

SEN INFORMATION REPORT

2017/2018

Part of the Derbyshire Local offer for Pupils with Special Educational Needs and Disabilities

New government legislation requires us to publish a new report called the SEN information Report (clause 65 of the SEN Code of Practice 2014). An initial version has been drafted and will be amended as further guidance is received from the Local Authority.

Our school and SEND provision	<p>Horsley Woodhouse Primary School is a smaller than average mainstream Primary School.</p> <p>At Horsley Woodhouse Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.</p>
The Special Educational Needs Co-ordinator	<p>Sarah Gent is our Special Educational Needs Co-ordinator (SEND Co). She has worked at our school for 3 years. Mrs Gent can be contacted directly on 01332 880403 or s.gent1@horsleywoodhouse.derbyshire.sch.uk</p>
Identification and assessment of pupils with Special Educational Needs and Disabilities.	<p>7% of the pupils on roll are on the SEND register and supported at the SEN support level.</p> <p>2% of pupils on roll have an Education and Health Care Plan (EHC).</p> <p>Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.</p> <ul style="list-style-type: none">• The use of school's data tracking identifies pupils who are not making expected progress or are not on track to achieve their end of level target.• Concerns voiced by parent, member of staff, external professional or pupil. Pupils may come to us with outside agencies already involved. Horsley Woodhouse Primary School has excellent links with outside agencies including but not limited to Paediatricians, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach, Support Service for Special Educational Needs and Support Service for children with physical, visual and sensory impairments. The SEND Co makes referrals to these outside agencies as needed. <p>Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring. Children tracking below expected levels or making less than expected progress are identified and intervention put in place.</p>

<p>Provision for pupils with Special Educational Needs and disabilities</p> <p>a)The effectiveness of provision for pupils with SEND</p>	<p>Horsley Woodhouse Primary School has a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of-</p> <ol style="list-style-type: none"> 1. Pupil achievement 2. Behaviour and safety 3. Leadership and management 4. Quality of teaching <p>Governors are involved in this process and regular meetings take place to look at provision and pupil groups.</p> <p>All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out using Year group tracking or specific assessment packages such as itrack.</p> <p>The increase in attainment can be analysed to ascertain whether the progress made on these interventions is below expected, expected or better than expected. Provision mapping by class teachers is overseen by the SEND Co and Head Teacher to ensure that all teachers provide a relevant and enriching curriculum for pupils of all abilities and developmental stage.</p>
<p>b)Arrangements for Assessing and reviewing the progress of pupils with SEND</p>	<p>Termly pupil Progress Review meetings look in detail at the progress made in all areas by pupils with SEND.</p> <p>Parents are involved in the review process at least 3 times a year at SEND Support review meetings and parents evenings.</p> <p>A number of targets are set and ways parents can help at home are discussed. At the end of each academic year a written report is sent to parents detailing progress.</p> <p>The SEND Co and class teacher are available for appointments to discuss progress at any other time during the year.</p> <p>Regular contact is through personal contact or individual pupil diaries if more appropriate.</p>
<p>c) Approach to teaching pupils with Special Educational Needs and Disabilities</p>	<p>All pupils on the SEND register have an Individual SEN Support Plan which details their next targets and desired outcomes including strategies undertaken to accelerate progress towards these.</p> <p>All pupils with SEND receive high quality first teaching: differentiated work within the classroom and personalised resources where required. Carefully matched interventions enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity.</p> <p>School staff are supported by Outside Agencies regarding strategies best matched to teach specific pupils.</p> <p>SSSEN support the teaching of core skills in weekly sessions.</p>

<p>d)Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities</p>	<p>The curriculum is currently being reviewed to incorporate more outdoor learning opportunities for the children as we believe this contributes greatly to children’s well-being.</p> <p>Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.</p> <p>We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach. The in class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning, in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will endeavour to ensure that this does not affect the pupil’s access to the full range of curriculum activities.</p> <p>Differentiation will be provided in a range of ways, depending upon which is most appropriate and will include but is not limited to; differentiation by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources or by outcome.</p>
<p>e)Additional support for learning</p>	<p>The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with a Statement of SEN or an EHCP (Education and Healthcare plan) and pupils without. The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources.</p> <p>Access arrangements for KS2 SATS are discussed with pupils and parents. Applications may be made for extended time, rest breaks, TA to scribe when appropriate. This will build upon good practice and a child’s familiar routine with test situations will be established prior to Y6, in order to maximise their opportunity for success.</p> <p>As part of the Graduated Response for Individual Pupils, applications may be made for additional funding to provide support for those children with more complex needs and those with needs that cannot be fully met from usually available resources. Parents will always be involved in the decision making process before an application goes ahead and decisions reviewed with the SEND Co when formally received. This is referred to as GRIP funding.</p>

	<p>Temporary Additional Pupil Support is available via application for those children at risk of exclusion where needed.</p> <p>The school will request an Education, Health and Care Plan from the local authority when, despite an individualised programme of sustained intervention SEND support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency.</p> <p>An Education, health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.</p>
<p>f)Activities available to pupils with Special Educational Needs and Disabilities</p>	<p>All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all.</p> <p>Support from a key worker (TA) will be available at the beginning of the day to ensure good routines are established and children have an opportunity to discuss any changes to the curriculum/day that are identified.</p> <p>All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. The SEND Co works closely with staff before trips to discuss specific needs of each pupil with SEND.</p> <p>No pupil is removed from activities at Horsley Woodhouse Primary School unless due to the request of parents or carers. We have a robust safeguarding policy and protocol in place.</p>
<p>g)Support available for improving the emotional and social development of pupils with SEND</p>	<p>Pupil's health and well-being is paramount.</p> <p>Miss Mugridge has provided a supportive nurture group for children who require social and emotional support and she has worked with children across the age range fostering key learning to learn skills, promoting positive relationships, and building the confidence and self-esteem needed to develop emotionally and academically in our setting.</p> <p>Social Stories is a short term intervention strategy for groups, supported by TAs to address barriers to learning arising from social, emotional and behavioural difficulties.</p> <p>Pupils may work on a one to one basis with an adult to address needs specific to that pupil, in order to raise self-esteem.</p>

	<p>Personal care is conducted discreetly, with dignity and fostering independence where possible.</p> <p><u>Medicines and Health</u> Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Additional training is undertaken by key staff as and when necessary.</p>
<p>(h)The expertise and training of staff in relation to pupils with SEND</p>	<p>The SENDCo supports class teachers in planning for pupils with SEND. All of the teachers at Horsley Woodhouse Primary School are qualified and a number of them have received specialist further professional development in a number of areas linked to Special Educational Needs. The school provides training and support to enable all staff to improve the teaching and learning of pupils, including those with Special Educational Needs and Disabilities.</p> <p>SSEN training for TAs is identified early in the Autumn term.</p> <p>Our Teaching Assistants also have a range of expertise in a variety of specialised areas including autism, dyslexia, speech and language, Cuisenaire, numicon and 1st Class at Number.</p> <p>The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils and plans ahead to ensure the needs of future pupils can be accommodated.</p>
<p>(l)Accessibility for pupils with SEND</p>	<p>Horsley Woodhouse Primary School is a 2 storey building with external and internal ramps for wheelchair access. Adaptations to classrooms are made as necessary, including grab rails, hearing loop systems and carpets and parents and families are invited to share accessibility concerns so that advice can be obtained from relevant professionals. Suitable equipment is acquired for pupils as necessary including: wobble cushions, writing slopes, ipads with voice recognition software, touch screen computers, large mice, easygraph pens/pencils. The equipment used in school is accessible to all pupils regardless of need. Written information is available on the school website.</p>

<p>(J)Consulting and involving parents</p>	<p>The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> • Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision • Working effectively with all other agencies supporting children and their parents • Giving parents and carers opportunities to play an active and valued role in their child’s education – meetings at least termly in the form of meetings and parent consultations • Making parents and carers feel welcome • Ensuring all parents and carers have appropriate communication aids and access arrangements • Direct contact with the SEND Co via phone or email • Providing all information in an accessible way • Encouraging parents are carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing • Instilling confidence that the school will listen and act appropriately • Focusing on the child’s strengths as well as areas of additional need • Allowing parents and carers opportunities to discuss ways in which they and the school can help their child • Agreeing targets for the child • Making parents and carers aware of the Derbyshire Information, Advice and Support Service for SEND (formerly Parent Partnership) and any other support services they could access. • Directing parents to the Derbyshire Local offer to raise awareness of support available.
<p>(K)Consulting with pupils about their Special Educational Needs and Disabilities</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:</p> <ul style="list-style-type: none"> • State their views about their education and learning • Identify their own needs and learn about learning • Share in individual target setting across the curriculum • Self-review their progress and set new targets <p>In addition pupils who are identified as having SEND are invited to participate in:</p> <ul style="list-style-type: none"> • SEN Support reviews and setting targets • Regular meetings with named adults • Working with adults in small groups and one-to-one sessions • Annual reviews

<p>(L)Concerns about the provision for pupils with SEND</p>	<p>In the first instance we encourage parents to contact their child’s class teacher. If concerns remain we ask parents to contact the SENDCo and/or Head teacher.</p> <p>In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors.</p> <p>The SEND Governor is currently, Mrs A Chilton</p>
<p>(M)Outside agencies involved with pupils with SEND</p>	<p>At Horsley Woodhouse Primary School we receive support from:</p> <ul style="list-style-type: none"> • Educational Psychology • Behaviour Support Services • Support Service for visual, physical and hearing impairments • Support Service for Special Educational Needs • Autism Outreach • Speech and Language Therapy • Physiotherapy • Occupational Therapy • Community Paediatrics • Clinical Paediatrics • Child and Adolescent Mental Health Services • Multi Agency Teams
<p>(N)Arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed on.</p> <p>We will support your child during visits to their new school wherever possible.</p> <p>When moving classes in school, information will be passed onto the new class teacher in advance and a meeting will take place between the current and new class teachers.</p> <p>Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and meet their new teacher. Some pupils will benefit from a passport to take home with them over the summer.</p> <p>Transition at KS2 & 3. Year 2 and 3 teachers meet. Year 3 teachers visit. Year 2 children have additional small taster sessions with TA before a morning/afternoon in their new class.</p> <p>SEND Cos meet and share information.</p> <p>SEND Cos attend new parents meeting and are available to make individual appointments with parents to discuss any concerns re provision.</p>

	<p>Year 6 & 7 staff meet to discuss all children who will be transferring. The SEND Co also meets with the Inclusion Team to discuss those children who are transferring and who have special educational needs. All school records are sent to ensure that new staff are as informed as possible about a child's special educational needs and disabilities. Where children transfer elsewhere, student support plans/questionnaires are completed and returned. SEND Co contacted.</p>
<p>(O)Support for parents of pupils with Special Educational Needs and Disabilities</p> <p>S. Gent</p> <p>16.7.18</p>	<p>Your child's class teacher and the SEND Co are always available to discuss your child's needs and progress.</p> <p>All outside agencies will contact parents to keep them informed of their involvement. We do request that parents give Mrs Gent's name to Outside Agencies as SEND Co so copies of reports are sent directly to school for us to collate and act on quickly.</p> <p>Additional Parental Advice can be found at:</p> <p>localoffer.derbyshire.gov.uk</p> <p>The Local Offer includes leisure and activity providers, health and care services, education providers and support groups. The Local Offer simply aims to pull information about available services into one place and make it clear and accessible for you and your family.</p> <p>Derbyshire Information Advice and Support Service for special educational needs and disabilities c/o Chesterfield Register Office New Beetwell Street Chesterfield Derbyshire S40 1QJ</p> <p>Telephone – 01629 533660 Web address – www.derbyshireiass.co.uk Email - ias.service@derbyshire.gov.uk</p> <p>Government letter to parents SEND Reforms: parents and carers information: E-mail www.afa3as.org.uk Sendgateway: What young people need to know about the reforms.</p>

