

## **Speenhamland School SEN Information Report**

### **Introduction**

Speenhamland School is one of three schools in the Newbury Academy Trust. We are a slightly larger than average sized primary school with 301 pupils from Foundation through to Year 6. We are supported by our colleagues at Trinity School and Fir Tree School, in The Trust. Speenhamland School benefits from housing a specialist Local Authority Unit for young people with physical disabilities. Trinity houses two units: one for pupils with an EHCP for Dyslexia and the other for those with an EHCP for an Autism Spectrum Disorder. Fir Tree has a specialist unit for primary aged pupils with an EHCP for an ASD.

The Trust's ethos is to make a substantial difference to the lives of young people through the education and experiences we provide. To achieve our mission we expect all our young people to:

- Have high expectations in all they do
- Respond positively to challenges
- Develop a love of learning that remains a lifelong legacy
- Take increasing responsibility for their own learning
- Show respect for each other and their environment

By consistently focusing on the quality of teaching and learning at Speenhamland and putting student achievement at the heart of all we do, all groups of children are given the opportunity to develop and meet their potential, including those who have been identified as having additional needs. We are committed to closing the attainment and progress gaps between SEND and non-SEND pupils.

### **Who to Contact**

If your child has special educational needs and/or disabilities and you would like to know more about what we can offer at Speenhamland, please contact us on 01635 41077 or email the SENDCO, Mrs Karen Griffiths at [kgriffiths@speenhamland.newburyacademytrust.org](mailto:kgriffiths@speenhamland.newburyacademytrust.org)

For enquiries about the Keevill Unit, please contact the teacher in charge, Mrs Jo Green at [jgreen@speenhamland.newburyacademytrust.org](mailto:jgreen@speenhamland.newburyacademytrust.org).

If your child is already a pupil at Speenhamland and you have any concerns or would like some more information, please contact your child's class teacher in the first instance.

### **Accessibility**

We are a mainstream school which is completely wheelchair accessible. We have adapted toilet facilities and a disabled parking bay. Audits are undertaken for pupils, staff, parents and visitors with hearing or visual impairments to improve access.

### **The kinds of SEND provided for at Speenhamland School**

In accordance with the 2014 SEND Code of Practice, and the 2010 Equality Act, Speenhamland is committed to meeting the needs of all of our young people so that no individual or group is disadvantaged or discriminated against in any way. Consequently, the various changing profile of SEND within Speenhamland is monitored closely by the SENDCO, to ensure appropriate support is provided that is 'additional to or different from' standard mainstream classroom provision.

When monitoring the different kinds of SEND within Speenhamland, our pupil's needs are categorised according to the four areas of need cited in the 2014 SEND Code of Practice: communication and

interaction; cognition and learning; social, emotional and mental health difficulties and sensory or physical impairment.

### **SEND Register Feb '17: Areas of Need**

Speech, Language and Communication 32%

Cognition and Learning 43%

Sensory or Physical Impairment 18%

Social, Emotional and Mental Health 7%

### **Fig. 1: SEND register breakdown (excluding Keevill Unit) – areas of need profile**

As indicated above, it is 'Cognition and Learning' needs which form the largest area of need at Speenhamland School.

23% of the pupils with SEND at Speenhamland, are eligible for the Pupil Premium Grant.

### **The Keevill Unit**

The aim of the unit is to support children in accessing the curriculum within a mainstream school. Staff at Speenhamland help the children in all aspects of their learning and development, enabling them to achieve success and happiness for now and in the future. Children are expected to demonstrate normal cognitive development and access the main school curriculum. Most children offered a place in the unit have conditions like Cerebral Palsy or conditions that affect normal muscle function. As well as mobility issues the children can have related conditions such as speech and language difficulties. Applications are made through the Local Authority when an Education, Health and Care Plan is written. Parents considering the Keevill as a placement, and who live in West Berkshire are welcome to arrange a visit to the school. Parents of pupils living in another County should contact Special Education at West Berkshire Council on 01635 42400.

### **Identifying young people with SEND**

The term 'Special Educational Need or Disability' is used if a child has:

- Significantly greater difficulty in learning than the majority of children his/her age in one or more areas of learning. When making this decision, progress and predicted progress is considered in their academic abilities.
- An identified, or diagnosed, disability which prevents the child from fully accessing the provision and facilities available in that school for children of a similar age.

In order to meet the needs of the SEND children, the school uses a graduated approach. This ensures that following identification of an additional need, staff plan for provision, before providing additional support and finally reviewing the extent to which it has made an impact in terms of overcoming the barriers which the individual has. This model is set in the 2014 SEN Code of Practice that demonstrates good practice in supporting children with SEND. It follows a model of action and intervention at all levels of teaching i.e. whole class quality first teaching and intervention groups, to help children make progress and successfully access the curriculum. Furthermore, it might be that the parents of a pupil contact school because of worries that they have about their child's learning or well-being. In all cases, the class teacher is the first port of call to discuss any concerns, followed by the SENDCO or Headteacher.

### **The SEND register**

All young people with a Special Educational Need or Disability, as defined in the 2014 SEND Code of Practice, are included on our SEND register. At Speenhamland School, 15% of the school population is indicated to have SEND, which is higher than the average for West Berkshire, which is 14% and the National Average which is 14.4%. This is largely due to having a Local Authority Specialist Unit on site.

All young people who are identified with a Special Educational Need or Disability are listed on our SEND register and flagged as having an Education Health Care Plan (EHCP) or as needing SEN Support. If needed, a Support and Achievement Plan (SAP) is written which details their difficulties and outlines strategies for teachers to use in meeting their needs. Specific targets are identified by the teacher, their parents and where appropriate, the child which are then recorded on the SAP. These targets are monitored and reviewed at least 3 times a year. It is the responsibility of every teacher to know, understand and provide for the specific needs of all their students, including those with a SEND, as stipulated in the 2014 Code of Practice. The SENDCO is responsible for updating the SEND register.

### **Assessing, monitoring and reviewing pupils' needs**

The process of assessing pupils' needs is part of the school's continuous programme of monitoring and review. Through accurate assessment of each child's development, progress is tracked throughout the year. If a child is not making the expected rate of progress, then we investigate the reasons why this might be the case. This may lead to identification of a special need and changes to the provision for that child.

The school uses a graduated approach, as outlined above. If it is then decided a pupil has a special educational need, they will be added to the SEND register and given a SAP. Teachers are responsible for updating SAPS and meeting with parents and pupils to review and set targets. Pupils who have a Statement or EHCP also have SAPS however in addition, they also have a more formal, mandatory, Annual Review meeting to monitor and evaluate their progress. These meetings are attended by parents/guardians, the SENDCO, other professionals and where appropriate the pupil themselves. There may also be a representative from the Local Authority SEND team.

Teachers meet regularly with the SENDCO to discuss their concerns so that support can be put into place quickly and contact with parents/ guardians can be made swiftly, where necessary. Furthermore, should parents/guardians have concerns about their child they can contact the school; speak to their child's class teacher before or after school and arrange a meeting with the SENDCO via the school office

As indicated previously, the SAP is the document used to ensure pupils' needs are clearly outlined and targets are recorded. In order to monitor progress, current and previous SAPS are saved on the school's secure server and hard copies are kept in each class' inclusion file.

### **Meeting needs in mainstream lessons**

#### ***Quality First Teaching***

All children, including those who have identified special educational needs, are entitled to access a high quality of teaching and learning within a classroom. It is the responsibility of the class teacher to enable all pupils to learn in a supportive, enriching environment. To achieve this they:

- Plan appropriate work/activities for their pupils
- Ensure that support is available for all children (inclusive 'quality first' teaching)
- Differentiate the curriculum to take account of different learning styles, interests and abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress

- Celebrate achievement
- Identify those children who require additional or different support in order to make progress
- Celebrate achievement
- Set targets for individual pupils and discuss these with pupils and parents
- Promote the inclusion of all children in all aspects of life at school.

Support staff are used in all key stages to assist teachers in enabling pupils to access the teaching by supporting whole class teaching and leading guided groups in classes. With their support, teachers are able to plan for focused learning activities because teaching assistants will:

- Encourage and promote independence in children
- Liaise with the class teacher and provide feedback on the progress of their pupils
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty.

### ***Additional support***

Through consistent assessment and monitoring of progress, children who are failing to match the rate of progress expected receive targeted intervention in order to narrow the gap in attainment. At Speenhamland, we offer a range of short-term interventions which are accessed by children who have been identified as requiring further support. The impact of successful interventions is monitored by the SENDCO and Senior Leadership Team.

At Speenhamland, we use observations and information gathered from parents, class teachers, SENDCO, vulnerable child meetings and external agencies to build up a holistic profile of pupil needs. This is supported by a variety of assessments and tracking procedures. These are in line with the 2014 SEND Code of Practice. The information is used to adapt the curriculum to support children with long-term SEND needs in accessing learning effectively. Specialist advice can be sought and support may be offered through ongoing targeted interventions or personalised curriculum activities. The impact of provision is reviewed regularly and support will be allocated flexibly to meet individual needs.

Examples of support available:

- Specific phonics teaching
- Fine and gross motor skills
- Proprioception group
- Basic literacy and numeracy boosters
- Snap Maths
- Speech and language 1:1 and group work
- Structured Approach to Reading
- Social skills support
- Emotional literacy support
- Pastoral support
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Environmental adaptations e.g visual timetables, task strips, sloping desks, ear defenders etc.

There are situations where a pupil may need access to additional equipment in order that they are able to access the teaching and learning along with peers, such as those listed above. Where

necessary we make contact with outside agencies in order that we can source this specialist equipment.

Additional support may also be sort from outside agencies. Referrals are made by the SENDCO with parental consent. These provide additional advice and programmes of support for children with SEND.

Agencies that we work closely with are:

- Speech and Language therapy service
- Physiotherapy service
- Occupational therapy
- Specialist Inclusion Support Service (SISS)i-college
- Sensory Consortium
- The Trust's Educational Psychologist

### **Transition**

When children enter into Foundation Stage, staff will visit the previous setting. All pupils will be invited to visit the school and if required a more specific transition programme can be established for some children. The pupils will have up to two transition sessions in the July if they are starting Reception in the September. It is important that any special educational needs are communicated with the school at time of application so that a smooth transition for the child can be ensured.

Children with a significant special need will be given a transition booklet when they move to a new class or have a new teacher. This is provided by the class teacher with support from the SENDCO. Each class has an inclusion folder which includes copies of SAPS. This information is shared with the new class teacher at the end of the summer term to ensure a smooth transition for all of our SEND children.

When children reach Year 6, transition is directly managed between the class teacher and the receiving school. The SENDCO is involved if more specific transitional support is necessary. We understand that this can be a challenging time for our young people and therefore additional support can be accessed through the school ELSA and The NAT Family School Support Worker.

### **Record Keeping**

All SEND records are maintained by the SENDCO. SEND files for all pupils on the SEND register are kept securely, in hard copy and are constantly updated as new information becomes available. Where appropriate, documents are shared with the class teacher so they are kept fully informed and can better meet the needs of their pupils. Teachers keep their own inclusion files up-to-date and keep this in the classroom for their own information.

### **SEND and the Performance Management Cycle**

All teachers are responsible for their pupils, including those with SEND, and all teachers have one Performance Management target based on student attainment. Thus, end of year results for SEND pupils feed into the Performance Management dialogue of every teacher.

### **SEND and whole school monitoring procedures**

The progress and attainment of all students, including those with SEND, is monitored through Pupil Progress Meetings which take place each term and are attended by Senior Leaders, the SENDCO and class teachers. Data is also gathered through a variety of assessments including Salford Reading and Hodder

Spelling Tests. This data is analysed by the the SENDCO and Senior Leadership Team in detail as soon as it has been collated. Regular vulnerable child meetings between senior leadership team, the SENDCo and Family support worker are also held where the progress of individual children is discussed.

Less formal monitoring is an ongoing process which enables teachers to flag issues or concerns as they arise. In many cases, this will mean that parents are contacted by telephone or email, or asked to come into school for a face-to-face meeting, in order to discuss worries about attainment, progress or emotional well-being. The outcome of these communications may then result in academic or pastoral intervention. This could be, for example, a referral to the Educational Psychologist or an Emotional Literacy Support Assistant (ELSA), Family Support Worker or a member of the Local Authority's Specialist Support Services.

### **Professional development in the arena of SEND**

The SENDCO holds the Post Graduate National SENDCO Award. The school also has a fully trained ELSA. The SENDCO provides training for teaching and support staff at Speenhamland. This training may be held in school or staff may attend external courses and training.

All teachers and teaching assistants attend training, annually, to keep them up-to-date regarding safeguarding issues, Child protection training and other mandatory training. Ongoing training in SEND issues is provided. Teachers and teaching assistants who work in the Keevill Unit are trained in Manual Handling.

### **Raising a Concern**

If you are concerned that the provision is not effective for your child at Speenhamland, you can raise this with us by approaching the class teacher in the first instance to discuss the matter. The SENDCO or the Head Teacher can be contacted via the school office. We will endeavour to work with you to find a resolution in the strictest confidence. However, if you remain unsatisfied, complaints can be made to the Governors. Complaints that are shared in writing to the Governing Body will be investigated and they will take any action they deem necessary.

### **The Local Offer**

The Local Offer for Speenhamland School is available on the school's website:

<http://www.speenhamlandprimary.co.uk/>

The direct link is:

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/organisation.page?id=dPdtNdKJwY&familychannel=0>

The West Berkshire Local Offer can be accessed here:

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page>

### **Footnotes**

1. " Some children and young people need special educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges MUST use their best endeavours to ensure that such provision is made for those who need it." 2014 SEND Code of Practice p25.