Special educational needs (SEN) information report

Paulerspury Primary School

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website or available from the school office.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Special Educational Needs

The Code of Practice (2015) explains that 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. This is due to 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 their age in schools maintained by the Local Authority or academy trusts, other than special schools, in the area.

Disabilities

The Equalities Act (2010) defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities." "Long term" means at least 12 months. "Substantial" means "more than minor or trivial."

Children are disabled if they:

• Have a sight, hearing or speech impairment or suffer from a mental disorder of any kind

• Are substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be described

• Have a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

At Paulerspury Primary School we:

• Welcome and celebrate diversity

• Identify pupils with Special Educational Needs and Disabilities (SEND) as soon as needs become evident

• Have robust systems in place to ensure teachers meet the needs of children with SEND

• Provide all children with a broad and balanced curriculum that is differentiated to meet the needs of every child

• Have high ambitions and expectations for pupils with SEND

• Are sympathetic to each child's needs by providing a strong partnership between children, parents and school staff

• Actively engage in support from the Local Authority and outside agencies

• Ensure all children take a full and active part in school life

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)

Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Kara Kelly – kara.kelly@innovatemat.org

They have 6 years of experience in this role and have worked as a class teacher for over 10 years across different year groups. They are a Deputy Safeguarding Lead. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2018.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 3 TAs, including 1 higher-level teaching assistants (HLTA) who are trained to deliver SEN provision.

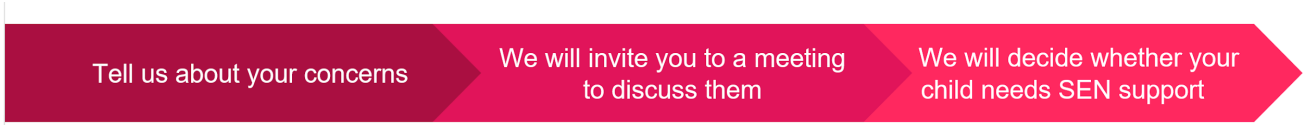
We have a family support worker (Ms Zoe Massingham) who is a qualified Thrive practitioner. Thrive is a program to support children with their social and emotional development.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurse team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Specialist SEND Support Service

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Ms Herlihy. who will be in touch to discuss your concerns.

You can also email the school office using office@paulerspury.innovatemat.org.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

Children are identified as having SEN and/or a disability through a variety of different strategies and assessments including:

- Liaison with previous school or early years setting
- Concerns raised by parents/carers
- Concerns raised by teaching staff
- Concerns raised by the staff relating to attainment or progress in learning
- Concerns raised due to behavioural changes or self-esteem which impacts on their learning or well being
- Liaison with external professionals (eg. Specialist Teachers, Speech and Language Therapist or Occupational Therapists) after a referral has been made with parental consent via contact with the Referral Management Centre.
- A medical diagnosis

All of our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

At Paulerspury Primary School a graduated approach is used. This is coordinated by the SENCO and uses the following four stages:

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

This ongoing cycle allows the provision to be refined and revised and supports SEND children to achieve good progress and outcomes.

Some SEND children may have an Education Health Care (EHC) Plan. These plans are designed to support children with long term and complex needs that are impacting on their ability to access learning and develop independence. They set out the provision the child requires, in order to make progress. A request for an Education, Health and Care Plan can be made to the Local Authority once extensive support has already been put in place through the graduated approach and school has used the services available through the Local Offer. The plans are reviewed annually, and new targets generated in consultation with parents and all professionals involved.

The progress of all children is monitored by the Head Teacher and the Governors on a termly basis.

6. How will I be involved in decisions made about my child's education?

Partnership with parents and carers is central to all that we do at Paulerspury Primary School, and we actively welcome all involvement from parents.

• Appointments can be made, and conversations initiated at any point throughout the year, by making contact with the school office and booking time with the relevant member of staff.

• Parents can speak to staff on the playground in the mornings, put a note in the reading record or phone to speak and liaise with the class teacher.

• Parents evenings:

- September - Meet the teacher sessions.
- October – Informal drop in sessions.
- January and April – Formal parents' evenings.

• Each child receives an End of Year Report in the summer term.

• The class teacher will report on progress made towards a child's Special Education Needs / Disabilities Support Plan (SENDSP) targets at additional termly meetings with parents and carers. Targets will be reviewed and amended as necessary.

• Children who have an Education, Health and Care Plan (EHC) plan also have a Personalised Provision Plan, where targets are monitored on an ongoing basis.

• Parents are invited to attend and input into their child's annual EHC review.

• Parents are invited to attend and contribute to the Positive Behaviour Support (PBS) plans.

• Parents' advice and input will be used to form part of the application for high needs top-up funding, EHC applications and external agency interventions through SEND Support Plans.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views in a variety of ways:

- Children discuss with teachers and parents their strengths and areas of difficulty. These are then linked to their targets.
- Children with SEND will have a One Page Profile recorded by the SENCO or the class teacher. This is created with the child. It captures key information to assist in understanding and appreciating that child's world. It often reveals information that may not be gathered in more formal contexts and is an effective way of considering provision from the starting point of the child.

8. How will the school adapt its teaching for my child?

Our school's accessibility plan can be accessed via our school website.

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needed
- Teaching assistants may support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now and next boards Sensory breaks Weighted blankets Quiet workstation
	Speech and language difficulties	Speech and language therapy Language Link interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Text printed on coloured paper Text font adjustments Use of a scribe
Social, emotional and mental health	ADHD, ADD	Quiet workstation Wobble Cushions Thera Bands Sensory breaks Fidget toys

	Adverse childhood experiences and/or mental health issues	ELSA interventions
Sensory and/or physical	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Ear defenders

These interventions are part of our contribution to West Northamptonshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps and the "Assess, Plan, Do Review" cycle to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

Mainstream schools have funding specifically delegated to their budgets for Special Educational Needs. Top-up funding can be applied for children whose high needs cost more than the nationally agreed threshold. To access this funding, schools have to show clearly the provision they have in place using their delegated resources.

The needs of children who have SEND are met to the best of the school's ability with the funds available. The school SEND budget is used to:

• Provide specialist equipment

• Provide individual and group support

• Provide additional intervention programmes to help a child learn and progress

• Provide additional intervention programmes to support a child's social and emotional development

• Direct the work of additional support staff, including the Thrive practitioner

• Enable staff to access specific external training by specialist providers

The Head Teacher decides on the specific allocation of funding for the above in consultation with the school governors, on the basis of SEND need. All support, training and resources are reviewed regularly, and changes are made as needed.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We offer a range of well managed support for children with SEND that enables them to be fully included in lessons and life of the school. No pupil is ever excluded from taking part in these activities because of their

SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

- Access to after school clubs is provided as a right and support is given by trained activity leaders to ensure their inclusion. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND.

- School trips are accompanied by a high ratio of adults to children. Specialist transport can be arranged if necessary. Parents/carers are invited to accompany school trips and may be asked to plan visits and discuss risk assessments with staff. All pupils are encouraged to go on our school trips, including our residential trips.

- All pupils are encouraged to take part in sports days, sporting events, school productions etc.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

For admissions to reception year, places will first be allocated to children who have an Education, Health Care (EHC) Plan that names the school as offering the appropriate provision.

Applications for in-year admissions, for children with an EHC plan are evaluated on an individual basis. Places are allocated to children where the school is confident that it can fully meet the needs of the child.

13. How does the school support pupils with disabilities?

The school has an Accessibility Plan which can be accessed via the school website.

- The school has 1 main entrance to provide accessible pathways for wheelchair access.
- There is a disabled toilet large enough to accommodate changing.
- There are blinds in every room which assists children with vision difficulties.
- Clever Touch Boards are used in all classrooms, which enable adjustable brightness and contrast which can be modified to meet the needs of children with visual impairment.
- Individual workstations for children are provided when needed both in and out of the classroom if needed.
- There is a dedicated room for ELSA work to take place in, with a sofa to create a more relaxed environment.
- The Music Room is a self-contained larger space for specified interventions to run in.
- The school has a dedicated sensory room for children to use.

14. How will the school support my child's mental health and emotional and social development?

At Paulerspury Primary School we want every child to be able 'to work at everything with all their heart'. Well-being is nurtured by providing;

• Christian values

• Respectful relationships between adults and children

• Opportunities to talk to any member of staff if they have any concerns they wish to discuss

• Opportunities to work with Teaching Assistants and a Family Support worker; a tailored personal plan may be put in place for pupils with complex needs.

• Some children may receive play- time support such as support from a Play Leader or Lunchtime Supervisor to promote games and positive friendships

• A friendship week and teaching the value of friendship discretely and within specific weeks

In addition:

• Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely on a weekly basis

• To foster an understanding of Inclusion, both in PSHE and Assemblies give children an understanding of the diverse needs of human beings

• Attendance is regularly monitored and pupils returning to school after absence are fully supported. We work collaboratively with parents to prevent prolonged unauthorised absence

• We provide a comprehensive, fully supported transition program

• A policy is in place which ensures that the medical needs of children are supported, including those who are unable to attend school due to medical conditions.

• Relevant staff are trained to support medical needs

• Pupils' views are sought through school council, questionnaires, and other forums. These views are acted upon so that children see the importance of their voice in the development of our school.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

• Teachers liaise together and with parents and carers, sharing information and preparing the pupil well in advance of the move.

• Children will have phased 'transition sessions' in their new class or school providing an opportunity to meet the new class teacher and new class friends.

• An individual Transition Plan will be created for specific children if needed. This may be in the form of photographic booklet, social story and additional visits.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

• In Year 5, the transfer options for children with EHCPs to secondary school are explained to parents and carers by the SENCO and they have the opportunity to visit secondary schools before making a decision and expressing a preference

• Teachers and the SENCO pay particular attention to preparing children with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise

• Transition visits to the 'feeder' secondary school, Elizabeth Woodville Secondary School, Deanshanger, are organised and individualised programmes are designed as needed. This can include extra visits supported by the class teacher, ELSA or SENCO.

• If a child has an EHC Plan, the annual review before change of school will be used as a transition meeting, during which staff from both schools are invited to attend

• Where parents request a change of placement to special school provision, a Local Authority representative will also be invited to attend the EHC annual review

16. What support is in place for looked-after and previously looked-after children with SEN?

All looked-after children have a care plan, of which The Personal Education Plan (PEP) is a part. A PEP is ongoing record of what needs to happen for looked-after children to enable them make progress and fulfil their potential. The PEP reflects the importance of a personalised approach to learning to meet educational needs, raise aspirations and builds life chances. The SENCO works closely with the schools Designated Teacher for LAC to set targets and advise on the personalised provision required.

17. What should I do if I have a complaint about my child's SEN support?

Any questions regarding the content of this Information Report, your child's own provision or complaints you have about your child's SEN provision should be addressed to the SENCO, Mrs King or the Head Teacher, Mr Robin Bunting (See Complaints Policy available on the school website)

School telephone: (01327) 811674

School Email: g.sensecall@paulerspury.innovatemat.org

School Website: https://www.paulerspuryschool.co.uk/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Northamptonshire's local offer West Northamptonshire publishes information about the local offer on their website:

https://www.westnorthants.gov.uk/local-offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

www.iassnorthants.co.uk

http://www.buckscc.gov.uk/education/bucks-send-ias/

Local charities that offer information and support to families of children with SEND are:

Milton Keynes branch of the National Autistics society whom offer support to the family of the autistic individual. These are their contact details:
E-mail: nasmiltonkeynesbranch@nas.org.uk,

En-Fold Autism information Hub
https://www.enfold.org.uk/
En-Fold – Northamptonshire Autism Support Facebook page

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages