

Ellwood Primary School SEN Information Report

The School's SEN policy can be requested from the school office or it can be found on the school website. The policy sets out guidance on SEN teaching, identification, role of the Governors, the SENCO responsibilities, admissions, monitoring and assessment.

How do we identify SEN pupils within our school?

Identification, Assessment, Provision and Review

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEN in line with the new Code of Practice 2014. All children within our school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SEN Coordinator/Inclusion Coordinator, Teaching Assistants, Parents and the Class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SEN Coordinator/Inclusion Coordinator in order to decide whether additional and/or different provision is necessary.

At Ellwood Primary School we categorise SEN at three levels.

The first level is "My Plan". This is where a child has been identified as having a Special Education Need. This need is then met through additional and different provision from within the school's own resources.

The next level is called "My Plan +". This is similar to the first level, however this level indicates that the child, parent and/or school have received outside professional support and/or advice about the child. On occasions other professionals may work with the child, such as an Advisory teacher, Educational Psychologist, Physiotherapist or Occupational Therapist.

The third level is when a child has an "EHC" Plan (Education, Health and Care plan). The Education, Health and Care plan (EHC Plan) requires the child to be assessed by other professionals and multi-agency work is undertaken. If the child has an EHC Plan

it will have clear guidance as to what funding is needed, the expected outcomes for the pupil, interventions and timescales required to reach these objectives.

Triggers indicating the Need for Intervention at My Plan Level

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not enhanced 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.

Triggers indicating the Need for Intervention at My Plan + Level

Despite having had an individualised programme and/or concentrated support under My Plan, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at below age expected
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural 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 on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

An EHC Plan would be put in place for pupils with significant SEN or disability and for others an EHC Plan may be needed if the My Plan and My Plan+ has not achieved sufficient progress.

First Steps our school will take if a SEN is identified:

- Historical information and data will be gathered
- Baseline assessments and ongoing data will be analysed
- Observations from class teacher and SENCO (if needed)
- Targets/Interventions will be put in place
- Progress monitored regularly
- Discussion with the Parent/Guardian

How are parents involved in the SEN Process?

We really value input from parents in helping to identify any areas of strengths and areas of concern about a child. Parents are encouraged to talk to us about their worries before the child starts with us, in Parent's Consultation meetings and whenever they feel the need throughout the academic year.

My Plans are reviewed in consultation with parents during shared conversations three times a year. In these meetings parents are encouraged to help set targets and review previous targets with the class teacher. The views of the child are also gathered. The class teacher is responsible for keeping parents up to date with progress and issues relating to their SEN child. The SENCO will liaise with parents and outside agencies when needed. For pupils and families with social, emotional and mental health needs, FSW involvement will be available.

How does our school teach and support children with SEN?

The school (Teachers, TAs and the SENCO) respond to SEN children's needs by:

- Ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class, groups and individual pupil needs.
- Adapting the curriculum to meet the needs of the pupil.
- Providing targets and identifying support for children. This may be through an intervention plan, through lesson planning and possibly a My Plan/My Plan +/-EHC Plan
- Providing support for children who need extra help with communication (i.e. signing), language and literacy, numeracy or other areas of the curriculum.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning

effectively and safely. We follow a detailed and structured behaviour policy. Some children may need an individual behaviour program

- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having a positive "Can do" approach and boosting the pupils confidence and self-esteem through the use of growth mindset activities and assemblies
- Having high expectations and tracking progress carefully.
- Using TA's and other adults to support learning and move learning forward where they will be most beneficial. This may be through support in lessons, 1 to 1 and small group work.
- Seeking advice and working with outside agencies and professionals.
- We adapt teaching strategies and resources to meet the needs of different learning difficulties, for example: Autistic Spectrum, Hearing Impairments, Visual Impairment and Speech and Language Difficulties.
- Children who have an EHC Plan will be given the support and resources needed for them to meet their full potential. They will be involved in the planning process, alongside trained staff, parents and health professionals.
- Where appropriate and relevant children may work in small groups with other children who have similar needs. The additional support is decided upon by the SENCO and class teachers, in consultation with the parents.
- The school is expected to provide, from our budget, staff and resources to meet the pupil's needs. Where an EHC Plan is in place, additional funding may be given (see county council website for more information).
- The progress of the pupils is monitored regularly. Additional provision is monitored weekly, data is collected termly and evaluated and action plans set as a result. "My Plans/+ are reviewed 3 times a year with pupils and parents. EHC plans are reviewed annually.

Expertise within our school

Ellwood Primary School works very hard to ensure our SEND pupils achieve well. We have trained members of staff within our school, who specialise in certain areas. Such as :

- Speech, Language and Communication
- Early reading
- Early phonics
- Maths strengths
- Supporting children who can show challenging behaviour in school and working in partnership with outside agencies i.e. behaviour support team
- Supporting emotional difficulties, through in school support and liaison with outside agencies such as: Teens in crisis and CYPS.
- Pastoral care - family support worker/pupil mentor

- We have a number of staff that are trained to monitor and/or administer medication such as: inhalers, Epi Pen/support diabetes/epilepsy/cerebral palsy (Please see whole school provision map for more details)

Which other services do we use in our school?

- Educational Psychologists
- Advisory Teaching Service- physical, cognition and learning, hearing impaired.
- CYPS (previously CAHMS)
- TIC (Teens in Crisis)
- OT (Occupational Therapist)
- Physiotherapists
- Speech and Language Therapist
- Behaviour support
- Medical advice - school nurse
- Health and Social care team
- Toucan Play Therapy

Health liaison regarding the administration of Medication and Medical needs

The school:

- Can administer medication if needed. Parents are required to complete and sign a school medical form.
- Liaise with medical professionals e.g. GPs, hospital consultants, medical health practitioners.
- Provides health packs for each class detailing any medical needs pupils have.
- Posters and photographs of children's serious medical details/conditions, where relevant, are displayed in the staffroom and school kitchen for all staff to be made aware of.
- Has an individual protocol for children with significant medical needs.
- Implements risk assessments where needed.
- Has staff who are trained in first aid and child protection.
- Has a Health and Safety policy.

Meeting needs of wheelchair users and support with personal care

At the present time, we do not have any wheelchair users, however we have staff who are trained in manual handling, if the need arises. We would also ensure that additional staff were trained as and when needed. The school site has wheelchair access and additional toilet facilities.

Access to the wider curriculum:

Trips, outings and after school clubs

We include SEND pupils in all aspects of school life. We strive to be as inclusive as possible when offering after school clubs. SEN children are included in school trips and relevant transport and supervision is put in place.

What can you do if you are unhappy with your SEN Child's progress or provision?

The class teacher is initially the first point of contact. If the problem is not resolved then the SENCO may be able to help deal with the issues. If you are not satisfied with the outcome, the Head Teacher will be available by appointment to respond to your concerns. A copy of the school's complaints policy can be obtained from the school office.

If you require any further information please contact the school.

Whole School Provision Map 2018-2019

(Provisional - this may change depending on the needs of the children)

Year group	In-class specific differentiation strategies (WAVE 1) whole class	(WAVE 2) Small groups	(WAVE 3) Targeted at individuals
R - Oak	Letters and sounds Regular group teaching - literacy/numeracy/ Individual Reading Guided Reading Fine motor control activities	Specific group teaching- literacy/Numeracy/ Speech and Listening activities Individual phonic support Language groups - Sp & L Black Sheep: Language	My plan EP support FSW Support
Yr 1/2 Chestnut	Regular group teaching literacy/numeracy Letters and sounds Set for guided reading Targeted TA support	Small group teaching literacy/numeracy targeted support Individual reading Additional Targeted Phonic groups Focussed comprehension activities SPAG booster Fizzy Talkabout- self awareness	My Plan/ Individual work FSW Support Individual behaviour plan EHCP work Lego Therapy Precision teaching Social stories EHCP work Dancing bears Toucan Play Therapy Social stories ATS/EP advice
Yr2/3 Beech	Regular group teaching literacy/Numeracy Set for guided reading Targeted TA support	Individual reading Additional phonic work Project code Dancing bears Fizzy Talkabout - self-awareness	My plan/My Plan + Individual reading/phonics ATS/EP advice Individual spellings Lego therapy Dancing Bears Family First Individual behaviour plan FSW support Hornet - Phonic awareness Social stories
Yr 4/5 Sycamore	Targeted group teaching literacy and maths Set guided reading groups Targeted TA support	Individual Reading Targeted spelling Project Code Fizzy Talkabout - self awareness	Targeted reading My Plan/My Plan + work FSW Support
Yr 5/6 Willow	Targeted group teaching English - SPAG, writing and maths Set guided reading groups Targeted TA support	Individual reading TA group intervention Targeted maths, reading and spag work Booster - reading, writing and maths	Targeted reading My Plan/My Plan + work FSW Support