

LAUGHTON C.P SCHOOL SEND INFORMATION REPORT FOR SCHOOL YEAR 2014-15

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Dedicated SEND time: SENDCo 1.0 (Wednesdays)

Whole School Approach

High quality first teaching and additional interventions are the basis of our provision management.

The progress of all children is discussed at termly pupil progress meetings. Provision for children who need a higher level of support to make progress is reviewed and adjusted as needed. A school based plan, co-written with parents, is an option for children where needs are especially complex. Children with individual education plans or programmes will have these reviewed regularly with staff and parents. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs (Reference: Teaching & Learning Policy and Teacher Standards)

Assess: Children are regularly assessed. Progress is carefully tracked and monitored. Some children require more specific assessments to track progress in smaller steps through assessments being linked to a specific intervention programme. Occasionally it may be necessary to assess children using a 'one-off' formal SEND assessment, for example The Dyslexia Screening Test and Language Link.

Plan: It is the responsibility of the class teacher to plan for interventions and inclusion techniques that any child may require within the class. Advice on planning can be sought from

the SENDCo. Interventions are discussed at pupil progress meetings and regular TA/Senco meetings.

Do: It is recognised that quality first teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils. Teaching assistants are well-trained in SEND procedure and practice.

Review: Children's progress is regularly reviewed by teachers and teaching assistants as part of an on-going process. We meet together at the pupil progress meetings to discuss progress and effectiveness of the strategies and interventions that have been used. In addition, progress review meetings are held regularly and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND Needs

There are four broad areas of SEND need and support:

1. Communication and interaction

We are supported by the Speech and Language Service who provide on-going advice. We use Communicate in Print to support children with speech and language difficulties. We use LanguageLink and SpeechLink to assess and plan activities for children.

2. Cognition and learning

We use multisensory approaches as part of our quality first teaching and provide precision-style interventions where appropriate. We have a specialist dyslexia teacher in school who advises on dyslexia friendly strategies to use in class and can carry out the Dyslexia Screening Test when required.

3. Social, emotional and mental health

We recognise the impact that emotional or mental health issues may have on learning. We have a multi-agency approach to these involving in school support through Pupil Voice opportunities and Nurture sessions in school, to ESBAS or the Educational Psychology Service as required. Any provision put in place is reviewed on a regular basis.

4. Sensory and/or physical needs

Provision is put in place at the advice of our Service for Children with Sensory Needs. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating so they can see and/or hear the teacher.

At the beginning of July 2015, we have 7 children receiving some form of SEND Support. We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, observations of intervention work, work scrutiny, discussions at Pupil Progress Meetings. The children are regularly assessed as part of the school's ongoing process. Additional specialist tests and assessments are carried out to identify needs as required. External agencies are also able to provide specialist assessments as required.

Have our children with SEN made good progress this year?

National Expectation is at least 3 points progress over the school year in KS2.

Points progress for children with SEN is shown below. The progress of wider school, non SEN cohort, is in brackets.

	Reading	Writing	Maths
KS1			
KS2	5.6 (4.4)	5.6 (2.6)	6.0 (4.3)

Progress in reading, writing and maths has been robust for our children with SEN, exceeding that of their peers and well above national age related expectation.

Consulting with children and their parents

Involving parents and learners in a dialogue is central to our approach and we do this through:

<u>Action/Event</u>	<u>Who's involved</u>	<u>Frequency</u>
Parents Evenings	Class teachers, parents	Twice a year
Curriculum Development Events (Supporting Reading, Understanding Phonics, VB)	Subject leaders	As needed
SATs booster sessions	Class teacher, children, parents	Terms 4 and 5
SEN Meetings (i.e; school meetings, parent consultations, review meetings with parents, meeting with parents and professionals)	Sophie Levey (SENDCo) Professionals working with the child concerned. Parents.	As required
Meetings with parents	Parents, children, class teachers, SENCO, Head teacher as appropriate. EYFS individual meeting with parents regarding progress within EYFS profile	As required Term 6

Staff development

We are committed to developing the ongoing expertise of our staff. We have the following expertise and particular experience in our school:

	<u>Area of special experience or expertise</u>
Teaching Staff	Specialist Dyslexia trained teacher, experienced teachers ASD in KS1 and KS2 (KB, SL)

	<p>Makaton training, MAPA training (RW), Boxhall training (RW, KB)</p> <p>Training to set up and run Nurture groups across key stages (KB, AG)</p> <p>KS2 training in assistive technology for writing.</p>
Support Staff	<p>MAPA(AG, SG, KG, CR), Boxhall (AG), Nurture training (AG), Supporting Children with Complex Needs (CR), Behaviour and Safety (MP)</p> <p>Social skills group training (AG, SG)</p> <p>In house phonics and reading training led by English Co-ordinator.</p> <p>Clicker 6 and Communicate in Print training. Maths training and 'Encouraging independence in vulnerable learners' from LLSS</p>

This year, we have put in additional training into:

Terms 1 and 2- Practical strategies for supporting children with difficulties in maths

Terms 3 and 4- Growth Mindset

Term 5 and 6 - Introducing a nurture class, promoting independence in children with SEN and applying strategies from MAPA training.

Staff deployment

We work hard to make sure that our all staff support children to achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We have a highly trained team of Teaching Assistants. Careful consideration is given to the expertise of staff and the needs of the children.

Finance

Our notional SEND budget this year was £30, 374.

This income was spent on staffing for 1:1 and small-group intervention programmes and resources.

A full list of our external partners can be found in our contribution to our School Offer. Extending our school approach, we commission from our external partners using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School Partnerships and Transitions

Our on-going assessment for children and young people with special educational needs is moderated in-school by experienced moderators and also our cluster of alliance schools. This year, we worked closely with our local pre-schools to ensure a smooth transition to school. If a child comes into school with a high level of need, we have additional transition meetings always involving parents, nursery staff, foundation stage staff, SENCo and the Early Years' Service

where necessary. We work closely alongside the secondary schools in our local area and run a transition programme for more vulnerable pupils. Where a child transfers to another school, we liaise closely with the receiving school providing additional support and taster days where necessary.

Complaints (referencing Laughton C.P School Complaints Procedure Policy)

Most issues and concerns about school life can be resolved on an informal basis. The complaint procedure is in place to be used when parents are not happy that an informal resolution has been reached.

Stage 1:

Parents wanting to make a complaint should, in the first instance, make an appointment to take the matter up with the child's teacher, and attempt to resolve it by informal discussion.

Stage 2:

If it is undesirable or impracticable to discuss the complaint with the teacher, or the complaint remains unresolved after discussion with the teacher, an appointment should be made to take up the matter with the Head teacher.

The Head teacher will, within one school day, if practicable, discuss the complaint with the parents and with the teacher present - either initially or, if desirable, at a later stage.

If the matter is resolved to the satisfaction of the parents, brief details of the complaint and of the outcome will be recorded in a register of complaints maintained by the school.

The outcome will be recorded in writing to the parents if they request it.

If the complaint is against the Head teacher, attempts will be made to discuss and resolve the matter informally. If that fails and the parents remain dissatisfied, then the Chair of Governors can be contacted by e mail and will see the parents as soon as possible, with the Head teacher - initially or at a later stage - and attempt to find a solution to the problem.

Stage 3:

If the parents remain dissatisfied, they must inform the Head teacher and then write to the Chair of Governors, c/o Laughton CP School. The Chair of Governors will decide whether to pass the matter on to the Governors full-body meeting or the Local Education Authority (LEA), then either:

- (a) The Governors' full-body meeting will seek to resolve the situation, or
- (b) The LEA County Education Officer will be advised.

Parents will be kept informed and the complaint will be recorded.

Useful addresses:

The Head teacher
Laughton CP School
Church Lane,
BN8 6AH

Chair of Governors
c/o Laughton C.P School
(as above)

Challenges this year

Challenges for our school have included implementing the new SEND reforms. We intend to closely monitor the guidance and ensure high quality provision remains in place for all children.

Further development

Our plans for developing and enhancing SEND provision in our school next year include:

- Review monitoring strategies to assess the effectiveness of interventions
- Developing staff understanding of ASD and ASD friendly classrooms
- To develop our understanding of sensory issues and strategies to support children
- To further develop our understanding of Growth Mindset and Bloom's taxonomy and its relevance to children with SEN
- Developing the use of assistive technology for writing in KS2.
- Review the impact of our nurture class and train staff in implementing systems into their class.

Sophie Levey
July 2015