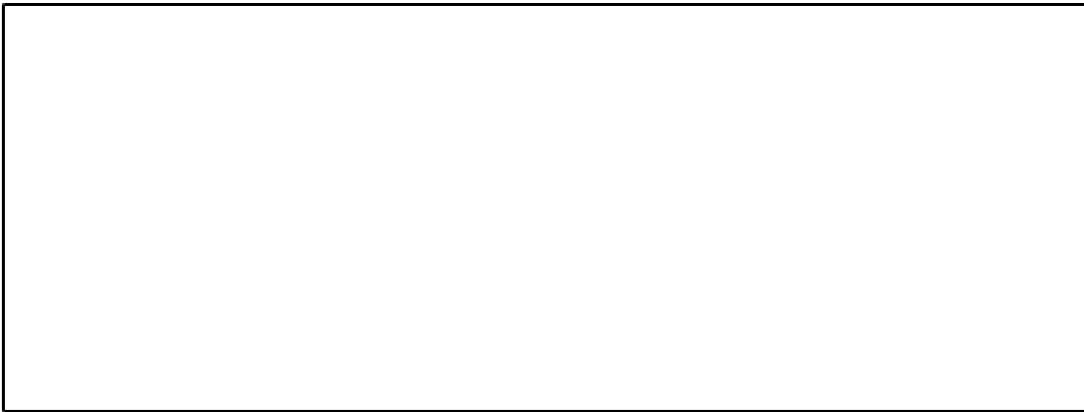


Oldfleet Primary School



Special Educational Needs Information Report

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SEND Information Report
Oldfleet Primary School
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Greatfield
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Definition of Special Educational Needs and Disability (SEND)

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEND Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The DDA 2005 has also extended the definition of disability as follows:-

- a. People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities;
- b. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well recognized”, although the person must still demonstrate a long term and substantial adverse impact on his/her ability to carry out normal day to day activities.

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

Oldfleet Primary School currently supports children who have a range of special educational needs (SEND). The Code of Practice 2014 describes four broad areas of SEND

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

2. Policies for the identification and assessment of pupils with SEN.

- a) Assessments are made on entry to the school, and half termly during the school year on a whole school basis.
- b) Targeted assessments are carried out on pupils with possible special educational needs.
- c) Teachers are encouraged to raise concerns with the SENDCo regarding the performance of or provision for a pupil who they suspect of having special educational needs at any point in the school year.
- d) Pupils' performance may be identified as low through standardised testing eg. SATS/Mock SATS.
- e) If a teacher has concerns about a pupil these concerns are raised with the SENDCo through a form accessible on the staff shared area. Teachers are then expected to start the Assess, Plan, Do, Review process so we are able to monitor the impact of targeted interventions on progress.
- f) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, School Nurse, Speech and Language Therapy Services, Dyslexia support or Outreach support.

3. Policies for making provision for pupils with SEND

The policies outlined in this section apply to all pupils with SEND, whether or not they have EHC Plans.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENDCo and the pupils themselves.

- b) When pupils are identified as possibly having SEN the teachers' concerns are raised with the SENDCo through a cause for concern form. Teachers then begin the assess, plan, do, review system so they can closely monitor progress against specific targets. If progress is still slow this would be raised with the SENDCo so that external agencies can be involved as necessary.

- c) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs or disability, will be assessed on a half termly basis in core subjects in line with the whole school policy of half termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Oldfleet PS are:

- (i) In class support, where a teacher or teaching assistant may support one or more children to understand the content of the lesson.
 - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
 - (iii) One to one withdrawal, where there may be a targeted support in their area of need.
- d) Additional support for pupils with SEND is provided in the form of:
- (i) Small group withdrawals for literacy and numeracy
 - (ii) One to one support for Speech and Language support
 - (iii) In-class TA or teacher support
 - (iv) Social skills groups
 - (v) Visits from external professionals to deliver planned programmes
 - (vi) Support materials/ apparatus in the classroom
 - (vii) A “nurture” group which provides withdrawal for some children for some parts of the curriculum and outreach support for other areas.
- e) Lunch time clubs are offered covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage.

For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.

A variety of inclusive sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra-curricular activities, for example school productions and outdoor pursuits.

- f) Additional support is provided for pupils requiring emotional and social development in the form of a pastoral system that operates for all pupils in the school including those with special educational needs. This system gives each child daily access to a named adult with whom they meet to discuss any problems and successes that the child may have. Further support groups are available as they may be required eg friendship or social skills groups.

4. Contact details of the SEND co-ordinator.

SENCo name: Vicky Mounsor

Contact Telephone number: 01482 782200

Email: mounsorv@thrivetrust.uk

5. Expertise and training of staff in relation to children and young people with special educational needs

There is an ongoing policy of CPD for all staff including teachers, teaching assistants and additional staff for special educational needs.

Oldfleet has staff trained in Safeguarding procedures, ELSA support, ASD awareness and support strategies, Speech and Language provision, The Five Point Scale, Social Skills and Stories, Friendship Groups, Boxall Profiling and RWI.

Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies)

Staff will also attend training courses provided by the local authority.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENCo (and/or class/head of school) the needs of their child in the first instance. This allows parents/carers to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs could be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Children with complex needs have an assess, plan, do, review document which summarises key information about a child's needs in a single document. These are reviewed termly with the parents/carers. Detailed targets are included, as well as information from the parents/carers and the child about their strengths and preferred ways of learning.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class/form teacher informally.
- b) Parents Evenings when advice and support in helping their child at home can also be given.
- c) Formal review of their child's progress with the SENCo, class teacher or other key staff members and professionals.

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education.

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. This information may be gathered by any adult with whom the child has a positive relationship eg. SENDCo, class teacher, support staff or parent, and vary according to age and ability.
 - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, will be sought.
 - (iv) The school's, "Assess, Plan, Do, Review" document has a 'Pupil's Views' section which is shared with the child/young person so that they are able to understand all aspects of their support. Objectives are shared when age and ability allow understanding.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
 - (i) Informally with their class teacher or support staff on a regular basis. Daily Feelings Circles allow children to raise any problems.
 - (ii) A child/young person may contribute to their review meeting either by attending in person or by providing written or verbal input according to age or ability.

- (iii) Issues raised at home with parents and carers will be responded to by class teachers and/or senior leaders.

During these discussions/meetings a 'person centred approach' allows for professionals, parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Arrangements for the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

A log of concerns raised by parents/carers will be kept by the school.

Complaints about SEND provision within the school are first dealt with by the SENDCo through telephone enquiries and then arranged meetings in school. The phase leader and/or class teacher may be involved in seeking a solution at this stage.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head of School during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body will become involved.

The school will participate fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

Educational Psychologists

Speech and Language Support Agency

ASD Team

National Autism Society

IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)

Social Care Team

Children's Centres

CAMHS for Mental Health Needs

Rowan Centre – Home Education Support

Echoes

Kids – Parent Partnership

School Nursing Team

Whitehouse Unit

Cruze / Dove House Bereavement Support Team

Sibling Support Services

Traveller Education Team

Northcott Outreach Service

Police

British Dyslexia Association

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEND Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

Cognition and Learning

Communication and Interaction

Sensory and/or Physical.

Social, Mental and emotional

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3

Where a child has an Education Health Care Plan, a preference for educational setting will be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and

request placements at the preferred school. A request for a special school placement will be made early in Year 5 to determine that suitable provision can be considered. The parents will have the opportunity to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will work with the school to administer the process following any request by the parent.

Transition packages will be planned carefully for children with special educational needs including additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration will be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these will help to support children and prevent vulnerability during their transition. Early admittance policies will be available at some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Dependent upon the school's setting, specific arrangements will be put in place to support pupils with SEND through the transitions that they are involved with.

In addition, children with SEND who transfer between schools at other times will be supported by close liaison between Oldfleet Primary School and the receiving school. Documentation and support materials will be passed on and a visit made to the receiving school by the SENCo in complex cases to ensure that transition causes as little disruption to the child's education and care as possible.

13. Information on where the local authority's offer is published.

To connect to the Hull Authority Local Offer for further details:-

hull.mylocaloffer.org

Review dated June 2021

Next review June 2022