

BLACKFORD PRIMARY SCHOOL

SEND INFORMATION REPORT 2016

At Blackford Primary School, we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make the school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Blackford Primary School, please contact us on **01228 674614** or e-mail us at admin@blackford.cumbria.sch.uk

SEND Coordinator: Miss Donna Johnston

The Kinds of Special Needs for which provision is made at the school

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register)
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skill
- demonstrates improvement in a child’s behaviour allowing them to be receptive to learning

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities

SUPPORT STAFF:

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficult
- promote the inclusion of all children in all aspects of life at school

INTERVENTION:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom
- a more focused level of support in a small group withdrawn from the class

FREQUENCY & TIMING OF SUPPORT:

This is arranged by the class teachers, who generally provide the intervention so that they can adapt provision according to need

ORGANISATION OF SUPPORT:

Our inclusive approach to provision means that the majority of pupils have their needs met through lessons which are appropriately differentiated and structured to provide a range of VAK (visual, auditory and kinaesthetic) activities. The school adopts a flexible approach to provision so that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- direct or indirect support in the classroom
- focused withdrawal support from the classroom

We place an emphasis on learning within normal peer groups and although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

EXTERNAL SERVICES

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when a child:

- continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Teaching Assistants and Classroom Support Assistants are assigned across the whole school to support SEND pupils according to their need.

Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. A transition nurture group is available, during Year 6, for those who have additional needs or may require further support in order to transition without difficulty.

Statutory Assessment: EHC Plan (Education, Health Care Plan) / Statement

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Cumbria. Cumbria's SEND Local Offer can be obtained from Cumbria Council's website (<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>).

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational need
- particulars of any special resources or arrangements put in place

This information includes where relevant:

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcome
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services)

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Transferring Statements to EHC Plans

It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing.

The transition period for transfer to EHC Plans has been extended to 2018.

Recording

Records are kept on each child; once a child's individual need is identified, it is recorded on the school's SEND register. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. IEPs are written termly.

The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

The SENCO

Miss Johnston is SENCO. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies and services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register.

The expertise available in school is used flexibly to meet the needs of pupils. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, specialist expertise will be secured.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, newsletters, annual reports, SEND reviews and informal discussions.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

Education Psychologist
Child Development Centre
Child and Adult Mental Health Service
Speech and Language Therapy
Occupational Therapy
Physiotherapy
Social, Communication Outreach Service
Hearing Sensory Support
Visual Sensory Support
Learning Difficulties and Disabilities

If you would like to know more information about these services, Cumbria's SEND Local Offer can be obtained from Cumbria Council's website at <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page> . If you require further information regarding this, please contact us on **01228 674614** or e-mail us at admin@blackford.cumbria.sch.uk

Pupils

Pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when the Support Plan is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectations. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs.

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed – this can be found on the school website or by contacting the school office.

Transition

Links with our feeder and transfer schools are very good due to our close liaison with these schools. Staff, from the schools which our pupils are transferring to, are invited to review meetings in the year prior to their end of Key Stage transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils.

In preparation for transition the school will adhere to the following process:

- contact will be made with the school which the child is transitioning to
- Parents will be encouraged to fully engage with both schools to ensure a smooth transition
- a key point of contact will be assigned
- in the period up to the transition, regular opportunities to attend the school will be arranged (for children in Year 6 who are transitioning to secondary school, this will be undertaken over the period of a year; for children who are transitioning to another primary school, this will take place as soon as is possible before the transition)
- staff involved with the child will liaise to share the children's needs, attainment, attendance and any other relevant information