

# Canon Popham Curch of England Nursery and Primary School

Date of Report 01/09/2017

## SEND INFORMATION REPORT

### The kinds of special educational needs that are provided for in school

It is a primary aim of Canon Popham C of E Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that all of our pupils are treated respectfully and fairly at all times. A child of compulsory school age or young person has SEND if they:

- have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice ( Sept 2014):

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Issues.
- Sensory and /or physical needs.

### The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Head Teacher & Safeguarding Officer: Alison Navas TEL: 01302 – 884465

[head@canonpopham.doncaster.sch.uk](mailto:head@canonpopham.doncaster.sch.uk)

SENCO: Caroline Barratt TEL: 01302-884465

[senco@canonpopham.doncaster.sch.uk](mailto:senco@canonpopham.doncaster.sch.uk)

### Policies for identifying children and young people with SEND and assessing their needs

Procedures for identifying pupils with SEND and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account.

SEND Policy

Medicines in Schools Policy

Equal opportunities for pupils (based upon the Equality Act 2010

Safeguarding

Accessibility Plan

Looked After Children Policy

Children with English as a Second Language

Anti-Bullying.

Inclusion Policy

Behaviour Policy

### Arrangements for consulting parents of children with SEN and involving them in their child's education

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child
- Assist parents/careers in their understanding of SEND procedures, provision and support
- Provide opportunities for mediation and discussion
- Ensure that the review process seeks and takes account of the parent/career's and pupil's views wherever possible

Wherever possible there should be pre-emptive action for the child/parents before the child enters school if it is known that they have additional needs. This includes visits to school, advice from other professionals, discussions with the class teacher and the SENCO. This support and communication continues when the child is at school with at least termly meetings and informal discussions as necessary. Each child on the SEND register has an Education Support Plan (ESP) which contains their targets and how school and parents can help them to achieve their targets. It also contains the role of other agencies and the support they provide.

### Arrangements for consulting young people with SEN and involving them in their education

We believe that a partnership with pupils is essential in relation to SEND and that they have the right to have their views incorporated in assessment and review and to be involved in decision making about their own special educational needs. The Class teacher is regularly available to meet with you and your child to discuss progress or any concerns/worries you may have and to share information about what is working well at home and school, so that similar strategies can be used. We also recognise that effective action for SEND pupils will depend on close cooperation between the school and other services and agencies. All information from outside professionals will be discussed with you or with the person involved directly, or where this is not possible, in a report.

Pupils are informed about and involved in setting their own targets. They are supported to know what they need to do to achieve them. Homework will be adjusted as needed to your child's individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

### Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

All our children have a Baseline assessment completed on entry to Nursery. Some children, particularly those with SEND, join us with their needs already assessed. Any concerns or information from the Baseline assessment can be shared with other agencies, as and when appropriate.

The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process throughout school. The class teachers and SENCO work closely with parents and teachers to ensure an appropriate programme of support. All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- Daily assessment within class so planning can be adjusted and differentiated to match the child's individual needs.
- listening to and following up parental concerns

- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time

Termly meetings are held with parents, class teachers, SENCO and relevant outside agencies. Support and ideas are given regarding how to best help children and parents both at home and at school. This may include involvement from other agencies.

The class teacher and the SENCO can break down the assessment into smaller steps through the ESP in order to aid progress and provide detailed and accurate indicators.

The Assessment manager and SENCO analyse appropriate data on the tracking systems to monitor all SEND and Vulnerable groups.

**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

To support the transition from home to Nursery we provide the following

- information packs,
- nursery meeting, come and play sessions,
- pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCO, and relevant outside agencies

To support the transition from Nursery to Reception we provide the following:

- reception meeting,
- transition sessions,
- transition day pre-emptive meetings as necessary-

To support the transition from KS1 to KS2 we provide the following:

- transition sessions

When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. ESP's will be shared with the new teacher.

If your child is moving to another school or joining us from another school: We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. Your child will be able to visit our school and stay for a transition session, if this is appropriate.

In Year 6: The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In some cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Your child may participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school may visit your child in this school.

### **Approach to teaching children and young people with SEN**

At Canon Popham Church of England Primary School our practice is inclusive. All staff, whatever their role within our school have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Class teachers plan lessons according to the specific needs of all groups of children in their class (including using Personal targets) and will ensure that your child's needs are met.

Our approach to teaching and learning meets the learning styles and needs of all children. Suitable resources and strategies will be used to support your child individually and in groups. Resources chosen will motivate and be sensitive to children with additional needs.

We support the children within the class to be involved and engaged in learning opportunities. When necessary a child with SEND may require additional intervention that occurs outside of the classroom environment. These sessions may include using the sensory room, dream drivers or sensory circuits. We also

run nurture groups within school to improve attitudes towards learning and to develop a clearer understanding of emotions and actions. This is underpinned by the 'Thrive' programme of support that develops learning through play and the development of positive social interactions. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN**

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through out of class interventions (see above). Children on the SEND register also have an ESP and work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Canon Popham Church of England Primary School we would ensure every effort is made to allow all of our pupils to access the curriculum.

The classroom layout allow space for a wheelchair or walking frame.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas. There are two disabled toilets, shower area and changing facilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with SEND.

### **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

Pupils with special educational needs and their families, have the right to be supported by high quality skilled professionals. Canon Popham Church of England Primary School supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND.

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Condition (ASC), thrive, sensory circuits, attachment disorder and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Support staff are trained in delivering interventions.

### **Evaluating the effectiveness of the provision made for children and young people with SEN**

The SENCO creates provision maps to ensure the needs of all SEND children are being met as well as supporting teachers involved, in drawing up Education Support Plans, which are reviewed at least termly with parents and pupils.

Interventions are regularly evaluated and progress measured. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies.

If necessary the SENCO may refer for an Educational Health and Care plan (EHCP) or ask for additional support from outside agencies. They provide both advice and outreach support (where relevant professionals come to school to work with the child). They may also offer someone to work between school and home to ensure parents are fully informed and engaged with the process and that their views are

listened to.

## How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

The School also plans continually to increase access to education for SEND pupils in terms of:

Increasing the extent to which all pupils can participate in the curriculum

Improving the environment in terms of accessibility

Improving the delivery of information

## Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Canon Popham Church of England Primary School, we have a thorough PHSCE curriculum throughout the school.. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development called SEAL. Circle time is embedded and our behaviour policy is based upon the 6 Golden Rules and rewarding good behaviour. Children with social, emotional and mental health issues are given 1:1 time in the sensory room or may be supported through the nurture group or thrive intervention. Children can also access a dinnertime club to learn how to co-operate with one another in a small group and be responsible for school equipment.

Our Anti-Bullying policy clearly states, to all members of the school community that bullying is not acceptable. Any form of bullying will not be tolerated and will be acted upon immediately. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

### **Measures to prevent Bullying**

It is important that we create an atmosphere in school where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that: The bully's behaviour is unacceptable and the bullying must stop

Everything that happens must be carefully recorded

The application of sanctions will depend on the individual circumstances of each incident

Revenge is not an appropriate action for the victim

The school will work with the parents of both the victim and the bully

Support will be available for the victim

Support will be available for the bully to help change his/her behaviour

If the child is felt to have long term social, emotional or mental health needs, behavioural difficulties, anxiousness or being uncommunicative the school can offer a range of social skills or sensory room interventions. These are generally delivered by TAs or a learning mentor. It allows for these emotional and social needs to be developed and nurtured.

### **The school curriculum**

The school curriculum will be used to:

- Raise awareness about bullying behaviour and the school's anti-bullying policy
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school

There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment via-

- Assemblies

- PHSE/Drama/English lessons
- Circle time
- Playground buddying
- Close supervision of all areas at all times
- Anti-Bullying week

### How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The SEN Code of Practice 2014: School Support (SS) This means a pupil has been identified by the SENCO/class teacher or parents as needing some extra specialist support in school from a professional outside the school. This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. Outside agencies involved could be:

- The Health Visitor and School Nurse
- Social Services
- Local Authority central services, such as the ASC Outreach Team, (ASCET's)
- Behaviour Support Team
- Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).
- Specified Individual support such as Occupational Therapy and Physiotherapy
- Speech and Language Therapy Service.
- ASC Outreach Team,

### Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedures.

We are committed to supporting you and your children and ensuring that the provision meets the needs of children in our care.

### Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

The school budget, received from Doncaster LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:

- the children receiving additional support,
- the children requiring additional support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible at Canon Popham Church of England Primary School.

All details with regard to Local Offer are available on our website.

We aim to ensure that all looked after children expect and experience the same outcomes as their peers.

For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum. There is a designated governor, who ensures that information about looked after children is collated. The governor should report periodically to the governing body regarding looked after children and their achievement. Accurate attendance records are maintained for all Looked after Children and regular meetings with social workers and members of the Local Authority Looked After Children service. Looked after children have regular reviews and Personal Education Plans are updated termly and the progress of these children is tracked separately. Extra support is always given and extra funding is available to support children both within and outside school to allow them to access the curriculum effectively and to close the gap between themselves and other children. Parents/carers are given support and regular information. Staff are made aware of the difficulties and educational disadvantages faced by looked after children and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.