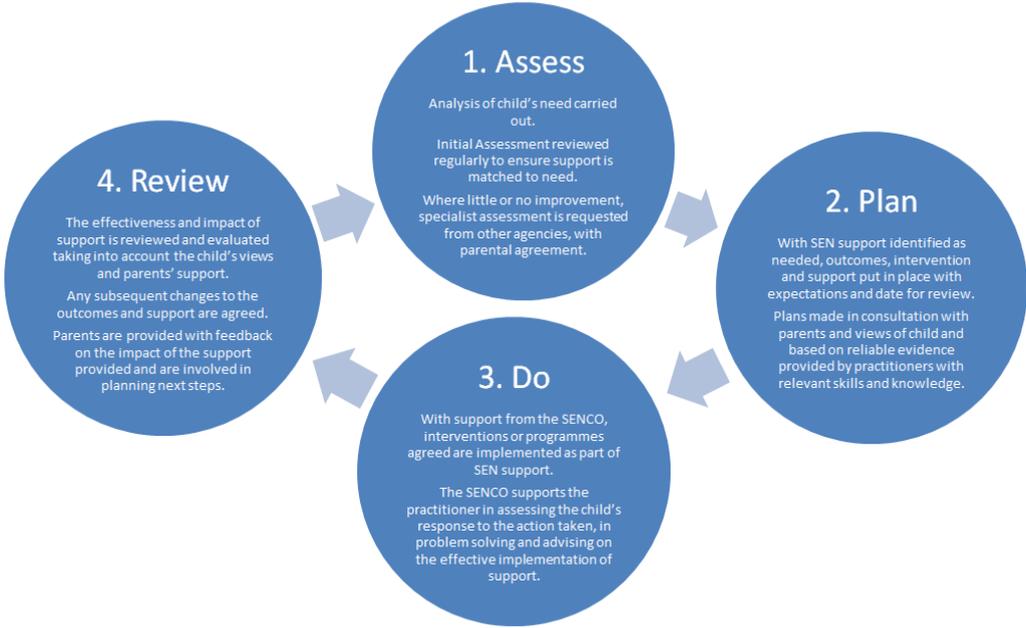


# SEN Information Report 2016

Horningsham Primary School



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| <p><b>General Information</b></p>                         | <p><b>Policies underpinning SEN at Horningsham:</b></p> <ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Behaviour Policy</li> <li>• Equalities Policy</li> <li>• Equality and Diversity Policy</li> <li>• Anti-bullying Policy</li> <li>• Code of Conduct</li> <li>• Child Protection Policy</li> </ul>   | <p><b>SENCo:</b> Carole Andrews</p>  |  |
| <p><b>Our Vision</b></p>                                 | <ul style="list-style-type: none"> <li>• Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and beyond, and lead happy and fulfilled lives.</li> <li>• We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.</li> <li>• Children’s special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence (Code of Practice 2014).</li> </ul>  | <p><b>SEN Governor:</b> Dr Bob Grove</p>   |  |
| <p><b>What is SEN?</b></p>                              | <p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> <li>• has a significantly greater difficulty in learning than the majority of others of the same age.</li> <li>• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</li> </ul>  | <p><b>Contact:</b> <a href="mailto:admin@horningsham.wilts.sch.uk">admin@horningsham.wilts.sch.uk</a><br/>01985 844342</p> |  |
| <p><b>How do we provide for children with SEN?</b></p>  | <p>Underpinning all of our provision is the graduated approach cycle of:</p>  <pre> graph TD     1((1. Assess)) --&gt; 2((2. Plan))     2 --&gt; 3((3. Do))     3 --&gt; 4((4. Review))     4 --&gt; 1             </pre> <p><b>1. Assess</b><br/>Analysis of child's need carried out.<br/>Initial Assessment reviewed regularly to ensure support is matched to need.<br/>Where little or no improvement, specialist assessment is requested from other agencies, with parental agreement.</p> <p><b>2. Plan</b><br/>With SEN support identified as needed, outcomes, intervention and support put in place with expectations and date for review. Plans made in consultation with parents and views of child and based on reliable evidence provided by practitioners with relevant skills and knowledge.</p> <p><b>3. Do</b><br/>With support from the SENCO, interventions or programmes agreed are implemented as part of SEN support.<br/>The SENCO supports the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.</p> <p><b>4. Review</b><br/>The effectiveness and impact of support is reviewed and evaluated taking into account the child's views and parents' support.<br/>Any subsequent changes to the outcomes and support are agreed. Parents are provided with feedback on the impact of the support provided and are involved in planning next steps.</p> |  |  |

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| <p><b>How do we assess SEN pupils' needs?</b></p>                                       | <p>All children are regularly assessed to ensure they are maximising their potential and making good progress.</p> <p>We know if a child needs help when:</p> <ul style="list-style-type: none"> <li>• We receive information about this from another school or pre-school setting (when a pupil transfers)</li> <li>• We are aware that he / she is not making appropriate progress</li> <li>• He / she has difficulty accessing learning.</li> </ul> <p>If a teacher feels that a child may have SEN they use the WIPD (Wiltshire Indicators and Provision Document) in order to help us to assess the extent and specific area of needs. If we think a child has special needs we hold a meeting with parents to discuss the situation and the way forward. The WIPD is reviewed three times a year and parents are informed of the outcome.</p> <p>Teachers are also able to request specialist assessment for a range of SEN – the school has trained staff who can make assessments for conditions such as dyslexia, and they can refer children for assessment by a range of specialist external agencies.</p> <p>Children who have been assessed by the local authority and accepted as eligible will have a Statement of Special Educational Need or an Education, Health and Care Plan (EHC).</p>  |
| <p><b>How do we involve parents and children?</b></p>                                  | <ul style="list-style-type: none"> <li>• We consider it vital that parents are fully involved in the process of identification and assessment for possible special educational needs (SEN).</li> <li>• At set review times we hold a structured conversation with parents (and their child if appropriate) where we discuss targets, the child's progress and the next steps.</li> <li>• We hold parents' evenings twice a year to discuss any issues and ongoing progress, with an Open Day in the summer coinciding with an annual report.</li> <li>• If teachers feel the need to speak with you about your child's education they will contact you. This may be a telephone call, letter or note asking you to make an appointment to visit school at a mutually convenient time. Parents are also very welcome to make an appointment if they feel the need at any time – either to see the class teacher or the SENCo.</li> <li>• Parents contribute to My Support Plans and ECH Plans, providing input and agreeing referrals to external agencies.</li> <li>• Children are also involved in setting and discussing their own targets, where appropriate, sharing what is important to them and what they feel they need. As they go through school these parts of their My Support Plan/ EHC Plan will be updated with them so that it always reflects a current picture of their views and needs.</li> </ul>  |
| <p><b>How are resources allocated?</b></p>   | <p>We have a delegated budget, which we use to provide effective provision for children with SEN. We allocate resources and deploy members of staff according to individual need. If additional members of staff are needed, the headteacher will approach the governing body for their approval on this matter or seek any additional funding that may be available.</p> <p>SEN Review Meetings are held at the beginning of each term (6 in total). This is the time when the teachers, teaching assistants and SENCO review the progress of all children with SEN. We track achievement and progress in detail. As part of Pupil Progress Meetings, we review and evaluate our resources and provision to ensure effective support is maintained for all pupils.</p>  |
| <p><b>How do we review progress and evaluate the effectiveness of provision?</b></p>  | <ul style="list-style-type: none"> <li>• Every teacher is responsible for the progress and attainment of all their children. They will continuously monitor this and amend their provision as necessary in line with the progress the child is making. This provision may include the use of a range of differentiated resources and tasks to make lessons accessible and enjoyable for all children.</li> <li>• The school tracks and evaluates progress and its impact through a comprehensive provision map. This is shared with the SEN Governor and the Headteacher / SENCo provide reports to the governing body throughout the year.</li> <li>• Class teachers use a provision map for their classes. This tracks what provision is being made, for whom, and what progress the child has made. Our expectation is that children with SEN will make at least the same level of progress as the rest of their cohort. Where sufficient progress is not made, provision is reviewed and changed as necessary.</li> <li>• Formal School Planning Meetings are held with Learning Support, Behaviour Support and Educational Psychologist to monitor progress, raise new concerns and evaluate impact.</li> <li>• As part of our annual Assessment Inset Day in July, the whole staff reviews each child in the school together to evaluate impact of provision, track progress towards short and long term targets and set targets for the coming year. As an outcome of this, the staff together map SEN provision for the next year, identifying children who may be borderline and need closer monitoring and assessing need for going on to or coming off the SEN register.</li> </ul> |
| <p><b>How do we support transition?</b></p>  | <ul style="list-style-type: none"> <li>• We have a structured programme to support children with SEN achieve a successful transition. In year 6 this includes 1:1 visits for familiarisation, meeting the receiving SENCo and transition support staff, and the provision of a mentor/buddy (where appropriate) who the child visits several times through the year.</li> <li>• If your child is due to join our school and has SEN, the class teacher will contact you and make arrangements to meet you and the SENCo, with your child, to discuss current provision, its effectiveness and any concerns you or your child may have prior to joining.</li> </ul>   |

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| <p><b>How do we teach pupils with SEN?</b></p>                                  | <ul style="list-style-type: none"> <li>We aim to teach all children within the main class wherever possible, although there may be a need and benefit to withdrawing individuals or groups for delivering specific programmes.</li> <li>All planning is highly differentiated within each class and accommodates the SEN children within the main class activities.</li> <li>School staff are supported by a range of external support staff, such as speech and language therapists, Educational Psychologists and specialist teacher advisors where and when appropriate.</li> <li>Children may be taught 1:1, in small groups or whole class depending upon the activity.</li> </ul>  |
| <p><b>How do we adapt the curriculum and environment for SEN pupils?</b></p>    | <p>The curriculum has been reviewed in line with the latest changes. Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences within a caring, inclusive ethos.</p>   |
| <p><b>What expertise and training do staff have?</b></p>                        | <p>All of our teachers are qualified and have undertaken further specialist professional development. This includes training in autism, ADHD, ADD, Team Teach, dyspraxia and dyscalculia, de-escalation, use of local authority guidance on identifying aspects of SEN in children and provision for children with asthma.</p> <p>Our Teaching Assistants (TAs) also have a range of expertise – for example: speech and language, and working with children with ASD. We also have a qualified ELSA. This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled.</p>  |
| <p><b>How do we ensure children with SEN have access to all activities?</b></p> | <ul style="list-style-type: none"> <li>Our playground is inclusive and accessible to pupils.</li> <li>Where further investment in facilities or resources is needed, the school provides for this through its SEN budget and, when appropriate, by requesting support from specialist services –eg. physiotherapy and related equipment.</li> <li>All children are encouraged to join a wide range of extra-curricular clubs. We have experience of children with SEN in football, athletics, science, dance and gardening clubs.</li> <li>Enrichment opportunities for able, gifted and talented children are made available.</li> <li>All children have the opportunity in years 4,5&amp;6 to attend residential trips for a weekend to a PGL site. This is fully inclusive and there are no barriers to any SEN or children with disabilities, with PGL providing full support and individual programmes where necessary.</li> <li>Where necessary, school based activities and visits offsite are differentiated to allow all to access them.</li> </ul> |
| <p><b>How do we support emotional and social development?</b></p>               | <ul style="list-style-type: none"> <li>Teaching our children with SEN in as part of the main class is an important part of this development. Staff make use of social stories and visual timetables and other means of improving this aspect of a child’s development.</li> <li>Involvement in clubs and activities is also important here.</li> <li>We have a robust safeguarding policy and protocol in place.</li> <li>Pupils’ health and well-being is paramount. If necessary, personal care is conducted discreetly and with dignity and fostering independence whenever possible.</li> <li>We will work closely with medical practitioners if your child has a health need and will discuss with you a health care plan and administration of prescribed medication.</li> <li>We also work closely with social services and CAMHS if your child needs that level of support.</li> </ul>   |
| <p><b>How does the school involve other bodies and expertise?</b></p>           | <ul style="list-style-type: none"> <li>Specialist support services which are provided by the local authority are accessed by the SENCo using the Wiltshire Indicators Provision Document (WIPD).</li> <li>Additionally, support from specialist charities such as the National Association for Autism or the British Dyslexia Organisation (BDO) is accessed by the SENCo as needed.</li> <li>Support is also available in years 5 and 6 from the SENCo and support staff at the secondary schools with whom we have transition programmes.</li> <li>We signpost parents on to specialist charities and support agencies where necessary, such as Army Welfare, Winston’s Wish and Relate.</li> </ul>  |
| <p><b>How do we deal with complaints?</b></p>                                   | <p>In the first instance we encourage parents to contact their child’s class teacher. If they still have concerns then they contact the Headteacher.</p> <p>In the unlikely event that their concern is not resolved then they should contact our Chair of Governors or follow the school’s complaints procedure.</p> <p>No formal complaints have been made to the school regarding SEN.</p>  |

