



## S.E.N. Information Report

### Document history

<b>Date</b>	<b>Description</b> [i.e. draft, consultation with staff, approval by Governors, review due]
Jan 2020	For discussion/approval by curriculum committee
March 2020	For ratification by Full Governing Body
Jan 2021	Due for update
March 2021	Updated for Curriculum Committee



## **S.E.N. Information Report January 2020**

Ivybridge Primary School is a mainstream school for pupils aged 3 to 11, the school does not have specialist alternative provision (eg. a mainstream unit) for children with SEND, however, as an inclusive school we will always look to accommodate the needs of new pupils wishing to join the school where this is reasonably practical.

SENCo – Ms Caroline McKay (Head Teacher) – contact via school office  
SEN Assistant – Mrs Farhana Letzelter (HLTA) – contact via school office  
SEN Governor – Mrs Irene Bowles (Chair of Governors) – contact via school office  
SEN Governor (Assistant) – Mrs Anna Watkins – contact via school office

### **PROVISION**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the head teacher, the SENCO and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs, SEN pupils are taught within mainstream classes with appropriate additional support (eg. additional resources) to ensure their needs are met and that they have equal access to the full curriculum. If a pupil's needs cannot be reasonably met in this way, it may be that the school is not suitable to meet their particular needs and alternative, specialist provision may be required.

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

- Communication and interaction (eg. Autistic spectrum disorder, speech and language difficulties)
- Cognition and learning (eg. Dyslexia, dyspraxia)
- Social, emotional and mental health difficulties (eg. Attention deficit hyperactivity disorder)
- Sensory and/or physical needs (eg. Hearing impairments, diabetes)
- Moderate learning difficulties

This list is an illustration of provision currently available; it is not an exhaustive list.

Additional support for learning is currently provided in a variety of ways dependent on the needs of individual pupils. This includes:

- The provision of additional or specialist resources eg. Specialist pencils or grips for children with fine motor difficulties
- The provision of additional resources to support access to the curriculum eg. Checklists for pupils with processing difficulties
- Differentiated work eg. Simplified tasks for pupils working at a lower ability level than usually expected for their age group
- Higher levels of adult support within the classroom (the school does not generally provide one to one fulltime support for pupils as our aim is to foster independence in all pupils)
- Specific short-term interventions provided by school staff with additional, specific training eg. Specific reading interventions or Nurture Groups
- Specialist support commissioned from external professionals to meet significant needs, usually for pupils with EHCPs eg. Speech and Language Therapy, Play Therapy
- Physical adaptations to the environment where this is reasonably practical eg. Quiet areas for pupils with sensory difficulties

Provision is kept under review to ensure that it meets the needs of our current pupils and therefore is constantly changing. We currently have staff with specialist training who are able to deliver the following interventions:

- FFT Reading Intervention
- Nurture Group
- ELSA (Emotional Literacy Support)
- Early Numeracy
- Handwriting
- Spelling

We currently have specialist external providers for:

- Play Therapy
- Speech and Language Therapy
- SEN Consultant (advice and support for school staff).

## **IDENTIFICATION AND ASSESSMENT**

We aim to meet the needs of all children through a continuous cycle of planning, teaching and assessment that takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific areas falls significantly outside the expected range may have special educational needs. We believe that early intervention will often prevent difficulties from escalating and aim to ensure that children are provided with appropriately differentiated work to enable them to make progress.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information should be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment processes to identify any learning difficulties.
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. The school is able to make arrangements for assessments of bilingual children to be undertaken in their first/home language in order to support the assessment process.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. Steps taken will be described under the following headings:

### **Registration of concern**

The school's assessment procedures and practices for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

### **School Support**

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called *School Support*. The triggers for intervention through *School Support* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

### **Adaptations to the Curriculum and Learning Environment**

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support

- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment (available under 'buy-back' arrangements)

### **Individual Support Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Support Plan (ISP). The ISP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when ISP is reviewed).

The ISP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The ISP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### **School Support Plus**

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's ISP. At *School Support Plus* external support services, will usually see the child so that they can advise teachers on new ISPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *School Support Plus* will be that, despite receiving individualised support under *School Support*, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioral difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting ISP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher.

### **School request for a statutory assessment**

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about

the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Support* and *School Support Plus*.

### **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan (EHCP). An **EHCP** will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- the special educational provision necessary to meet the pupil special educational needs
- the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision

All children with EHCPs of special educational needs will have short-term targets set for them that have been established after consultation with the parents and the child. These targets will be set out in an ISP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ISP will continue to be the responsibility of the class teacher.

### **Annual review of an EHCP**

All EHCP must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. They will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

### **TRANSITION ARRANGEMENTS**

For children with EHCPs, at the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within similar timescales to other parents. The transition to secondary school is facilitated by a meeting of the SENCOs from both schools in the Summer Term to exchange information in addition to meetings that are held between Year 6 teachers and the relevant secondary school staff for all pupils.

For pupils joining our school from other settings (either pre-schools or other primary schools in the case of in year admissions) we will always contact the setting to discuss any particular needs pupils may have.

### **STAFF TRAINING**

All school staff have ongoing training as part of our CPD offer in supporting the needs of pupils with SEND within the mainstream classroom. Some members of staff have specialist training enabling them to provide specific support and interventions to individual pupils or groups.

Where a pupil has a specific need identified (or when a new pupil joins the school) for which we do not have the specialist skills where it is reasonably practical training for staff will be sort eg. when a child was diagnosed with diabetes the specialist nurse worked with the school to train staff to administer medication and monitor him.

<b>Staff Training – Jan 2020 – Dec 2020</b>		
Bojana Vujic	TA	ELSA supervision (termly)
Farhana Letzelter	HLTA SEN	Foundation degree - SEN
		C8 SENCo meeting
		Hounslow SENCo training
		Hounslow SENCo forum
		SEN Regional Conference
		Makaton
		Bucket Time
		Special Time
		Structured Time
All classroom staff		INSET Day – Behaviour (Pivotal)
Jasmin Lwin	TA	ELSA Supervision (termly)
		Student Wellbeing Network
Nimo Mahamed	TA	ELSA Supervision (termly)
Caroline McKay	HT/SENCO	SEN Regional Conference
		Intensive family Engagement Training
Jo Hilton	DHT	Intensive family Engagement Training
		Trauma Champion Network
		Post Pandemic Nurture
Karen Messahel	TA	Managing Diabetes (West Mid)
Sophie Tomlin	AHT	SCERTS (Early support in Autism)
Teena Nanji	CA	Makaton
Jessica Shurey	TA	SCERTS (Early support in Autism)
Kayley Sexton	EYP	Bucket Time Stages 1&2
		Lycra
		Identiplay
		Bucket Time Stages 3 & 4
		Special Time
		Makaton

## **EQUALITY**

It is our intention that pupils with SEN will be able to access the full curriculum offer made by the school, they will not be excluded from activities as a result of their SEN (see Equalities Statement). When planning the curriculum and activities staff will always take into account the particular needs of pupils with SEND, for example ensuring higher levels of appropriate staffing on trips where pupils have medical needs.

## **DISABLED PUPILS**

It is our intention that any disabled pupils admitted to the school will be able to access the full curriculum on offer. Any reasonably practical adjustments to the physical environment, curriculum or adult support that are required to ensure this is possible will be made. Ivybridge School is built on one level with double doors, enabling free movement of wheelchairs around the building. There are disabled toilets and ramp access to most external doors. Where possible we aim to provide ease of access to

areas and will continue to review the school environment. For further information please see our Accessibility Plan.

## **SAFEGUARDING**

The school is aware that pupils with SEND are often more vulnerable than other pupils and may have greater difficulties communicating any safeguarding concerns to staff. All staff are aware that they should be alert for any difficulties SEND pupils may be having and take great care not to dismiss behaviours causing concern as an issue related to their SEND. For further details please refer to our Safeguarding and Anti-Bullying Policies.

## **RAISING CONCERNS**

Where a parent has concerns about any aspect of their child's schooling they should raise it with the class teacher in the first instance. If it is a matter relating to the child's SEN they may also contact Mrs Letzelter or Ms McKay. If a concern is not resolved or is serious enough to be regarded as a complaint, parents should refer to the school's Complaints Policy.

## **SUPPORT AND ADVICE**

Sources of support and advice for all parents can be found, on-line at Hounslow's Children and Family services  
[https://www.hounslow.gov.uk/info/20059/children\\_and\\_families](https://www.hounslow.gov.uk/info/20059/children_and_families) For parents of pupils with SEN additional information (Hounslow's Local Offer) can be found here  
[https://fsd.hounslow.gov.uk/synergyweb/local\\_offer/](https://fsd.hounslow.gov.uk/synergyweb/local_offer/)

## **MONITORING AND EVALUATION**

The progress of pupils with SEND is monitored alongside all pupils through our whole school systems for tracking pupil progress and attainment. For SEND pupils their progress against the targets set out in their ISP is monitored through regular reviews to which all staff supporting the pupils contribute.

For all pupils we hold termly parent consultation meetings where class teachers discuss pupils' progress and attainment, for pupils with SEND there may be additional meetings with class teachers and SEN staff to discuss their progress. For pupils with EHCPs there will be an additional, Annual Review Meeting to which parents will be formally invited to contribute.

For any interventions that are taking place eg. FFT Reading Intervention, the progress of pupils involved is carefully monitored to ensure impact. Only interventions where impact is evident are continued.

Regular meeting with the Governor responsible for SEND and reports to Governing Body Meetings ensures that the implementation and effectiveness of the SEND Policy and Procedures is carefully monitored.

## **REVIEW**

This SEN Information Report will be updated at least annually unless a change in legislation or circumstances requires it to be undertaken earlier.