



SEN Information Report

From September 2014 all schools and academies have been required to publish information about their SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) provision. Our school's SEND information report is provided as part of Wiltshire's Local Offer. This is information published by the Local Authority, about services that are available for children and young people with special educational needs and/or disabilities aged 0-25.

Further details of the Local Offer from Wiltshire County Council can be found below.



This is in line with the Code of Practice which can be found in its entirety [here](#).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Code of Practice focusses on providing the right support for children and young people from 0 to 25 years who have a special educational need and / or a disability. It also gives parents and carers a greater say in what appropriate provision is for their child.

The current Code of Practice has replaced the labels of Action, Action Plus and Statements as a means of categorising SEND – instead where there is a need, children are identified as requiring extra support and for those where there is a high level of support, the child will be awarded an Education and Healthcare Plan (EHCP). In Wiltshire, the EHCP is referred to as a 'My Plan'; meaning that it is owned by the child.

Below are a set of questions that will help you understand more about SEND and our approach to SEND at St Andrew's Primary school.

What is SEN/D?

Special educational needs/ disability

A child may be described as having a special educational need if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided (i.e. over and above adjustments, aids and services required by the Equality Act 2010). This may mean that they have a learning difficulty or a disability that requires support that is different from, or additional to, that provided for other children of the same age.

The Equality Act 2010 defines a disability as '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.' Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.'

What kinds of Special Educational Needs are provided for at St Andrew's Primary School?

St Andrew's Primary School aims to provide an inclusive and nurturing environment that maximises the potential of every individual. We therefore provide support for a wide range of special educational needs. The SEND code of practice has categorised these needs into the following four groups:

Communication and Interaction

Some children may have difficulty in communicating with others. They may have difficulty saying what they want, understanding others or understanding or using social rules of communication. Children with Autism or Asperger's may have difficulty with communication and relating to others.

Cognition and Learning

Learning difficulties cover a wide range of needs and severity of needs. Some children will need support in one area while others may need support in many areas of the curriculum. Others may have a specific learning difficulty such as Dyslexia, Dyscalculia or Dyspraxia.

Social, emotional and mental health difficulties

There is a wide range of social and emotional difficulties which can result in children becoming isolated and withdrawn or perhaps displaying challenging or disturbing behaviour. Some children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and or physical needs

Some children may have a disability which prevents or hinders them from accessing the curriculum and school facilities in the same way as other children. Hearing and vision impairment are examples of this. Children may require additional support and equipment.

Our SEN/D Team

Mrs Debbie Harris is our Special Educational Needs Coordinator (SENCo). She is an experienced class teacher and senior leader who also works for Wiltshire as part of the Leading SENCo Project. As SENCo she has responsibility for the following:

- Managing the day to day operation of the policy.
- Co-ordinating provision and managing the response to children's needs.
- Overseeing the records of children with SEND.
- Acting as link with parents and external agencies.
- Supporting implementation of SEN strategies within the classroom.

Both can be contacted via the school office on 01722 503590, your child's class teacher or via email:

senco@st-andrews-laverstock.wilts.sch.uk

The school also has a Parent Support Adviser (PSA) who is Mrs Ali Andrews. Ali can be contacted again through school on the above number or by email: AAndrews@st-andrews-laverstock.wilts.sch.uk

St Andrew's has two qualified Emotional Literacy Support Advisors (ELSA) – Miss Julie Budworth and Mrs Ali Andrews.

How we identify pupils with SEN and assess their needs

Children are identified as having special educational needs through a variety of ways:

- **Some pupils are identified as having SEN/D before they start school.** There will usually be an additional transition meeting (organised by their pre-school setting) with their parents, pre-school and school staff to ensure they start school with the support they need.
The YR class teacher or Teaching Assistant (TA) will usually visit feeder pre-school settings to observe and liaise regarding new entrants to YR.
- **Concerns raised by parents/carers and the children themselves.**
- **Class teachers** monitor pupils' progress daily and will put in support and adjust their teaching as required. This is called Quality First Teaching and is every child's entitlement. If the child is still performing well below age expected levels in class or if a child's behaviour or self-esteem is affected then this may indicate the child needs to have additional support.
- **School assessments.** Three times a year pupils are formally assessed and their progress is recorded. Following these assessments pupil progress meetings are held where we discuss pupils' progress in Literacy and Numeracy. These are led by the subject leader and attended by the class teacher, the SENCo and the Governor responsible for that subject area. At these meetings we discuss pupils who are making less than expected progress. Some of these pupils may have SEN. We examine how they have already been supported and what additional or alternative support we can put in place for them. We also closely monitor children's emotional and behavioural well-being.
- **Information provided by external agencies and health professionals.**

If a child is considered to have SEN, in consultation with their parents, they will be included on the school's SEN register as having **SEN support**.

What should I do if I think my child has special educational needs?

If you are concerned that your child may have special educational needs, please contact your child's class teacher to discuss your concerns. If the SENCo is unable to attend this initial meeting, information will be passed on to her and any relevant assessments will be carried out to ascertain what additional support is required. If necessary, advice will be sought from external agencies following discussion with you.

What are the arrangements for consulting parents of children with Special Educational Needs and how can you be involved in your child's learning?

We are committed to developing every child's full potential intellectually, physically, spiritually and socially, and feel this is most successfully achieved when we work in partnership with you, the parent/guardian. Your views are important to us and we encourage all parents to speak to school staff with any concerns. There are a variety of ways that you can contribute to your child's education:

- Discussions with the class teacher.
- Meetings with the SENCo.
- Attending parents' evenings.
- Contributing to your child's one page profile.
- Attending meetings with any relevant external agencies.
- Supporting learning at home, particularly reading regularly with your child and working on any specific targets set for your child as advised by the class teacher.

Our Governing body includes parent governors and we also have a very active PTA (Friends of St Andrew's Primary School). If you would like to be involved please contact the school office about this.

How do we consult with children who have SEND?

- All children are encouraged to evaluate their own learning and next steps as part of daily learning activities.
- Children with special educational needs are also involved in reviewing their learning targets. Their new learning targets are shared with them and wherever possible children are encouraged to help to decide what their targets should be.
- If it is felt appropriate, children are invited to attend annual review meetings where they are able to give their views about the past year and what they would like put in place for the coming academic year.

What arrangements are in place for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents and young people as part of the assessment and review?

(a) How the school evaluates the effectiveness of its provision for such pupils;

- Children's learning and understanding is monitored daily through classroom observations and marking.
- All children are tracked using regular assessment from the class teacher along with end of term and key stage assessments.
- Specific interventions are usually delivered by Teaching Assistants who discuss and evaluate their effectiveness with the class teacher and with the SENCo. The SENCo monitors this targeted support on a regular basis to assess its impact.
- We are keen to hear how parents feel their children are progressing along with the views of the children themselves.
- The extra support and interventions a child with special educational needs receives along with their assessment tracking is recorded.
- If external agencies have been involved in setting a programme of work, regular meetings are held with the relevant agency, parents and school to ensure that progress is being made.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

In accordance with the SEN Code of Practice, St Andrew's uses the 'Assess, Plan, Do, Review' approach as explained below:

- **Assess:** Once concern has been raised regarding a child's progress, the class teacher will carry out a clear analysis of the pupil's needs with the support of the SENCo.
- **Plan:** The teacher, in consultation with the SENCo, parent and pupil should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress. Interventions will be recorded in the class provision map. Each child will also have personal targets with specific outcomes to be achieved.
- **Do:** The class teacher remains responsible for working with your child on a daily basis. Where interventions involve group or one to one teaching away from the class teacher, the teacher will still retain responsibility for your child's progress.
- **Review:** class teachers, with the support of the SENCo, will arrange to meet parents three times a year to review children's progress. Prior to the meeting the class teacher will have ascertained your child's views on how he/she feels they are progressing. If your child has an Education and Healthcare Plan (in Wiltshire this is referred to as a My Plan) or a Statement, you will be invited to a review meeting arranged by the SENCo. Your views and that of your child, along with recent assessments by any external agencies will be discussed to ensure that the plan remains relevant.

If at the review stage, it is decided more expert help is required then with your consent school will make a referral to the appropriate external agency such as the Educational Psychologist, Speech and Language Therapy service or the Wiltshire SEND support service. After assessment and discussion with yourself and the class teacher a programme of support is usually then provided. A copy of any written reports will be sent to you.

What arrangements are in place for supporting children moving between year groups in school and for moving from different phases of education?

- If a child has been identified with SEND at nursery school a meeting will be arranged for parents, staff and any relevant external agencies to discuss the child's strengths and weaknesses and how best to introduce the child to his/her new environment. At St Andrew's we are happy to arrange additional visits to school for any incoming child with SEND so that the transition can be made gradually and smoothly.
- For children moving between year groups, meetings are held towards the end of the summer term for class teachers and TAs to exchange information to ensure that the move is as smooth as possible. All children have a taster session with their new teacher in the summer term. For some SEND children it may be appropriate to plan a more gradual transition where the child can become familiar with their new teacher over a longer period of time. This might involve the child, with TA support, making a transition book about their new class which they can keep over the summer holiday.
- In Year 6 information regarding pupils is sent to the receiving secondary school. As part of the process, SEND children are invited to create "All About Me" booklets or PowerPoints under the guidance of the Year 6 TA. At the end of the Spring term the Year 6 class teacher will ask parents to complete a short form if they have any worries or concerns regarding their child's move to secondary school. This will then be passed on to the feeder school. In consultation with the feeder school, additional visits will be arranged by the SENCo for pupils who require a more gradual transition. For any children who are particularly anxious, small group workshops led by the ELSAs/Behaviour Support can be arranged in the summer term. In addition Secondary school staff discuss individual needs with the class teacher and talk to the children in their primary setting and during Year 6 taster days to answer any questions they may have.

How do we approach teaching children with SEND?

Any child may at some time have special educational needs. These can be academic, behavioural or medical in nature, and they affect able as well as less able children. Whenever possible, these needs are met by the way we structure our lessons incorporating high-quality, differentiated activities to include all pupils.

Each child is different, with their own special abilities and own pace of development. Our curriculum is designed to help every child achieve their full potential. Where possible, we group children by ability in English and Mathematics, enabling them to work together with children of similar ability. In this way we can tackle the difficulties of children who are finding a subject hard to learn and further stretch children who learn more rapidly. In other subjects we encourage mixed ability groupings with plenty of opportunities for children to discuss work with their learning partner.

We have a comprehensive range of intervention programmes for children who do need extra support such as Accelerated/read/write, Sound Discovery, Success @ Arithmetic, Social skills and Write from the Start. Wherever possible children are taught within the classroom but specialised intervention programmes usually have to be conducted outside the classroom by our highly skilled teaching assistants.

What adaptations are made to the curriculum and learning environment for children with SEND?

At St Andrew's we aim to ensure all children participate in school life regardless of their needs. In order to achieve this teachers adapt the curriculum and learning environment to meet the needs of the individual child. Examples of how this is done can be seen below:

- Specially designed visual prompts to foster independence.
- Pre-teaching content or vocabulary.
- Over-learning topics and using multisensory techniques.
- Providing privacy boards for children who prefer to work without distractions.
- Presenting information in a variety of ways e.g. visual and auditory, modifying texts.
- Providing equipment for children with sensory/motor difficulties e.g. fiddle toys, sit and move cushions, desk ramps etc.
- Use of alternative ways of recording work e.g. talk tins, word processing, mind maps.
- Providing coloured overlays for children with Irlen syndrome.
- Providing a quiet distraction free room for many SEN interventions.

For children who are feeling emotionally vulnerable the ELSAs are able to provide a quiet time out of class when necessary.

How do we ensure that our staff is trained to support children and young people with SEND?

The school SENCo, Mrs Debbie Harris regularly attends courses and SEND conferences run by the authority. She also works for the Wiltshire Leading SENCo Project. All school staff including teaching assistants receive regular training on various aspects of SEND. Examples of this include workshops on working memory, Autism and aspects of speech therapy. We have two ELSA (Emotional Literacy Support Assistant) trained TAs in addition to other TAs who have attended training on a variety of aspects such as scaffolding learning and inference training.

Where a child has a medical need, relevant staff are trained to meet those needs e.g. epilepsy, diabetes, use of epipens etc.

How do we ensure that children with SEND are enabled to engage in activities available with children in the school who do not have SEND? All pupils are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. A further risk assessment is sometimes required for individual children. Occasionally it may be decided that intensive 1:1 support is required. School will make every attempt to provide this but in cases where it is not possible then the parent/carer may be asked to accompany their child. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities will be provided by school.

What support is in place for improving emotional and social development? The class teacher is responsible for the day to day management of behaviour in the classroom. The use of praise is the key strategy used to motivate and encourage children. Positive language and redirection are the first steps in focussing children on the task in hand. Each class also has regular whole class circle time. For more details about our Behaviour Policy please contact the school office.

Emotional literacy is considered to be extremely important at St Andrew's Primary School. Emotional literacy involves pupils being able to express their feelings and emotions appropriately. If children are unable to do this then their learning in the classroom may be affected. Some pupils find this difficult to do and need help. Training in ELSA support is to be arranged for one of the teaching assistants who can then work with children or give advice to teachers or children who are struggling in this area. In addition to this we provide Social Skills programmes which consist of a one hour session each week for 6 weeks. Regular discussions are held with the parents concerned, when their child is supported this way.

In some instances a child may require more specific help in which case a referral can be made with parents' permission to Wiltshire SEN service's Behaviour Support team. This support may involve weekly workshops run by a Behaviour Support assistant or more individual counselling. Parents are always involved in regular reviews of their child's progress.

Sometimes parents prefer to contact the Parent Support Worker (PSA), Ali Andrews regarding issues that may be happening at home. Jemma Mackle can be contacted on 01722 503590 or by email jmackle@st-andrews-laverstock.wilts.sch.uk.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families? Where there is an identified need and a multi-agency approach is required, including voluntary agencies, we ask families to participate in the Common Assessment Framework (CAF) process. By engaging with this process we can make referrals to relevant agencies as necessary.

Medical needs.

- Children with medical needs are identified and highlighted to staff at the beginning of the year. Photographs of children with notes on their condition are available to all staff so that they are aware of their needs.
- Care plans and risk assessments are completed for children who need them.
- First Aid training is provided for all staff every 2 years.
- Staff receive training from the school nurse for individual children as required e.g. diabetes.
- If medication is prescribed to be taken during the school day, parents need to contact the school office, as it can only be administered after a medical form has been signed.

Complaints

We are committed to working with parents to provide pupils with a happy and productive education. Please do come and discuss any concerns with your child's class teacher. Mrs Harris, the SENCo, can also be contacted through the school office or by email. We will do our very best to resolve any problems. We do have a complaints policy which can be found on our website (under About Us – Policies).

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