

SEND Information Report



Status: Statutory

Policy completed by: A Chrysostomou

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Introduction

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

SEND Provision

Camrose Primary School with Nursery is committed to upholding the UNCRC Rights of the Child and especially Articles 23, 28 and 29. We identify pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice. (January 2015).

This defines SEND as;

A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Identification of Barriers to Learning

The SEND Code of Practice 2015 describes the possible barriers to learning under four broad areas.

The school provides for pupils whose special educational needs broadly fall into these 4 areas being:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical need

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

 Their previous setting has already identified that they have SEND

 They are known to external agencies

 They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

What should parents do if they think their child has SEN?

If parents have initial concerns about their child's progress, they should talk to the class teacher. The teacher may discuss with the special educational needs co-ordinator (SENCO) next steps. The SENCO will organise a parent consultation to discuss their child's needs.

How Camrose consults with Parents/Carers and Children with SEND

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents (open door policy). These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Have termly pupil progress meetings
- Hold annual reviews for EHCP pupils
- Take into account the views of the children

We work hard to ensure that reasonable adjustments are made to overcome barriers to learning.

The Graduated Approach to SEND Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in a support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of Support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision, may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget and potentially from the LA.

On the census these pupils will be marked with the code E.

Adaptations to the Curriculum and Learning Environment/Additional Support for Learning

The Education Health Care Plan is a legal document that sets out the provision that the school should provide. This includes adaptations and interventions to ensure that all children are accessing the curriculum at their age appropriate level. This means that teachers adapt the planning to incorporate all learning styles and needs. Teachers also adapt their planning and teaching to meet the needs of all the children whilst working towards the support plan outcomes.

Children with SEN support have a support plan that includes targets and strategies specific to their needs. Every term, pupil progress meetings are held with the parents, teacher and SENCO to review and agree targets from the child's support plan. We encourage children to contribute to these meetings to give

us a clearer idea about how they learn best. A copy of the plan is given to the parent as soon as it has been agreed.

Arrangements for Assessing and Reviewing Each Child's Progress

Support plans will be written for all children who have been identified with a learning need regardless if they have an Education Health Care Plan or not. Children's outcomes will be reviewed termly to assess and review their progress towards the termly target. The outcomes and review of progress will be shared with parents/carers.

Transition between Phases of Education

Before the child starts another class within the school, the child's current and next teacher will meet in advance of the new school year as part of the transition process. Where the child has more complex needs, a meeting may be held at a key transition point with the parent, teacher, SENCO and a professional from an outside service. All children participate in a 'Meet the teacher day' to familiarise themselves with their new teacher. Further individualised transition support is given where appropriate.

Transition meetings are arranged with the named secondary school if required for children with an Education Health Care Plan. All documents are securely sent to the new school. For all other SEND children who transition to another school, the Camrose SENCO will arrange for a meeting with the new SENCO to inform of all strengths and areas of need.

How do we include children with SEN on school trips and visits?

Whenever possible, we encourage all children to attend educational trips and visits. In a few cases, the SENCO will discuss with parents before a school journey any specific arrangements for the child. An additional adult may be required to attend the trip as support.

Evaluating the effectiveness of SEND provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Gathering pupil voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from parents
- Data tracking

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The head teacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school by in-school teachers and therapists
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Specific training for teaching and support staff is organised by the Leadership Team on INSET days
- Support is also given to Teaching Assistants running intervention programmes and Support Assistants with responsibilities for specific pupils with EHCPs or SEND support plans
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process

Other courses are completed by staff which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Autism Specialist Teacher
- The Children's Sensory Team
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission and accessibility arrangements

The school follows the Borough's policy on admissions. In line with the Equalities Act 2010 and will not discriminate against children with SEND and we will take all reasonable steps to provide effective educational provision.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

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. They can make a claim about alleged discrimination regarding:

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

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

Parents/ carers are welcome to come into school to discuss their child's needs with the class teacher, or SENCO. If the parents/ carers' concerns about the special needs of their child are not resolved by meeting the class teacher or the SENCO then appointments can be made with the Headteacher. In very rare cases if issues remain unresolved parents can raise concerns with the Chair of the Governing Body.

Formal complaints about SEND provision in our school should be made to the SENCO or headteacher in the first instance. They will be handled in line with the school's complaints policy [see Complaints Policy].

If the parent or carer is not satisfied with the school's response, they 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](#).

To find out about disagreement resolution and mediation services in our local area, [<https://www.harrow.gov.uk/send-local-offer/sen-mediation-service>]. You can request mediation by contacting [<https://www.kids.org.uk/mediation-home/mediation-contact-us/>].