

SEND INFORMATION REPORT

January 2018

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(External)

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At Everton Heath Primary School (EHPS) we strive to provide high quality first teaching and the application of a differentiated and personalised approach towards teaching and learning. We regularly review and record what we offer every single child in our care. All teachers are responsible for the children in their care, including those with Special Educational Needs and Disabilities (SEND).

Assessment : Our children are continually assessed as part of a rigorous, whole-school monitoring approach. A variety of assessment methods are used, including observation of pupils' learning; informal discussion with individuals or groups of pupils; asking questions to determine knowledge and understanding; looking at recorded work or conducting formal tests. Assessments may be carried out by teachers or Teaching Assistants (TA), depending on the child's needs.

Planning : If a child is falling behind the level expected for children of their age or they are not making the progress expected, teachers are responsible for making adjustments to their own practice, according to the needs of the individual child. These adjustments may include changes in seating arrangements or groupings, provision of different learning materials, more extensive differentiation, inclusion in small adult-led group activities/interventions or provision of more specific resources. This level of provision is regarded as Quality First Teaching or Stage 1 support and is available to all children.

Evaluate: The class teacher is responsible for making adjustments to regular classroom practice, extra specific interventions may also be led by the class teacher or TA. Specific outcomes will differ according to the needs of the pupils – Stage 2 support and may be accessed by a range of children, not only those with identified SEND.

Review: Teachers are responsible for monitoring the progress of pupils who are receiving interventions. This is achieved through discussions with the adult responsible for delivering targeted work, general monitoring of work produced during sessions and through the completion of the predicted target work. The SENDCo reviews the completion of the work and offers support and guidance on next steps as appropriate.

Summary : If the pupil is still failing to make progress despite accessing Stage 1 support, the SENDCo may decide to refer the child to an outside agency such as Speech and Language Therapy, Occupational Therapy, Community Paediatric Services or CAMHS.

The SENDCo may also decide to carry out more detailed assessments in order to further clarify the child's strengths and weaknesses.

Parents are consulted at every stage of this process and are required to give written consent for further referrals or assessments to be undertaken.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SEND are generally thought of in the following main areas of needed support:

Communication and Interaction

If children are identified as having difficulties with communication or interaction, they are initially encouraged and supported to develop these skills through play and socialisation with their peers. Staff are trained to model good listening skills and adjust their use of language/vocabulary according to the children's understanding.

If children are identified as having more specific difficulties with communication and interaction, they will be referred to the local Speech and Language Therapy team who will then carry out relevant assessments and offer guidance on strategies, resources and programmes of intervention which might be useful.

Children who are identified as having difficulties with social communication will initially be monitored and observed by the class teacher then by the SENDCo as necessary. Concerns are shared with parents and decisions will then be made as to whether a referral should be made to the appropriate agency.

The school will work closely with any outside agencies to ensure recommendations are implemented and resources will be purchased as necessary.

2. Cognition and learning

Children with difficulties in the areas of cognition and learning will initially be identified through general class assessment procedures and measures will be taken to adjust teaching strategies accordingly. Teachers may choose to change groupings, alter seating arrangements, make additional learning resources available or further consider differentiation arrangements. Small groups may be set up to boost learning and these may be led by the teacher or a TA, the aim being to consolidate knowledge & understanding and promote opportunities for over-learning.

The SENDCo may be asked to carry out additional assessments in order to identify specific areas of strength and difficulty and, if this is the case, a report will be drawn up and shared with the class teacher and the child's parents.

In addition to the above, the SENDCo may be able to draw upon the expertise of an independent Educational Psychologist (EdPsy) who, if available, would be able to offer support in making classroom adjustments or offer advice on next steps.

3. Social, emotional and mental health

We take the mental health of our pupils very seriously and actively seek to promote good mental health for all. Where pupils have identified social, emotional or mental health difficulties, the school is fortunate to be able to draw upon the expertise of a CHUMS (Mental Health & Emotional Wellbeing Service for Children and Young People) trained member of staff who runs the school's nurture group on a weekly basis.

The SENDCo works very closely with the Headteacher (HT) to ensure the correct agencies are involved with individual children. Referrals may also be made to CAMHS, EdPsy, Child Bereavement Services or Counselling Services.

4. Sensory and/or Physical Needs

The ground floor of the school is fully accessible to wheelchair users although the upper floor is only accessible via stairs. Please refer to the school's Accessibility Plan for further details. The school also has use of an audio system which can be used for children with hearing impairment and resources would be fully adapted for use by pupils with a visual impairment.

As of 01.01.18 the school had 8 (18% of school roll) children receiving some form of SEND support.

We have internal processes for monitoring quality of provision and assessment of need. These include completion of Provision Maps along with general assessment procedures such as observation, pupil questioning, marking of work and use of Target Tracker.

Consulting with children, young people and their parents

Communicating with parents and learners is central to our approach and we do this through:

Events	Involvement	How often?
Parents Evenings	Teachers and Parents	Twice a year
School Reports	Teachers and Parents	Annually
SENDCo Drop-ins	SENDCo and Parents	Occasional
Headteacher Drop-ins	HT and Parents	Half Termly
SEND Support Plan Meetings	HT/Teacher and Parents	Termly
Informal discussions	HT/Teacher and Parents	When required

Staff Development

We currently employ the services of an external SENDCo consultant who visits the school regularly. Our Early Years Pre-School Leader, Mrs Smith, is qualified in EYFS SEND Coordination.

Also within school we have a CHUMS trained HLTA (Higher Level Teaching Assistant) who runs a weekly Nurture Group.

Staff deployment

A great deal of thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes and gain independence.

The school currently has a total of one teaching assistant and one HLTA, both of whom work on a part-time basis across the school.

When a TA is working within a class they work closely with the teacher in supporting the learning of *all* children in the class. The role of the TA is all-encompassing and best practice is observed when TAs work with children of all abilities rather than just those with the highest level of need. TAs are encouraged to participate in all aspects of general classroom management, including assessing, monitoring progress, providing feedback and marking work – the close partnership between teacher and TA is crucial in ensuring a consistent and measured approach for all children.

School Links and Transitions

We work closely with our Pre-school class to enable a smooth transition for our children entering the Reception class (YR). The YR class teacher, Mrs Pates, liaises very closely with Mrs Smith, our pre-school leader, to ensure all relevant information is communicated. Pre-School children and YR children work together on a daily basis. Home visits are also carried out for all YR children at the start of the Autumn Term. Children who are new to the school will have transition days in YR during the Summer Term before they are due to join the class full time.

If a child with SEND is also a Looked After Child (LAC), the SENDCo works closely with the HT to ensure the child and family's wider needs are addressed appropriately.

Complaints

If parents wish to make a complaint about any element of SEND provision they are initially encouraged to speak to their child's class teacher as good communication between home and school is vital in ensuring best outcomes for all concerned. If parents wish to pursue their complaint further, they are welcome to speak to the school SENDCo in the first instance.

Our SENDCo Consultant is Mrs Pamela Finch. Mrs Finch can be contacted at pfinch@evertonheath.org.uk or by calling 01767 680534 and leaving a message. Mrs Finch works full time at another school, however she will respond to any messages as soon as she is able to.

If parents feel the issue has not been adequately addressed through communication with the class teacher or SENDCo, they are encouraged to make an appointment to discuss the matter further with the HT, Ms. Aileen Russell.

Bullying

We take the issue of bullying extremely seriously and always endeavour to address any issues of this nature as soon as they arise.

Children with SEND may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions such as circle time or 'talk time' to encourage children to discuss their worries. Children are also encouraged to write down their worries and can post them anonymously in the 'worry/suggestion box' within each classroom – these are read on a regular basis and can be shared either as part of whole class discussion (whilst maintaining the child's anonymity) or on a 1:1 basis with the child. We also have a 'Worry Plaque' located in a central place in school for all children to access.

Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable. Staff may seek support from the HT if they feel a child has a worry or concern that they are not readily sharing.

Parents may wish to refer to the school's Anti-Bullying Policy for further guidance on this matter.

Impact of SEND Provision at Everton Heath Primary School

READING	WRITING	MATHS
3.3	3.3	3.1
Average Steps Progress	Average Steps Progress	Average Steps Progress

Data from July 2017 to February 2018

Other relevant school policies linked to SEND

- SEN Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Complaints Policy
- Accessibility Plan

Relevant Legislative Acts

- Children & Families Act 2014
- Mental Capacity Act 2005
- Equality Act 2010

Useful Contacts

SENDCo Consultant Mrs Pamela Finch	01767 680534	pfinch@evertonheath.org.uk
HT Ms Aileen Russell	01767 680534	a.russell@evertonheath.org.uk
EHPS SEND Governor	01767 680534	barbara.hutchinson@evertonheath.org.uk
Central Beds SEND Support Team	0300 300 8304	statass@centralbedfordshire.gov.uk