



LEIGHSWOOD

SCHOOL

Policy: SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Completed By:	Ann Robinson
Date Completed:	May 2019
Agreed by Staff:	
Agreed by Governors:	
To be reviewed:	May 2020

Special Educational Needs Information Report

1. Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability at Leighswood School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by working within the guidance provided in the SEND Code of Practice, 2014 and by embedding the principles in the National Curriculum inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to achieve effective confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. What are special educational needs (SEN) or a disability?

At Leighswood School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
- *Special educational provision means **educational provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3. The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have varying needs but, in general, all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at our school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs could be better met in specialist provision.

4. How does our school know if children need extra help?

We know if a pupil needs additional help when:

- Concerns are raised by parents/carers, external agencies, teachers or the pupil's previous school/setting regarding concerns related to inadequate levels of progress, development or inclusion.
- Assessments indicate gaps in knowledge and/or skills.
- Whole school tracking indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

5. What should parents do if they think their child may have special educational needs?

- If parents/carers have concerns relating to their child's learning or inclusion then they should initially discuss these with their child's class teacher. This then may result in a referral to the school SENCO: Mrs Ann Robinson
- Parents/carers may also contact the SENCO or the Head teacher directly if they feel this is more appropriate (Contact number: 01922 743621).
- All parents/carers will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will the school support a child with SEND?

Early identification and intervention in response to identified needs is regarded as a priority.

Our school follows a **graduated response** to identification and support for SEND in line with the SEND Code of Practice (2014):

Pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Ongoing assessment of progress made by pupils with SEND.
- Classroom observation by the senior leadership team, the SENCO or external verifiers,
- Work sampling and monitoring of planning to ensure effective matching of work to pupil need,
- Teacher discussions with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
- Pupil and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

All pupils have curriculum targets set in line with national outcomes to ensure challenge. Parents/carers are informed of these via the reporting system and also at events such as Parents' Evenings.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupils' progress and attainment are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly meetings that involve the Phase Leader, Deputy Head, SENCO and class teacher.

Additional differentiated actions to increase the rate of progress will be identified and recorded and the impact of the interventions will be carefully monitored.

Class Teacher notification of concern

If further assessment and observation reveal that an individual is at risk of failing to make adequate progress, early discussions will take place between the parent and class teacher supported by the SENCO. Desirable outcomes and interventions for support will be identified and a date will be set to review the targets set.

SEN support

Where it is decided in consideration of the progress made, that **different or additional** special educational provision is required to support progress, parents/carers will be formally informed that the school considers that their child may require SEN support and their partnership will be sought in order to improve outcomes for their child. The views of all involved including the parents and the pupils will be obtained and considered and appropriate interventions will be planned by the class teacher with advice from the SENCO.

Targets and interventions will be recorded on an individual **Intervention Plan** and a review date will be set. Parents and pupils will be encouraged to add their views and perspectives to the plan and a copy will be provided for them.

Enhanced SEN support

If progress rates over time is judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies (please see section 12) regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer's permission has been obtained.

Education Health and Care Plan

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being

provided. Please see Walsall Local Offer information

<https://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Action relating to SEN support will follow a four part cycle of **assess, plan, do** and **review**:

Assess:

Information about the pupil will be collated by the class teacher working with the SENCo in order to make an accurate assessment and analysis of the pupil's needs. Parents/carers will always be invited to participate in this discussion to add their perspectives and to support the identification of action to improve outcomes.

Plan:

The teacher and the SENCO agree, in consultation with the parent and pupil, the interventions and adjustments to be put in place, setting clear targets for impact on progress, development or behaviour. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded on an intervention plan and a date for review will be agreed.

Do:

Special educational provision, including interventions and adjustments will be implemented over the agreed timescale monitored by class teachers and SENCO.

Review:

Progress towards the desired outcomes will be tracked and reviewed termly with the parents and the pupil where appropriate and impact of the interventions will be considered. Information from monitoring and assessment mechanisms described above will inform the next cycle of support.

7. How will the curriculum be matched to each child's needs?

- Teachers plan from pupils' attainment levels, differentiating tasks to ensure progress for every pupil in the class.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCO and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. Strategies and interventions will be shared with parents/carers at termly review meetings.
- Wherever possible children are taught alongside their peers in differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- Evidence based intervention programmes delivered by trained staff may be used to support children's class based learning.

8. How will parents know how their child is doing?

- Progress towards the identified outcomes will be shared with parents termly at SEN support reviews but also through the school reporting system and Parents' Evenings.
- Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.
- Parents/carers are encouraged to voice concerns or share any information that they feel could impact on their child's success. Please speak to the class teacher at the end of the school day, members of staff on gates, doors or in the playground at the start of the day or contact the school office (01922 743621).

9. How will parents be helped to support their child's learning?

- Please look at the school website <http://leighswood.walsall.sch.uk/> It includes information about the curriculum areas that children are working on and also supports parents in helping their child to learn at home.
- The class teacher or SENCO may also suggest additional ways that parents can support their child's learning and development.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and aim to provide useful opportunities for parents to learn more about how to support their child's learning. Information shared at these meetings is also included on the website.
- Parents/carers are also encouraged to accept the termly invitations to come into school to celebrate and share their child's learning experiences.
- If parents have ideas about support or information that they would like to access in order to further support their child's learning, they should contact the SENCO who will endeavour to locate information and guidance.

10. What support will there be for children's overall well-being?

The school offers a wide variety of support for pupil's social and emotional development and well-being. This includes:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice are actively sought and responses are addressed.
- We have a very proactive School Council that shares and represents children's views on a wide range of school issues.
- Small group and individual interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being. External partners such as Educational Psychology, Integrated Behaviour Support or School Health may be involved in suggesting appropriate strategies or delivery of programmes.
- Pupils who find out of class situations difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.
- We have a designated Nurture room, "The Hive," staffed by a trained and experienced HLTA. This provision supports children with a range of social, emotional and mental health difficulties.
- We have a buddy system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.

11. Pupils with medical needs

Leighswood School recognises that pupils with medical conditions must be properly supported so they can have full access to education, including extended opportunities. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may have special educational needs (SEN) and may have an Education, Health and Care Plan which brings together health and social care needs and educational provision. We follow the requirements of the SEN Code of Practice (2014)

- Pupils with medical needs will be provided with a detailed individual Health and Care Plan, compiled in partnership with the school nursing team and parents and if appropriate, the pupil themselves.
- Staff who administer and supervise medications, will complete formal training and be verified by the school nursing team as being competent.

All medicine administration procedures adhere to the Local Authority policy and Department of Education (DfE) guidelines included in **Supporting pupils at school with medical conditions (DfE) 2014** and identified in the School Medicine Administration Policy.

12. What specialist services are available at the school?

The school has access to a range of external specialist support for children with SEND, these include:

- Educational Psychology
- Walsall SEN support team
- Early Years SEN team
- Speech and Language therapy
- Community Paediatrics
- School Nursing Team
- Health Visitors
- Occupational Therapy
- Child and Adolescent Mental Health service
- Sensory Team
- Outreach from Specialist Schools and additionally resourced provision.
- Bereavement support
- Social Services
- North Star Inclusion Advisory Team
- The Shepwell Centre

13. What training has been provided for staff supporting children and young people with SEND?

The SENCo holds the National SENCo Award qualification and has accessed a range of specialist training to support staff and pupils including:

- ASD awareness
- ADHD awareness
- Dyslexia
- Behaviour
- Working Memory
- Being Communication Friendly
- Creating the SEN friendly classroom.
- Hearing Impaired
- Vision Impaired
- SEN reforms

The SENCo attends regular SENCO forums to update knowledge and information.

Staff have been provided with a range of additional training to support their work with children with SEND, including:

- Lego Therapy
- Dyslexia friendly practice
- Nurture Principles
- Circle of Friends
- Psychological aspects of early learning
- Building resilience in young children
- Rapid writing training
- Phonics (RWI)
- Colourful semantics
- PECS
- Makaton

The school has regular visits from external professionals including specialist teachers, Speech and Language therapists, Occupational therapists and Behaviour Support who provide advice to staff to enable them to support the success and progress of individual pupils.

We access outreach from specialist schools and Additionally Resourced Provisions to develop staff expertise.

14. How will children be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to minimise the likelihood of a child with SEND being excluded from any school provided activity.

15. How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking bays marked and located next to the school reception at KS1 and KS2 sites.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps into school ensure the site is accessible to all.
- A stair lift is fitted in one of the KS1 classes to enable access to the rest of the school from the classroom
- A toilet in each building has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in each building in order to enable a safe place for medical treatment, first aid and care.
- A Nurture Room has been developed to support inclusion for vulnerable pupils.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information.

16. How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

On entry:

Parents of children joining our school in nursery or reception are invited to meetings to find out more about the school. Home visits to meet the child in their familiar environment are arranged and children begin the year in smaller groups for reduced times to ensure that key adults are able to get to know the children and establish relationships and routines.

Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.

We liaise closely with pre-school settings and key professionals and attend reviews prior to transition.

Throughout school

Transition to Reception, and then into each successive year group, is supported by information sharing meetings between teachers and taster sessions in each new class.

A planned introduction programme is delivered in the first week of the Autumn term to support transfer to new classes.

The transition between KS1 and KS2 is supported by a "meet in the middle" day.

Where possible new teachers are included in Summer term SEN reviews.

The SENCo meets with new class teachers to raise awareness of all children with SEN and to offer information and advice.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Transition to the next school

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND

The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

We liaise closely with local Secondary schools and engage in visits and events throughout years 5 and 6.

Secondary SENCOs are invited to transition reviews

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.
- This funding is then used to provide the special educational provision and equipment required to respond to pupils' individual special educational needs and disabilities. (Please see section 7)

In addition:

The Pupil Premium funding provides additional funding for pupils who:

- have been registered as eligible for free school meals at any point in the last 6 years
- have been looked after for any period of time
- have been adopted from care
- have left care under, a special guardianship order, a residence order or a child arrangement order
- whose parents are in the Armed Services.

The deployment of this funding is published on the school website.

17. How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, class teacher and parent and will follow guidance provided by the Head teacher and governing body regarding SEN funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18. How will parents be involved in discussions about and planning for their child's education?

This will be through:

- Discussions with the class teacher and/or SENCo.
- Termly review meetings
- Parents evenings,
- Meetings with external support agencies.

19. Who can parents contact for further information or if they have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo,
- The Headteacher or Deputy Headteacher
- For complaints, please contact the Chair of Governors, Mrs Corrie Halford, or Governor with responsibility for SEN, Mrs Nicola Eaton. They may be contacted via the School Office.

20. Support services for parents of pupils with SEN include:

- The SENCO and our Parent Support Advisor can put parents in touch with a range of support groups as appropriate to the specific needs of their child. Please contact school and discuss your needs.
- The Walsall Parent Partnership Service/ Family Information Service (FIS) can offer advice and support to parents of pupils with special educational needs or disabilities (01922 650330)
- The FIS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. They can also appeal to the tribunal if they feel that school or council has discriminated against their disabled child.
- Walsall Children and young people's service directory offers additional information about available services.

21. Information on where the Local Authority's Local Offer can be found.

The Walsall Local Offer can be found here

<https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>