

SEN Information Report

June 2017

SENCO: Zayla Beecham

SEN Governor: Patricia Rusher

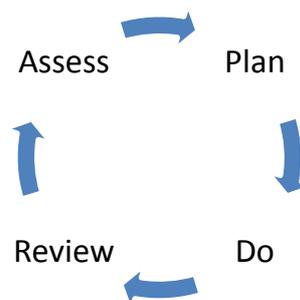
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Dedicated SEN time: Full-time across all HMFA schools

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. 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 ALL 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.

Assess: Children are continually assessed as part of a rigorous, whole-school monitoring approach. A variety of assessment techniques may be used, including observation of pupils' learning; informal discussion with individuals or groups of pupils; asking questions to determine knowledge and understanding; looking at recorded work or conducting formal tests. Assessments may be carried out by teachers or teaching assistants, depending on the child's needs.

Plan: If a child is falling behind the level expected for children their age or they are not making the progress expected, teachers are responsible for making adjustments to their own practice, according to the needs of the individual child. Such adjustments may include changes in seating arrangements or groupings, provision of different learning materials, more extensive differentiation, inclusion in small adult-led group activities or provision of more specific resources such as reading rulers or pencil grips. This level of provision is known as Quality First Teaching or Wave 1 and is available to all children.

In addition to these adjustments, teachers may also decide to include pupils in more targeted interventions designed to enable pupils to 'catch up' with their peers.

Do: While the class teacher is responsible for making adjustments to classroom practice, more specific interventions may be led by the class teacher or TA. Desired outcomes will be much more specific and differ

according to the needs of the pupils – this is known as Wave 2 support and may be accessed by a range of children, not only those with identified SEND.

Review: Teachers are responsible for monitoring the progress of pupils who are accessing interventions, and this is done through discussions with the adult responsible for delivering interventions, general monitoring of work produced during sessions and through the completion of the Group Provision Map. The SENCo oversees completion of this document and offers support and guidance on next steps as appropriate.

If the pupil is still failing to make progress despite accessing Wave 1 and Wave 2 support, the SENCo may decide to refer the child to an outside agency such as Speech and Language Therapy, Occupational Therapy, Community Paediatric Services or CAMHS. The SENCo may also decide to carry out more detailed assessments in order to further clarify the child's strengths and weaknesses. Parents are consulted at every stage of this process and are required to give written consent for further referrals or assessments to be undertaken.

SEN Needs:

As of 05.06.17, we have 75 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include completion of an Individual Provision Map for each child, completion of a Group Provision Map for any child accessing support at Waves 2 or 3, along with general assessment procedures such as observation, pupil questioning, marking of work and use of Classroom Monitor.

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

If children are identified as having difficulties with communication or interaction, they are initially encouraged and supported to develop these skills through play and socialisation with their peers. Adults are trained to model good listening skills and adjust their use of language/vocabulary according to the children's understanding. We have an Early Years teaching assistant who is trained to deliver a variety of speech and language interventions and the Federation also employs an independent speech and language therapist (Matilda Attwood). Matilda offers early intervention for our nursery and reception children in addition to more specific support for children from other year groups.

If children are identified as having more specific difficulties with communication and interaction, they may be referred to the local Speech and Language Therapy team who will then carry out relevant assessments and offer guidance on strategies, resources and programmes of intervention which might be useful.

Children who are identified as having difficulties with social communication will initially be monitored and observed by the class teacher then by the SENCo as necessary. Concerns are shared with parents and decisions will then be made as to whether a referral should be made to the appropriate agency – usually the Community Paediatrics team or the Speech and Language Therapist with specialism in social communication.

The school will work closely with any outside agencies to ensure recommendations are implemented and resources will be purchased as necessary.

2. Cognition and learning

Children with difficulties in the areas of cognition and learning will initially be identified through general class assessment procedures and measures will be taken to adjust teaching strategies accordingly. Teachers may choose to change groupings, alter seating arrangements, make additional learning resources available or further consider differentiation arrangements.

Small groups may be set up to boost learning and these may be led by the teacher or the TA, the aim being to consolidate knowledge & understanding and promote opportunities for overlearning.

The SENCo may be asked to carry out additional assessments in order to identify specific areas of strength and difficulty and, if this is the case, a report will be drawn up and shared with the class teacher and the child's parents.

In addition to the above, the SENCo is able to draw upon the expertise of an independent Educational Psychologist who is able to offer support in making classroom adjustments or offer advice on next steps.

3. Social, emotional and mental health

We take the mental health of our pupils very seriously and actively seek to promote good mental health across all the schools in the Federation. Where pupils have identified social, emotional or mental health difficulties, the school is fortunate to be able to draw upon the expertise of the Federation's Pastoral and Safeguarding team. Children and families are able to access a Pastoral & Safeguarding manager, Learning Mentor, Education Welfare Officer and Family Support Worker/CAF Lead Professional, in addition to a small team of TAs trained in nurture provision and counselling skills.

The SENCo works very closely with the Pastoral and Safeguarding Manager to ensure the correct agencies are involved with individual children. Referrals may also be made to CAMHS, Educational Psychologist, child bereavement services or counselling services.

4. Sensory and/or physical needs

The ground floor of the school is fully accessible to pupils with physical disabilities or sensory impairments and the school strives to ensure resources are appropriate to need – please refer to the school's Accessibility Plan for further details. The SENCo works closely with the local authority's Hearing Impairment and Visual Impairment teams and will implement any recommendations made by either team. The school also has use of an audio system which can be used for children with hearing impairment and resources would be fully adapted for use by pupils with a visual impairment.

Consulting with children, young people and their parents

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

Action/Event	Who's involved	Frequency
Parents Evenings	Teacher and parents	Twice a year
School reports	Teacher and parents	Annually
Sharing of Individual Provision Maps	Teacher and parents	Termly
Informal discussion	Teacher/SENCo/parents	When appropriate

Staff development

We are committed to developing the ongoing expertise of our staff. The table below demonstrates the areas of formal and informal training undertaken by key staff members who work alongside children with SEND.

Role	Formal Training	Informal training/experience
SENCo	<ul style="list-style-type: none"> National Award for SEN Coordination Certificate of Competence in Educational Testing Post Graduate Certificate in Education (SEN Specialism) BA (Hons) Education Studies (Special and Inclusive Education) 	<ul style="list-style-type: none"> Class teacher across KS2 SENCo for 7 years Deputy Headteacher
Assistant SENCo	<ul style="list-style-type: none"> National Award for SEN Coordination Post Graduate Certificate in Dyslexia and Literacy BEd (Hons) Primary Education 	<ul style="list-style-type: none"> 1:1 tuition for children with dyslexia
KS2 TA	L3 Diploma in Supporting Teaching and Learning in Schools.	ICT, dyslexia, motor skills, phonics, reading, self-esteem, speech difficulties, spelling.
1:1 TA	L3 Diploma in Health and Social Care.	Mental health difficulties.
KS2 TA	NVQ Level 2 in Supporting Teaching and Learning in Schools.	ADHD/attention difficulties, ASD, dyslexia, dyspraxia, maths, motor skills, phonics, reading, self-esteem, spelling.
KS2 TA	Foundation Degree in Learning Support.	ICT.
KS2 TA	NVQ L3 in Supporting Teaching and Learning in Schools.	ADHD/attention difficulties, behaviour support, EAL, ICT, maths, phonics, reading, self-esteem, spelling.
KS1 TA	NVQ L3 in Supporting Teaching and Learning in Schools.	Down Syndrome, phonics, reading, spelling, visual impairment.
KS2 TA	NVQ L3 in Supporting Teaching and Learning in Schools.	EAL, ICT, phonics, reading, spelling.
KS1 TA		Maths, motor skills, phonics, reading, self-esteem.
KS1 TA	NVQ L2 in Supporting Teaching and Learning in Schools.	Hearing impairment, maths, phonics, reading, self-esteem.
KS2 TA		Attachment, ASD, behaviour strategies, dyspraxia, EAL, language difficulties, motor skills, reading, self-esteem.
KS2 TA		ICT, motor skills, reading, spelling.
1:1 TA	NVQ L2 in Supporting Teaching and Learning in Schools.	Attachment, ASD, dyslexia, EAL, ICT, mental health, phonics, self-esteem.
1:1 TA		ICT.
1:1 TA	NVQ L2 in Supporting Teaching and Learning in Schools.	Dyscalculia, dyslexia, dyspraxia, EAL, ICT, language difficulties, mental health, phonics, reading, speech difficulties.
KS2 TA	NVQ L2 in Supporting Teaching and Learning. L3 Diploma in Specialist Learning	ASD, behaviour support, ICT, maths, mental health, motor skills, phonics, sensory difficulties, spelling.

	Support.	
KS1 TA	L3 Diploma in Specialist Learning Support.	Motor skills, sensory difficulties.
KS2 TA	L3 Diploma in Supporting Teaching and Learning in Schools.	ADHD/attention difficulties, behaviour support, dyslexia, dyspraxia, ICT, reading, self-esteem.
KS2 TA	NVQ L3 in Supporting Teaching and Learning in Schools.	AHDH/attention difficulties, ASD, dyslexia, dyspraxia, EAL, ICT, language difficulties, phonics, selective mutism, speech difficulties, visual impairment.
1:1 TA	Diploma in Childcare and Education.	Down Syndrome, EAL, hearing impairment, ICT, phonics, speech difficulties.
Early Years TA	NVQ L2 in Supporting Teaching and Learning in Schools.	ASD, Down Syndrome, hearing impairment, motor skills, phonics, reading, self-esteem, speech difficulties.
KS2 TA	NVQ L3 in Supporting Teaching and Learning in Schools.	ASD, maths, phonics, reading, self-esteem, spelling.
KS1 TA	NVQ L2 in Supporting Teaching and Learning in Schools.	ADHD/attention difficulties, attachment issues, behaviour support, dyslexia, language difficulties, phonics, reading, self-esteem, spelling
1:1 TA	NVQ L3 in Supporting Teaching and Learning in Schools.	ASD, behaviour support, diabetes, maths, mental health, reading, self-esteem, spelling.
Early Years TA	NVQ L3 in Supporting Teaching and Learning in Schools.	ASD, behaviour support, Down Syndrome, EAL, hearing impairment, ICT, language difficulties, maths, phonics, speech difficulties.
Early Years TA	NVQ L3 in Supporting Teaching and Learning in Schools.	ADHD/attention difficulties, attachment issues, ASD, behaviour support, Down Syndrome, dyspraxia, EAL, ICT, language difficulties, maths, motor skills, phonics, reading support, self-esteem, slow processing speed, speech difficulties, spelling strategies, visual processing.
Early Years TA	Early Years Childcare L3 & L3 NVQ L2 in Supporting Teaching and Learning in Schools.	Attachment issues, ASD, behaviour support, Down Syndrome, EAL, ICT, language difficulties, maths, motor skills, phonics, reading support, self-esteem, slow processing speed, speech difficulties, spelling strategies, visual impairment.
Early Years TA	Early Years Childcare (L2). Advanced Health & Social Care (L3). L3 Diploma Children and Young People's Workforce. L4 Certificate Childcare & Education BSc Nursing.	Attachment issues, ASD, behaviour support, Down Syndrome, EAL, language difficulties, maths, mental health, motor skills, phonics, reading support, sensory issues, speech difficulties.
Early Years TA	NVQ L2 & L3 in Childcare, Learning & Development.	ADHD/attention difficulties, ASD, behaviour support, Down Syndrome, EAL, hearing impairment, language difficulties, maths, motor skills, phonics, reading support, sensory issues, speech difficulties, visual impairment.
Early Years TA	NVQ L2 & L3 in Childcare, Learning & Development..	ADHD/attention difficulties, ASD, behaviour support, EAL, hearing impairment, language difficulties, motor skills, phonics, speech difficulties, visual impairment.

During the last academic year we have offered additional training in the following areas:

- Changes to SEND processes
- Keeping Children Safe in Education
- Nesy Reading – training for TAs
- WRAP training offered each term to ensure all staff across the Federation are trained

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

The school currently has a total of two teaching assistants, both of whom work on a part-time basis across the school.

Each classroom has access to a teaching assistant who can work closely with the teacher in supporting the learning of *all* children in the class. The role of the TA is all-encompassing and best practice is observed when TAs work with children of all abilities rather than just those with the highest level of need. TAs are encouraged to participate in all aspects of general classroom management, including planning (alongside the teacher), assessing, monitoring progress, providing feedback and marking work – the close partnership between teacher and TA is crucial in ensuring a consistent and measured approach for all children.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We work closely with our nursery staff to enable a smooth transition for our children entering the Reception class. The Reception class teachers liaise closely with staff at the nursery to ensure all relevant information is communicated well in advance. They also offer parents the option of a home visit in order to see the child in a more familiar environment.

If a child with SEND is also Looked After, the SENCo works closely with the Pastoral & Safeguarding Manager to ensure the child and family's wider needs are addressed appropriately. These named professionals are invited to all relevant meetings and pupil progress is reviewed systematically, using the school's usual monitoring and assessment procedures.

Complaints

If parents wish to make a complaint about any element of SEND provision they are initially encouraged to speak to their child's class teacher as good communication between home and school is vital in ensuring best outcomes for all concerned. If parents wish to pursue their complaint further, they are welcome to speak to the school SENCo in the first instance.

The SENCo is Mrs Zayla Beecham and she is assisted by the Assistant SENCo, Kate Higgins. Mrs Beecham can be contacted at zbeecham@lordscudamore.hereford.sch.uk and Mrs Higgins can be contacted at khiggins@lordscudamore.hereford.sch.uk or by calling (01432) 273951 and leaving a message. Mrs Beecham and Mrs Higgins work across the Federation so often visit the other HMFA schools, however they will respond to any messages as soon as they are able to.

If parents feel the issue has not been adequately addressed through communication with the class teacher or SENCo, they are encouraged to make an appointment to discuss the matter further with the relevant Phase Leader (Early Years – Mrs Benjamin, Years 1 & 2 – Mrs Field, Years 3 & 4 – Mrs Colledge, Years 5 & 6 – Mrs Wargen) or either of the Executive Head Teachers (Mr Box or Mr Whitcombe).

Bullying

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise.

Children with SEND may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions such as circle time or 'talk time' to encourage children to discuss their worries. Children are also encouraged to write down their worries and can post them anonymously in the 'worry box' within each classroom – these are read on a regular basis and can be shared either as part of whole class discussion (whilst maintaining the child's anonymity) or on a 1:1 basis with the child.

Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable – this can be done verbally or through more a more informal process such as a comic strip conversation or story. Staff may seek support from the Pastoral and Safeguarding team if they feel a child has a worry or concern that they are not readily sharing.

Parents may wish to refer to the school's Bullying Policy for further guidance on this matter.

What has and has not worked this year

Impact of current provision from July 2016 – March 2017:

Reading	Writing	Maths
3.6	4.2	3.6

Areas of success:

- Close working partnerships between teachers and TAs have helped children with SEND make progress
- Use of intervention programmes to support pupils with SEND
- Teachers taking responsibility for IPMs

Areas for development:

- Staff training – in particular 'Teaching for Neurodiversity' (planned)
- Review of provision across the school and how this is recorded and monitored

We intend to address these through seeking advice and support for enhancing provision, organising staff training, developing parent meetings with class teachers to discuss progress and support for SEND pupils and taking account of the 'Making the Best Use of Teaching Assistants' (Education Endowment Foundation, Spring 2015) guidance to inform best practice regarding deployment of teaching assistants.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include learning walks, evaluation of data and collaboration with stakeholders in order to provide adequate provision for our SEND pupils.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Accessibility Audit and Plan
- Complaints Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Further Contacts

Agency	Telephone	Email (where possible)
SENCo (Mrs Beecham)	(01432) 273951	zbeecham@lordscudamore.hereford.sch.uk
Local Authority SEN Team	(01432) 260088	
Speech and Language Therapy Team	(01432) 363975	
Occupational Therapy Team	(01432) 373940 option 2	
Physiotherapy Team	(01432) 373940 option 1	
Child and Adolescent Mental Health Service	(01432) 378940	
SEND Information and Advisory Support Service (SENDIASS)	(01432) 260955	sendias@herefordshire.gov.uk
Herefordshire Carers Support	(01432) 356068	