

# **SEND Information Report**

## **2021-2022**

**Ashton St. Peter's CofE VA Primary School**



## **Our school's approach to supporting pupils with SEND**

The aim of Ashton St. Peter's CofE VA Primary School's SEND policy is to ensure that all children have access to the best educational opportunities in order for them to achieve their personal and academic best. We have high aspirations and expectations of all pupils and act to remove barriers that would prevent children from reaching their full potential.

In line with the SEN Code of Practice 2015, we adopt a graduated approach to support in order to meet pupils' needs. The graduated approach is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing knowledge and understanding of the pupil's needs.

All Central Bedfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

## **Catering for different kinds of SEND**

Currently, the school provides for a range of additional needs. These include:

- Communication and interaction (speech & language difficulties, Autism Spectrum Disorder)
- Cognition and Learning (MLD, PMLD, SpLD)
- Social, Emotional and Mental Health Difficulties (Attachment, ADHD)
- Sensory and / or Physical (visual impairment, hearing impairment, physical disability)

## Key staff and expertise

Name of SENDCO	Email address	Phone number
Miss Beth Harris	office@ashtonstpeters.beds.sch.uk	01582 663410

Name	Role	Contact
Mrs Helen Harwood	SEND Support TA	01582 663410

## Identifying and assessing pupils with SEND

### Identifying pupils with SEND

At Ashton St. Peter's we identify the needs of pupils by considering the holistic needs of a child. We measure the progress that children make against the National Curriculum and age-related expectations. Ongoing teacher assessment, termly formal assessments and Pupil Progress Meetings are used to discuss and analyse pupils' attainment and progress. In addition, different or specific assessment tools are used when it is identified that a child is making less than expected progress.

In identifying whether a pupil has a special educational need, the school uses a variety of methods, including but not exclusively:

- Information gained through meetings with the child's previous setting;
- Concerns raised by a parent / carer;
- Significantly lower than expected levels of achievement and / or rate of progress;
- Concerns raised by a member of staff, such as unusual behaviour;
- Information gained through meeting with other professionals that might be in contact with the child such as a physiotherapist, speech therapist or pediatrician.

Additional assessments may be conducted to ascertain whether a pupil has additional needs. These may include:

- Dyslexia screening tests
- Observation by SENDCO
- Observation by external professionals such as EP, OT and SaLT

Specialised assessments may also be used in school to identify barriers to learning. These may include:

- Strengths and Difficulties Questionnaire
- Observation schedules, for example, behaviour, attention
- Social, emotional and mental health checklists

The school also evaluates children's progress in areas other than academic attainment, for example, where additional support may be required in order for a pupil to progress with social needs to ensure that they are fully included in school life. The school adopts the stance that, if behaviour is causing concern, all measures must be taken to consider whether there are any underlying difficulties.

### **Support for social and emotional development**

Specialist support is provided to improve pupils' emotional and social development. This includes a variety of activities planned by the school's Nurture leads, who use a range of intervention programmes, such as:

- 'Socially Speaking' small-group sessions
- 1:1 Nurture sessions
- Social Stories
- In class support
- Sessions with Sidney, our school nurture dog

### **Consulting with pupils and parents**

Throughout the school year, there are opportunities for parent consultations. These include: termly Look at Our Learning sessions, two parents' consultation evenings, an annual report to parents and an optional third parent consultation at the end of the academic year.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon capability and age) are involved in the assessment of the child and in planning to meet the identified needs, following an assessment. Any pupil identified, assessed and on the SEN register has an IEP and parents are invited to review their child's IEP as per graduated approach cycle (outlined below). The school has an 'open door' policy whereby the school's SENDCO is contactable via the school office, phone or email. The school welcomes information from parents about how their child learns best to inform the approach adopted.

Progress and outcomes of assessments by the school's Educational Psychologist or other external agencies are shared with parents and discussion with parents takes place regarding the outcomes of any assessments completed.

The progress of children with a statement or EHCP is discussed at the child's annual review. This includes, for year 5, discussions regarding transition to secondary school. For pupils in year 6, the receiving secondary school is, where possible, invited to attend the annual review.

Targets set for pupils with an additional need are reviewed with the pupil. These targets are achievable but also challenging. Pupils' self-reflection is actively encouraged throughout the school and children are supported to think about their learning and how best to develop in school and at home.

### **Partnerships**

The partnership between parents and school will play a key role in promoting a culture of positive expectations for pupils with SEND. Parent partnership is encouraged through newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

### **School Agency Partners include:**

- Educational Psychologist
- Edwin Lobo Child Development Centre
- Child and Adult Mental Health Service
- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Impairment Service
- Jigsaw (Social, Emotional & Mental Health Support)

## **Adaptations to the curriculum and the learning environment for children with SEN**

The curriculum is scaffolded and differentiated to meet the needs of all our pupils. Differentiation may take the form of grouping, content of the lesson, teaching style, lesson format, pace of the lesson, provision for alternative recording methods, materials used, support level provided or provision for the alternative location for completion of work. The aim of differentiation is to enable as many pupils as possible to achieve age-related expectations.

We always act upon advice received from external agencies and endeavour to ensure that all classrooms are dyslexia-, ASD- and SaLT-friendly. For example, by providing:

- labelled resources, word walls, prompt mats, highlighting pens and reading rulers;
- visual timetables, quiet workstations, areas of retreat etc.;
- visual feedback, 'chunking' of instructions, pre-teaching.

All extra-curricular activities are available to all of our children, including breakfast club. Trips and external visits are planned to allow access to all, ensuring wherever possible that SEN needs are met. Activities at lunchtime are provided to engage all pupils.

## **Progressing towards outcomes**

Individual Education Plans (IEPs) are written and reviewed in line with the graduated approach model detailed above. This could include short or longer term targets. The school uses attainment and progress data for individual pupils with an additional need as well as analysing data for SEN across the school. As detailed above, the school uses discussions / surveys from parents and pupils in their reviewing process. This is all monitored by the school's SENDCO.

The progress of pupils with speech and language needs are assessed and reviewed regularly throughout the year by SaLT services.

An annual review is held for children with a statement or EHCP. Interim reviews are also arranged throughout the year, if deemed appropriate. When pupils are assessed by the SENDCO, EP or other external agencies, meetings will take place with the parents / carers and the class teacher to discuss findings and how best to address needs and meet targets.

## **How we evaluate the effectiveness of the provision for SEND**

At Ashton St. Peter's, we evaluate the effectiveness of our provision through a variety of means. We use a provision map of interventions to record support and track the progress pupils make against their IEP. We use assessment information on pupils before and after an intervention to measure the impact, as well as tracking attainment and progress for pupils' progress three times a year in line with the school's assessment procedures. The school uses pupil and parent interviews and questionnaires to inform our evaluation, as well as ongoing monitoring by the school's SENDCO.

### **Transition support**

Children with special needs are prepared for transition to a new year group through visits to the new class during the summer term, including the transition day. Additional transition support is provided, where necessary.

Information is provided to the new teacher by the previous teacher and the SENDCO who will ensure that teachers and other adults have the knowledge necessary to support that child from their first day in their new class. This includes information on pupils with an EHCP and IEPs for other pupils on the SEND register.

#### Transition to secondary school

Along with parents / carers, secondary school staff are invited to the final annual review of a child with an EHCP during which current support strategies and the needs of the child are discussed in detail. The SENDCO may arrange additional visits to the secondary school for children prior to transfer.

For other children receiving SEN support, but who are not in receipt of an EHCP, the SENDCO liaises with the appropriate secondary school staff during their visit to Ashton St. Peter's Primary School during the summer term. SEND documentation and information is forwarded to the child's new school.

## **Staff Development**

Ashton St. Peter's Primary School has a SENDCO, who also has a teaching commitment. The school currently employs several Teaching Assistants who are trained to deliver a range of interventions on a small group and 1:1 basis.

As specific needs arise, the SENDCO will seek input / advice from specialists from a range of agencies, for example, Educational Psychologist or Occupational Therapy, to ensure that awareness of specific types of SEN is raised. To enhance knowledge about a specific type of SEN, additional training may be provided to teachers or TAs. General support from the SENDCO is provided to all staff with a particular focus on NQTs and other new members of staff.

The SENDCO attends termly locality network meetings organised to support SENDCOs in their roles, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues across the borough.

## **Handling complaints**

Parents who are not satisfied that their child's special educational needs are being adequately met by the school have the right to complain to the Head Teacher. Guidelines for the resolution of disagreements over provision for SEND are contained in the Code of Practice.

## **Spending the budget**

The school's SEND funding is overseen by the SENDCO and spent through the deployment of Teaching Assistants and external support staff such as Educational Psychologists, Counsellors, Speech and Language etc. as indicated below. Funding is also allocated in ensuring that staff training is effective and that differentiated resources are provided, as needed.

Where pupils with SEND are also eligible for Pupil Premium (PP), personalised provision maps are put in place for students.

## Local Offer

The Central Bedfordshire Local Offer is detailed on the council's website:

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer)

## Named contacts

Name of individual	Email address	Phone number
<b>SENDCO</b> - Miss Beth Harris	office@ashtonstpeters.beds.sch.uk	01582 663410
<b>Designated Safeguarding Lead</b> - Mr David Bower	office@ashtonstpeters.beds.sch.uk	01582 663410