

# Orchard Head Junior, Infant and Nursery

## Special Educational Needs Information Report

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Owner:	Special Educational Needs Co-ordinator (Primary)

# SEN Information Report

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The Special Educational Needs and Disability Regulations 2014 requires the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

## **We provide for the following kinds of special educational needs (SEN):**

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia; fine & gross motor skills;
- Sensory, Medical and Physical – specific medical conditions, hearing impairment, visual impairment, sensory processing difficulties;
- Communication and Interaction – autistic spectrum condition, speech and language difficulties;
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, anxieties, low self-esteem.

## **We identify and assess pupils with SEN using the following methods:**

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Progress in areas other than attainment is also considered, e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school.

If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information on CPOMS about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEND policy for further information relating to behaviour support.

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Parents/carers are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

To obtain a further understanding of a child's learning difficulties, we may liaise with or refer a child to relevant professionals. In addition, school commissions the services of The PAT Speech and Language Therapist – Mrs. Maria Mearis - who supports us in identifying the speech and language needs of our children using a range of specialist assessments.

This year the school is adopting a PAT-agreed Graduated Approach. This begins with Barriers to Learning at a Quality First Teaching Level and can escalate to Supporting Me To Learn plans, My Support Plans or Education Health Care Plans. Further information relating to identification and assessment of children with SEN can be found in our SEND Policy document.

## **We evaluate the effectiveness of our SEN provision in the following ways:**

- Use of a provision map to measure progress and achievement
- Evaluation of individual education plans - 'Learner profile' 'Supporting me to Learn Plans', 'My Support Plans', 'Education & Health Care Plans'
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEN across the school
- Part of whole school tracking of children's progress generally – 3x yearly at pupil progress meetings
- Use of pupil/parents interviews/questionnaires
- Monitoring by Inclusion Team through weekly meetings

## **Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:**

- our school's Assessment Policy outlines the range of assessments regularly used throughout the school
- evaluation of SML Plans
- tracking of pupil progress generally as part of whole school tracking system – 3x yearly
- at pupil progress meetings
- progress of children with speech and language needs is assessed and reviewed regularly throughout the year by the SALT therapist commissioned by school – Mrs Maria Mearis.
- a cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology service, Learning Support Services, Communication and Interaction team and Social, Emotional and Mental health team.
- an Annual Review is held for children with EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding, how best to address need and meet targets

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- when assessing children with SEN, consideration is given to recording needs, e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a child's progress are discussed with the SENCo and parents and
- followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

## **Our approach to teaching pupils with SEN:**

Quality First Teaching ensures there is an inclusive approach, with SEND children integrated into class activities with the required support. We strive to unlock the potential of each child by removing barriers to learning. Work is differentiated to support the individual targets and needs of SEND children. One-to-one assistance is provided where necessary, but we strive to make sure this is part of the whole class setting. Approaches are adapted regularly to best meet the needs of each individual child, following on from weekly Safeguarding & Inclusion Team meetings and discussions with staff/parents. A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.

## **We adapt the curriculum for pupils with SEN in the following ways:**

- Work is differentiated to meet the individual needs of our children and a multi-sensory approach is adopted for our SEND children. Resources and support materials are adapted to ensure SEND children can access the National Curriculum.
- Teaching staff act upon the advice received from external agencies, for example, using visual timetables, coloured overlays, slopes, wobble cushions, positioning. We are also developing ASD friendly work stations for children with great sensory needs and a separate quiet room for a child who can find a whole class situation extremely challenging.
- A large number of specific interventions are planned in for each term. These are run by members of the Inclusion Team and experienced LSAs.

## **We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:**

Preparation is essential. We enable children to engage in whole school activities by planning ahead which resources/staffing will be required. This could be 1:1 support, sensory aids/wobble cushions/visual timetables etc. By talking with the children, their families and staff, we ensure the best measures are put in place to allow all children to access whole school activities.

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**The following emotional, mental and social support is available for pupils with SEN:**

specialist advice from The CIAT Team for children with social communication/interaction difficulties  
specialist advice from our Educational Psychologist – Dr Jonathan Heasley

specialist advice from colleagues at Future in Mind (formerly CAMHS)

areas designated for 'quiet retreat' within or outside many class rooms

interventions such as Circle of Friends for children with social communication/interaction issues

Individual Behaviour Plans

support from the Learning Mentor & Parental Involvement Officer for the children and their families

**The name of our SEN Co-ordinator (SENCo) is:** Helen Squires

**Listed below are the names of staff members possessing expertise related to SEN:**

Name: Dawn Higginson

Name: Gareth Evans

Job role: Learning Mentor

Job role: Learning Mentor Manager

Expertise: Pastoral care, behaviour support and interventions

Expertise: Pastoral care, behaviour support, CAF, PEP and attendance.

Our SENCo has 12 years of experience in the field of SEND, having worked in specialist residential provision and within the field of Autism spectrum disorder (ASD) for 10 years before joining our school. She has recently acquired her Post Graduate accreditation for the role of SENCo. Our team of support assistants have experience and training in planning, delivering and assessing intervention programmes.

All of our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the students. The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. The SENCo is a member of SLT and the provision for our SEND children is regularly reviewed as part of a weekly Inclusion meeting. This includes resourcing, planning, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.

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## **In addition, we use the services of the following specialists:**

- Speech & Language Therapist
- Educational Psychologist
- Learning Support Services
- Social, Emotional, Mental Health Team
- Occupational Therapist
- CIAT
- Visual Impairment Team
- Hearing Impairment Team
- Early Years SEND Team

## **We currently possess the following equipment and facilities to assist our pupils with SEN:**

- Fidget aids
- Wobble Cushions
- Sensory stations & quiet spaces
- Toilet frames
- Coloured overlays
- Access to various interventions and related resources

## **Our arrangements for ensuring the involvement of parents of children with SEN are as follows:**

- Parent evenings;
- parents are invited to review their child's 'Supporting Me to Learn' on a termly basis - these plans are evaluated with parents and recommendations for new targets discussed, alongside suggestions for supporting their child in the home setting;
- an 'open door' policy whereby the SENCo/Inclusion Lead is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required, or as requested by parents, to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child;
- progress and outcomes are discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations;
- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers or the Fair Access Team);

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- the progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary)
- parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support, which parents feel may be appropriate.

### **Our arrangements regarding complaints from parents of pupils with SEN are as follows:**

- the complaint is first dealt with by the class teacher;
- the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved -
- the complaint is dealt with by the SENCo. If there is still no resolution –
- the Head of School/Executive Head should become actively involved. If the matter is still not resolved -
- the complainant must put their complaint in writing to the Chair of Governors and
- the Governing Body will deal with the matter through their agreed complaint resolution procedures;
- in the unlikely event that the matter is still not resolved, the parent can take the complaint to the Local Authority, or request independent disagreement resolution and the school will make further information available about this process on request.

### **We work with the following bodies to ensure the best possible provision for our pupils with SEN:**

- See list of external bodies above.
- In addition, we have regular PAT SENCo meetings.

### **Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:**

Early Help Hub, GP, Barnardo's, Pre5 Service, WESAIL, SENART

### **Our transitional arrangements for pupils with SEN include:**

Transition booklets & days, working with new staff to establish routines and expectations, timetables/info for over the Summer, meetings with parents as requested.

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**Wakefield's local offer, explaining what is available on a local authority basis, can be found using the following link: [www.wakefield.gov.uk/localoffer](http://www.wakefield.gov.uk/localoffer)**