Marie Weller Primary School
THLT SEND INFORMATION REPORT

Introduction

All Northamptonshire Local Authority maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and/or disabilities (SEND) and are supported by the Local Authority to ensure that all children, regardless of their specific needs, achieve their potential in school.

Under the Children and Families Act 2014, Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. For further information please refer to:

Local Offer | West Northamptonshire Council

The changes in the Children and Families Act 2014 affect the way children with special educational needs and/or disabilities (SEND) are supported in schools. The new approach began on September 1st 2014 and places pupils at the centre of planning.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

How do we identify children and young people with SEND and assess their needs?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, developmental coordination disorder, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-Sensory impairment
	Physical impairment

Children's needs will be identified and met as early as possible through:

- the analysis of data including entry profiles
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time
- information from previous schools/nurseries
- information from other services

- undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- involving an external agency where it is suspected that a special educational need is significant.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If your child is identified as not making progress, we will set up a meeting to discuss this with you in more detail. We will listen to concerns, plan any additional support your child may need and discuss any referrals to outside professionals to support your child's learning. This will be done as a partnership. Also, if you feel that your child has special needs ask for a meeting to discuss your concerns.

If my child has SEND who will be involved?

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

➢ **Class teacher**

Before any SEND are identified your child's class teacher will first make sure your child's learning is suited to them and will adapt the type of task, the way learning is approached, or the way they help motivate your child before seeing the SENDCO about the need for anything additional or different. They will use any strategies, equipment or approaches identified as helpful to your child's progress and liaise with Teaching Assistants about the progress of your child in class and with any intervention work they are doing with them. Your child's views will also be sought within this process. The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCO) know as necessary.
- Personalised teaching and learning for your child as identified on the school's provision planning.
- Ensuring that the school's inclusion Policy is followed in their classroom and for all the pupils they teach with any SEND.

➢ **The SENDCO**

The Special Educational Needs Coordinator (SENDCO) will help the class teacher in identifying children with SEND and consider what else can be tried within the classroom. Once children are identified, they then liaise with school staff and help with setting appropriate targets and choosing suitable interventions to help your child make progress. They may assess your child to help them do this and seek their view.

The SENDCO is responsible for:

- Developing and reviewing the school's Inclusion Policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

➢ **Teaching Assistants:**

The Teaching Assistants support your child's learning in class, either by directly working with them, or by working with others in the class to allow the class teacher to work directly with your child. They also take children for small group or one to one intervention work, designed to help your child make greater progress.

➢ **The Head teacher:**

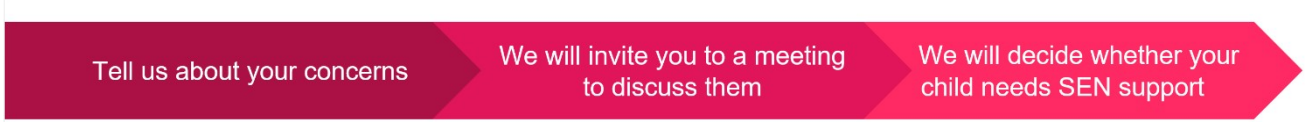
The Head teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met. The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

➢ **The SEND Governor:**

The SEND Governor is responsible for making sure that the necessary support is given for any child with SEND who attends the school.

For staff names please refer to our school website

What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

Please do this by contacting them via the school office to arrange a meeting to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.

Progress on actions will be reviewed with the SENDCO.

If we decide that your child needs specific SEND support, we will invite you in to discuss and agree a plan for provision and your child will be added to the school's SEND register.

What are our school's arrangements for assessing and reviewing children and young people's progress towards outcomes?

We will follow a graduated approach to supporting SEND:

- Quality First Teaching
- Initial Concerns
- One Page Profile
- Assess, Plan, Do, Review x3 cycles
- SEND Support Plan
- EHCP

Children will be plotted against the West Northants SEND Ranges to identify a child's level of need, which can be shared with all those supporting the child with SEND.

The monitoring and evaluation of the effectiveness of our provision is carried out in a number of ways, including:

- ongoing assessment of progress made by intervention groups
- feedback from all staff.
- pupil interviews (when possible) when setting new targets or reviewing existing targets

- pupil progress tracking using assessment data
- monitoring Assess, Plan, Do, Review Cycles and SEND Support Plans, evaluating the impact of provision on pupils' progress.
- attendance records and liaison with Education Entitlement Service.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What is our approach to teaching children and young people with SEND?

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils.

➢ **Teachers differentiate work as part of quality first teaching**

The teacher has the highest possible expectations for your child and all pupils in their class. All teaching is built on what your child already knows, can do and can understand. Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things

like using more practical learning. Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- **Specific intervention group work**

Interventions may be run, by the teacher or teaching assistant (TA) in the classroom or shared area.

How are adaptations made to the curriculum and learning environment of children and young people with SEND/D?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs. All teaching is based on building on what your child already knows and understands. Different ways of teaching are in place so that your child is fully involved in learning in class. For your child this may involve using more practical learning, different resources, using technology or additional adult support. Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in understanding or learning, they will decide when additional support is needed.

Learning activities are designed with a 'low threshold, high ceiling' approach to support access for all pupils.

There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Acknowledging an individual pupil's capacity for engagement and learning and adjusting the duration / environment / context as appropriate

Teaching assistants will support pupils on a 1-to-1 basis when their EHCP states that this is required, or when a pupil needs a high level of supervision in order to access their learning or the environment safely

Teaching assistants will support pupils in small groups when delivering targeted interventions to pupils with similar needs or to provide additional support so that pupils can access their learning

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories TEACCH approach Widgit software Sensory resources Sensory circuits Adapted timetables Drawing and Talking Lego Therapy Zones of Regulation ELSA Support 'TRUST' programme Quiet work station / adapted environment 'Talk About ..' books 'I am a social detective' book Nurture groups
	Speech and language difficulties	Language Link Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, developmental co-ordination disorder and dyscalculia	Writing slope / posture packs Adapted tools / stationery Task manager boards Word banks / talking tins
	ADHD, ADD	

Social, emotional and mental health	Adverse childhood experiences and/or mental health issues	Quiet work station / adapted environment Sensory resources Sensory circuits Adapted timetables Drawing and Talking Lego Therapy Zones of Regulation ELSA Support 'TRUST' programme 'Starving the anxiety gremlin' Nurture groups
Sensory and/or physical	Hearing impairment Visual impairment Multi- sensory impairment Physical difficulties	Follow specialist advices

We treat each child as an individual and through discussion with parents and getting to know your child we work together to ensure access to curriculum and appropriate support. This will involve making all reasonable adaptations to support this.

Please see our Accessibility Plan on the school website.

We actively track participation of all groups to ensure that opportunity is equitable for all pupils in respect of all that the school offers both within curriculum and through enrichment activities.

How does our school evaluate the effectiveness of its provision for children and young people with SEND.

Our school evaluates the effectiveness of the provision for pupils with SEND, equipment and facilities to support pupils. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Reviewing impact of Assess, Plan, Do, Review cycles and SEND Support Plans
- Holding annual reviews for pupils with EHC plans

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Headteacher and SENDCO every term in reading, writing and numeracy. At the end of each key stage assessments (i.e. at the end of EYFS, Year 2 and Year 6). Where necessary, children will have a SEND Support Plan with targets specific to their needs and designed to accelerate learning and close the gap.

Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made. The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

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

As an inclusive school, every child has the opportunity to access all areas of the curriculum provided that necessary levels safety and safeguarding can be maintained for all involved. Therefore:

- Provision for trips and activities will be adapted to include any reasonable adjustments to meet individual needs, this includes our residential. Risk Assessment and planning will take place between school and home before any visit or activity.
- We make sure there are no barriers to your pupils with SEND enjoying the same activities as other pupils in school.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs
- All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in activities because of their SEN or Disability.

What arrangements are in place for the admission of disabled pupils?

All schools within The Hawksmoor Learning Trust comply with national Admissions Arrangements for admission criteria to ensure fair and inclusive practice.

If your child has an EHCP, we advise a visit and full discussion with the Headteacher and SENDCO to ascertain the suitability of our provision before naming the school.

Please see our Admission Criteria on the school website. Our oversubscription criteria avoids unfairly disadvantaging pupils with a disability.

What support is available for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying?

Unless children are happy at school, learning is not as effective as it should be. Our school has a good history of supporting children who are struggling with emotional difficulties. In addition to the high quality class teaching, we run specific programmes for small groups of children. These are most often run by a teaching assistant but under the direction of the class teacher or the SENDCO. We use these sessions to focus on targets to help make progress in specific areas. We also use individualised programmes usually on a one to one basis, often supported by outside agencies.

We seek the views of pupils with SEN/D when we seek pupil voice in monitoring activities across all aspects of provision

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by direct teaching which promotes an 'anti-bullying' culture and we identify, follow-up and track all incidences of bullying.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

THLT SENDCO team

In the Hawksmoor Learning Trust we galvanise our expertise and resources through a Trust network group of trust school SENDCOs that ensures consistency of best practice and supports accessing expertise. This group meets regularly and also accesses further expertise through an external SEND partnership.

All SENDCOs have achieved the Level 7 National Award for Special Educational Needs Co-ordination. All SENDCOs in the Hawksmoor Learning Trust attend relevant training and SENDCO Cluster Meetings in order to keep their knowledge of SEND and the strategies and interventions up to date along with current developments with SEND. Their role is then to deliver or organise training relevant to the needs of the school, to all members of staff.

How are the school's resources allocated and matched to children's special educational needs?

The school budget 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 SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

If your child continues to make little or no progress, despite high quality teaching targeting their needs, the class teacher and the SENDCO will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with yourselves as parents/carers, an agreement about the level of SEND support that is required will take place. The support will be carefully monitored to look at the impact. If there is no or very little impact, it may be necessary to apply for an Education Health and Care plan to further support the child's needs.

Schools receive an allocation of funding for all pupils including those with Special Educational Needs and Disabilities within the overall school funding; this is used to meet pupil's need from this (including equipment). If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, Targeted SEND funding may be applied for. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

What are the arrangements for consulting parents of children with special educational needs and involving them in their child's education?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.

• Everyone understands the agreed outcomes sought for the child.
• Everyone is clear on what the next steps are.

For children on the SEND register, we will provide termly updates and reviews of your child's progress.
Your child's teacher will meet you each term to:

- ➢ Set clear outcomes for your child's progress
- ➢ Review progress towards those outcomes
- ➢ Discuss the support we will put in place to help your child make that progress
- ➢ Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.
We know that you have valuable knowledge when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear your views so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.
If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy of the agreed plan.
If you have concerns that arise between these meetings, please contact your child's teacher through contacting the school office or via the enquiries@ email address.
The progress of a child with an Education Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

What are the arrangements for consulting young people with SEND and involving them in their education?

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their SEND Support Plan.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families?

In line with the SEND Code of Practice 2014, when a child has been identified by the SENDCO /class teacher as needing some extra specialist support in school from a professional outside the school advice may be sought.

These include:

Specialist SEN/D Support Services
Speech and language therapists
Educational psychologists
Occupational therapists
GPs or paediatricians
School nurses
Mental Health Support Team
Child and adolescent mental health services (CAMHS)
Education welfare officers
Social services and other local authority (LA)-provided support services
Voluntary sector organisations
Service Six
Physiotherapists
SEMH Support

➢ **Statutory Assessment**

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education Health & Care Needs Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the support your child will need and what strategies must be put in place. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. It will also have long- and short-term goals for your child.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Northants Local Offer. West Northants publishes information about the local offer on their website:
https://www.westnorthants.gov.uk/local-offer

Our local special educational needs and disabilities information, advice and support (SENDIASS) services.

West Northants SEND IASS |

National charities that offer information and support to families of children with SEN are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

What arrangements are there for supporting children when children are transitioning between year groups and schools?

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

Between years:

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Hold a transition morning for children to meet their new teacher.
- Schedule additional transition contact with their teacher towards the end of the summer term.

Between schools:

When your child is moving on from our school:

- we will ask you and your child what information you want us to share with the new setting.
- We will arrange to speak to the SENDCO of the new school.

Between phases:

If your child is transitioning to secondary school:

- The SENDCO of the secondary school will usually come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.
- Attending transition day/ week at their new secondary school.
- Pupils will be prepared for the transition by:
    - Learning how to get organised independently
    - Plugging any gaps in knowledge
    - Some children may be identified as requiring enhanced transition support depending on the offer of their new secondary school

What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

We take all complaints or concerns seriously and will try to resolve them informally in partnership whenever possible. Issues can be raised initially with the teacher, SENDCO or Headteacher as you

feel appropriate (understanding that the Headteacher will always be made aware of any issues or concerns).
If you are not satisfied with the school's response, you can escalate the complaint.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination