

YORKE MEAD PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

The kinds of SEN that are provided for

Special Educational Needs are divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties.
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Contact details for the SENCO

Mrs Francesca Elliott. Tel: 01923 778420 or via the school office

Identifying children with SEN and assessing their needs

Through quality first teaching, teachers continually assess pupils' progress through daily observation, marking and feedback. Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age. Each term, teachers make a formal judgement of pupils' achievements. The progress of all pupils is then discussed with the Head Teacher, Core Subject leaders and Special Educational Needs Coordinator (SENCO) every term. Between these discussions, staff may bring any concerns to the SENCO and/or Head Teacher.

Parents may raise concerns with their child's class teacher at any time. The SENCO and Leadership Team are also available to speak to face to face, on the telephone or by making an appointment with the school office.

Children have many opportunities to articulate concerns or anxieties about their own learning. They are taught to self-assess their learning, and to enter into discussions with teachers about their learning during teacher talk time each week.

There is a strong pastoral support team, who build relationships with pupils and support their learning. Additionally, staff closely observe and monitor the behaviour of all pupils, looking out for indications of anxiety or difficulties that the children may not be able to articulate themselves; Miss Floyd is the behavioural lead and Mrs South is the Mental Health lead. The children are aware that they can talk to either.

Arrangements for consulting parents of children with SEN and involving them in their education

If the school is concerned that a child has a SEN the SENCO will discuss this concern with the child's parents. Going forward the progress your child makes is an on-going conversation between parents, carers and school staff:

- Formal opportunities are available for parents to talk to their child's class teacher twice a year with a short consultation.
- A written report is sent home in July.
- Parents of children receiving special educational provision are invited to meet with the SENCo every term, to review and discuss provision and agree desired outcomes.
- Informal opportunities to talk to teachers, SENCO, Head Teacher and other staff arise daily, at the end of the school day, providing the member of staff is not running a club or attending the staff meeting. The office staff can make appointments for parents to speak to any member of staff.

Arrangements for assessing and reviewing the children's progress towards outcomes

For a child who has been assessed as in need of SEN support, we follow a cycle of 'Assess, Plan, Do, Review'. There will be termly planning meetings for children receiving special educational provision. These may involve the parents, SENCO and class teachers. At these meetings, we will review the child's progress over the preceding term, and discuss provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child, these are normally the next step on from their previous targets. The voice of the child and the parents is central to these meetings. Regard is also given to the advice of external professionals when planning provision.

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support in the classroom environment are regularly used.

Arrangements for new children starting Yorke Mead and supporting movement between phases of their education

In **Nursery and Reception**, all pupils receive either a home or pre-school visit from the teacher who will work with their child. This is a very good opportunity for parents to raise any concerns before their child even starts school.

All children starting '**in year**' are offered a formal tour of the school at which parents may raise any concerns. If the child has been in education in this country their school records should contain any concerns raised by previous schools.

For those children that require extra transition into the **next year group**, we work with them on a transition book that they take home for the summer. This book includes photographs and information about what they will expect in September to help reduce anxiety.

When year 6 children transition to **secondary school**, the teacher and SENCo liaise closely with the receiving school, and sometimes visit the school with the pupil. Where appropriate we will try and arrange an additional visit to the school to improve familiarisation and reduce anxiety. We share information with the next school, ensuring adequate information is provided to help the next school meet the child's needs.

Approach to teaching children with SEN

Teachers are responsible for the learning and progress of all children in their class. The school strongly prioritises the provision of high-quality, whole-class teaching. This is the first and most important provision for all children; no amount of intervention and specialist support can compensate if this provision is not right for all children. We therefore spend a lot of time monitoring and developing teaching, and discussing and developing pedagogy. The Senior Leadership Team closely monitors the quality of provision, and provides support, advice and training for teachers and teaching assistants as appropriate.

All classes have one or more Teaching Assistant (TA) during the morning (English and Maths lessons). In KS1 most classes have support in the afternoons too. TA's also provide additional, targeted support outside lesson time, for example running intervention programmes daily.

Adaptations to the curriculum and learning environment

Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support in the classroom environment are regularly used.

Support is carefully matched to children's needs, and can be given through adjustment to the curriculum, intervention groups, one-to-one or small-group work, or specialist resources. These decisions are made through careful assessment, analysis of pupils' progress, SEN support discussions, and observation of children; parents are closely involved in these decisions through the termly SEN reviews.

It is our aim to develop the independence of all pupils and no child will receive full-time support from the same adult.

Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school.

Expertise and training of staff to support children with SEN

All teaching and learning staff in the school support children with special educational needs. We believe strongly in an inclusive education, and ensure that all children have access to all opportunities in school. We have a team of good and outstanding teachers, who continually work together to improve their teaching practice.

The Headship team are committed to all staff continually developing their practice. Training during the last 2 years has included:

- working with children with speech and language difficulties
- working with children with ADHD from ADDvance
- Supporting pupils with behavioural problems.
- Dyscalculia and Dyslexia
- Attachment
- Paediatric First Aid and Epipen
- Handwriting

- Grammar
- Prevent and British Values
- Safeguarding/child protection - protecting children, peer on peer abuse, FGM
- Understanding developmental trauma
- Steps
- Understanding ADHD
- Toe by Toe (Specific Learning Disorders)
- Lego Therapy
- Vocabulary building
- Emotion Coaching
- Lift Off - reading and spelling intervention

All staff who support children's learning receive regular inclusion training for children with communication disorders, cognitive learning difficulties and social, emotional and behavioural problems. All staff who support children with physical impairments receive training to support learning and access to the curriculum.

Yorke Mead Primary School has two specialist ELKLAN trained (speech and language) Learning Support Assistants who work with individuals or groups identified with speech and language difficulties such as word retrieval, pronunciation or vocabulary development. Mrs Carson O'Neill works primarily with KS1 children and Mrs Southam with KS2 children.

Specialist expertise.

The SENCO co-ordinates the specialist support of a number of external agencies including:

- Educational Psychology Service
- The Specific Learning Difficulties Base at Laurance Haines School
- Behaviour support from Highwood Pastoral Support Partnership and Chessbrook Primary Outreach Team
- Tier 4 Behaviour Support from the Acorns Centre
- The Communication Disorders Team
- The Sensory and Physical Impairment Team
- Speech and Language Therapist
- Occupational and Physiotherapy Team
- Special Educational Needs Team
- School Health Nurses
- South West Herts Family Support Worker
- Play Therapist
- Step 2 and Child and Adolescent Mental Health Services (CAMHS)
- Social Services

Agencies working with children, meet with class teachers. Best practice locally is shared through networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network and local SENCO meetings.

Evaluating the effectiveness of provision

The Special Educational Needs Co-ordinator (SENCO) oversees special educational provision. This happens through termly pupil progress reviews, SEN support reviews, supporting teachers to plan special educational provision, monitoring and evaluating provision, and sharing best practice. The SENCO also works with appropriate external professionals and ensure they are involved in planning provision.

The progress of children receiving special educational provision is also monitored by the governing body. The governors receive termly progress information from the SENCo via the Headteacher and there is a governor specifically assigned to monitor SEN.

How children with SEN are enabled to engage in activities with children in the school who do not have SEN

If children have special educational needs that may make their participation in a trip more challenging, we conduct individual risk assessments and remove any barriers to participation – for example, we might allocate additional adults to support the child, or ensure that there is appropriate equipment to support a child's needs. We may involve you in this process, and may even ask you to accompany your child on the trip. Ratios for school trips are always at or above the standards set by Hertfordshire County Council.

We monitor pupil participation in clubs, by monitoring the participation of pupils with special educational needs. We already ensure that a range of clubs are offered, at different times of day, in an effort to ensure that there is something for everyone.

For example:

Lunchtime clubs include; gymnastics, choir and art club

After school clubs include; football, Lego, netball, I-pad club, mindful colouring and playdough club.

We have flexible start and end times to the school day, by providing a breakfast club and after school clubs, to widen pupils' access as far as possible.

The school is accessible to all with:

- Accessible routes to all classrooms and offices.
- A disabled toilet in both main buildings.
- All classrooms are fitted with Sound-field systems for those with hearing difficulties.
- Teachers use highly visual approaches to teaching and learning.
- A high degree of visual contrast in the corridors and classrooms.

For children arriving with no English we provide buddy systems. Classrooms have labels in different languages and where possible, we will find a member of staff who can support.

Other bodies that might be included in the care of children with SEN (including health and social care, local authority support services and voluntary sector organisations) in meeting the needs of children with SEN and their families

The following could be asked to support children and their families:

- South West Herts Family Support Worker
- Play Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services

Arrangements for handling complaints

The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff. Teachers, SENCO and Leadership team are also available to talk to parents. Please refer to the Complaints Procedure published on the website:

www.yorkemead.herts.sch.uk

Hertfordshire's Local Offer of services and provision for children and young people with special educational needs and disability

Hertfordshire County Council's Local Offer can be accessed online at

www.localoffer@hertfordshire.gov.uk

Frequently Asked Questions

What support will there be for my child's overall well-being?

- At Yorke Mead Primary School, children's overall wellbeing is central to our ethos. We work very hard to develop children as well-rounded, happy, confident people.
- We have many opportunities to celebrate children's achievements, including a weekly Celebration Assembly, Star of the Day, Attendance Cup, Tidy Classroom award, Outstanding Citizen board, School Council, KS1 and KS2 performances, team points, and so on.
- We follow the mind-up curriculum and practice mindfulness daily to ensure the children are ready to learn. Children have access to our sensory garden if they become overwhelmed or need somewhere quiet to go; within this garden we have two school rabbits that children support the staff with their care.
- We take every opportunity to expose children to as broad a range of life experiences as we can, from sports events to life-changing school trips. We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. Pupil voice is essential to all decision making. We teach children to respect each other and their environment and to behave appropriately at all times.
- The school has invested in P4C (Philosophy for Children) in every class, promoting thinking skills and respect for alternative views. The school employs a play therapist to support children on an individual basis, where this need has been identified and agreed with parents.
- The school also employs a family support worker (Debbie Greenfield) available to children and their families.

- We have a number of qualified paediatric first-aiders on our staff, with named staff on call at all times to deal with first aid matters; all staff have annual Epi-pen/ JECT training. All adults in school have a clear understanding of their responsibility overseeing any child-protection issues in the school, and the whole staff receives child-protection training bi-annually.
- As a school we follow Hertfordshire STEPS, a therapeutic approach to positive behaviour management.

My child speaks English as an additional language (EAL), do they qualify as having a special education need?

A child must not be regarded as having a learning difficulty solely because he or she has English as an additional language. Mrs Aurora is the lead for EAL and she is supported by ELKLAN trained TA's.

My child has behavioural difficulties; would the SENCo support their education?

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. If the behavioural need has an impact on their education then the SENCo will support.

My child is making slow progress; do they have a special educational need?

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Progress which could indicate that the child may have a degree of SEN:

- significantly slower than that of their peers starting from the same baseline
- fails to match or improve the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

I think my child has ADHD, can the school diagnose this?

As a school, we are unable to diagnose any disorder. However, we can support you by writing a letter to your GP to ask for a paediatric assessment with evidence of observations made in school.

I have been recommended to get an Educational, health and care plan (EHCP). What is this?

Very occasionally a child has complex needs where provision cannot reasonably be delivered through services that are normally available. The school and/or parents may request Education, Health and Care assessment from the local authority. If successful an EHC plan will be drawn up at a multi-disciplinary meeting in which the views of the parents and the child are central. The EHCP will be reviewed annually.

As the SENCo, will you work with my child directly?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response. High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have

SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

As a SENCo, I am responsible for:

- coordinating provision for children with special educational needs so that the barriers to learning might be overcome
- liaising with and advising fellow teachers and learning support assistants
- overseeing the records of all children with special educational needs
- tracking, monitoring and evaluating SEND children's progress carefully to monitor impact of interventions and direct future actions required
- contributing to and organizing, with the Headteacher, the in-service training of staff
- liaising with external agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- reporting regularly to the governors with responsibility for SEND
- The Inclusion Coordinator monitors the effect of this policy on the progress of the children across all vulnerable groups, including but not exclusively; SEND, EAL, Pupil Premium and Children Looked After.
- assessing the resource needs for the subject

I do have direct intervention with children with SEND when required.

Written by:

Mrs Elliott (SENCo) with the involvement of parents.

Updated: February 2018

Glossary:

Interventions - a specific program or set of steps to help a child improve in an area of need.

Pedagogy - the method and practice of teaching

Provision map - is a way of evaluating the impact on pupils' progress of provision that is additional to and different from the school's differentiated curriculum.

Evaluated provision maps can help schools manage this provision to ensure that it is and continues to be effective in helping pupils to make progress.

Quality First Teaching - Key characteristics include

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modeling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.