referrals.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

The local authority local offer

Our contribution to the local offer can be found on our website

Our local authority's local offer is published here:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Bucknall Primary School- Identification of SEN.

