

All Saints Bedworth C of E Primary School & Nursery

SEND Information Report – September 2020

INTRODUCTION

Our SEND information report aims to provide a comprehensive overview of the school's approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND), to ensure that these pupils make good progress and that any barriers to learning are recognised and removed as much as possible. All governing bodies of maintained schools have a legal duty to publish an SEND Information Report on their website outlining the implementation of the governing body's policy for pupils with SEND. This information will be updated annually.

What is the Local Offer?

- The Children and Families Bill is now law from September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Offer is available at www.warwickshire.gov.uk/send

To discuss any matters relating to SEND, please contact the school office to make an appointment with Donna Eller (SENDCo) or Kerry O'Grady (Head of School) on 02476 313387 / admin3301@welearn365.com

Our SEND Governor is Mrs M. Armstrong. She can be contacted through the school office.

HOW DO WE IDENTIFY IF A PUPIL HAS SEN?

A pupil will be identified as having a SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children could be identified as having SEN through a variety of ways including the following:

- Child performing significantly below age expected levels, despite ongoing and monitored intervention, that requires extra provision to be made on an ongoing basis.
- Ongoing concerns raised by a parent or carer that are evidenced in education also
- Ongoing concerns about a pupil's behaviour, social, emotional or mental health, despite ongoing and monitored intervention
- Liaison with or information from a previous school / setting
- Liaison with or information from external agencies
- Information received from health specialists

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. However, it may be an early indicator of a range of learning difficulties or disabilities.

Pupils are identified as having an SEN if their difficulties have been evidenced monitored over time (normally a period of at least two terms). Our monitoring process takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support they require to secure good outcomes increases. This is known as the 'graduated approach'.

All adults who work with children in school will be alert to emerging difficulties and respond early. School staff will communicate concerns to parents and carers and will be responsive to parents who express their own concerns.

Following discussions with parents and carers, parental consent will be sought before:

- Placing a child on the SEN register
- Sending referrals and/or assessment requests to external agencies or the LA
- Sharing personal information external from the school i.e. LA, health professionals, external agencies
- Working with external agencies in school

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SEN?

If you have any concern regarding your child's progress or well-being, then please speak to your child's class teacher in the first instance. Your child's class teacher may then refer your concerns to Mrs. Eller (SENDCo) or to Mrs O'Grady (Head of School).

WHAT KINDS OF SEN ARE PROVIDED FOR AT ALL SAINTS?

Definition of special educational needs (SEN)

"xiii. 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.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or 16*
- *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 or mainstream post-16 institutions"*

Pg. 15/16, SEND Code of Practice 2014

At All Saints we provide support for children with identified SEN under four broad areas of need as outlined in the SEN Code of Practice, 2014:

1) Communication and interaction:

For example:

- Speech, language or communication needs (SLCN)
- Difficulties with making themselves understood
- Difficulties with understanding or using social rules of communication - This encompasses a range of conditions, such as Autism Spectrum Condition (ASC) and Asperger's Syndrome.

2) Cognition and learning

For example:

- **Moderate learning difficulties (MLD)** – children who learn at a slower pace than their peers, even with appropriate differentiation
- **Specific Learning difficulties (SpLD)** – children who have specific difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia (difficulty with reading and/or spelling at word level), dyscalculia (difficulty in making arithmetical calculations) and dyspraxia (difficulty in activities requiring coordination and movement).

3) Social, emotional and mental health difficulties

For example:

- Children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties
- Children with underlying mental health issues such as anxiety, depression, self-harming, eating disorders or physical symptoms that are medically unexplained
- Children with disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

4) Sensory and/or Physical needs

For example:

- Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided
- Visual impairment (VI)
- Hearing impairment (HI)
- Sensory Processing Difficulties
- Children with a physical disability (PD)

WHAT IS OUR APPROACH TO TEACHING CHILDREN WITH SEN?

At All Saints, we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible in a variety of ways. For example; through different learning outcomes, the additional use of resources or concrete resources or support from additional adults.

Class teachers set high expectations for every pupil, regardless of their prior attainment or any SEN or disability.

Class teachers

Pupils with SEN work alongside their peers as much as possible. Class teachers are therefore responsible for ensuring that all children have access to quality teaching and that the curriculum is adapted to meet each child's individual needs (known as Quality First Teaching).

Class teachers may adapt their teaching and the learning environment in a number of ways to ensure that SEN pupils are able to access the curriculum. For example:

- Providing additional practical /overlearning
- Using visual resources / prompts
- Increased use of praise / reward
- Adapting language used with certain pupils
- Planning additional support from Learning Support Assistants
- Using peer-to-peer support
- Providing pupils with alternative ways of recording (ICT / voice recording / scribing)
- Pre-teaching certain concepts to ensure understanding

Class teachers may direct support staff (Learning Support Assistants) to work with pupils with SEN, but the class teacher maintains overall responsibility for monitoring the progress and impact of any planned additional support.

Teaching Assistants (TAs)

Teaching Assistants are directed by the SENDCo or class teachers to support pupils with SEN when it is felt that this will improve outcomes for the child/children. This could take the form of planned small group interventions or more specific one-to-one support. TAs may also be used within the classroom to support the teachers planned activities.

For pupils with very high or complex levels of SEN or disabilities, an Teaching Assistant may be directed to support an individual pupil for longer periods of the school day. However, the school aims for pupils to work as independently as possible and with a wide range of peers and adults so even pupils with such high levels of SEN or disabilities are included in classroom activities as much as possible.

Inclusion Team

Additional SEN support and guidance for pupils, teachers and parents can be provided by the school's Inclusion Team. As well as the SENDCo, the Inclusion Team includes an Inclusion Coordinator and Inclusion Assistant. The Inclusion Team is led and directed by the SENDCo and the Head of School. The main responsibilities of the Inclusion Coordinator are to support staff planning, resourcing for pupils with SEN, supporting TAs skills, providing SEMH support for pupils and updating parents with local support information.

The Inclusion Assistant's role is to provide focused support for pupils with EHCPs and high-level needs, either directly with classroom activities or through targeted interventions.

Support from external agencies

If your child has been identified as needing more specialist input instead of or in addition to classroom teaching, referrals may be made to outside agencies who can support the school in enabling your child to make progress. Parental permission is sought prior to children being referred to or working with external agencies.

External agencies which the school can make referrals to include:

- Specialist Teaching Service (STS)
- Educational Psychologist (EPS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy Service (OT)
- Child and Adult Mental Health Service (CAMHS)
- Integrated Disability Service (IDS)
- Positive About Young People (PAYP)

Once a professional from an external agency is involved in supporting your child, they may work with your child and the school in a variety of ways, including: supporting your child in class, observing your child and producing reports and recommendations, working 1:1 with your child on a regular basis for a specific amount of time. Recommendations about support your child needs received from external agencies will always be discussed with the class teacher and built into the school's planned provision for your child.

All children, young people and families in Warwickshire are entitled to receive Early Help. This means offering information, advice, guidance, and support to families as soon as a concern emerges or seems likely to emerge. Early Help is the support offered to potentially vulnerable children, young people and their families. Further information can be found on the Warwickshire County Council website [here](#).

HOW DOES THE SCHOOL KEEP AND MAINTAIN UP TO DATE SEN RECORDS?

SEN Support Register

All pupils with an identified SEN will be added to the school SEN Support Register and the school information management system (SIMS). This register contains basic SEN information, such as each pupil's category/categories of need. This is updated Termly by the class teachers and overseen by the SENDCo. All teaching and LSA staff have a copy of the SEN Support Register for the year groups in which they teach / support.

One Page Profiles and Individual Education Plans

Every pupil on the SEN Support Register has a One Page Profile and Individual Education Plan that is reviewed and updated at least termly by the class teacher, alongside members of the SEN and Inclusion team in school. This includes detailed information about the pupil, such as involvement of external agencies, ongoing Universal Provision that the pupil needs in order to support their SEN and the pupil's personal views in the form of 'likes' and 'dislikes'. It also outlines targets or programs of work being supported on over the next term. Copies of these documents are shared with the pupil, all adults working with that child and with parents/carers on a termly basis.

These documents fit into the 'Assess, Plan, Do, Review' cycle that is central to the SEN Code of Practice, 2014.

These documents outline all the ongoing and additional provision that a pupil is receiving:

Provision to support targets may include:

- A) Universal Provision: Provision that supports the whole class that all adults need to be aware of and promote**

For example:

- Adaptations to the classroom environment to support the pupil

- Adaptations to teaching and learning styles that support the pupil
- Access to specific resources to support the pupil (such as concrete apparatus in Maths, word mats, structured planning support for writing)
- Communication Friendly Environment strategies (such as visual timetables, visual word mats)

B) Targeted Provision: Provision targeted to meet the specific needs of the pupil that is additional to and different from Universal Provision (normally on advice of external agencies)

For example:

- Access to regular, structured teaching or activities given to a small group of pupils (such as group Reading, Writing or Maths interventions)
- Changes to the classroom environment or teaching and learning outcomes based on advice from external agencies
- Support from staff who have received training matched to the specific needs of the pupil

C) Higher Needs Provision: Types of provision that a few pupils might need as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress

For example:

- Ongoing, regular, structured small group or 1:1 teaching, or activities delivered 3 or more times per week by trained staff with ongoing advice from external agencies
- Highly structured routines with individual support and/or prompts
- Pupil-specific changes to the school or classroom environment, following advice from an external specialist

The SENDCo and Class Teachers use the Warwickshire County Council SEND Provision Matrix (2015) to identify examples of Universal, Targeted and Higher Needs provision that the school could implement to support pupils who are not progressing at the rate the school would expect.

Parents and carers may also want to refer to this document as a guide, which can be found [here](#).

Pupil SEN Record Folders

Any pupil with SEN needing regular higher needs provision will have an SEN Record Folder which is kept within the pupil's classroom. All confidential records are stored in the Leadership Office.

HOW DOES THE SCHOOL SUPPORT PUPILS WHO NEED MORE SUPPORT THAN IS AVAILABLE?

In a minority of cases, where pupils have received ongoing additional support over a period of time, yet continue to make less than expected progress, careful consideration should be given to requesting an assessment for an Education, Health and Care (EHC) plan. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

The school will follow the assess, plan, do, review cycle and liaise with external agencies to determine if an EHC assessment may be appropriate for individual children. The school will always involve parents/carers in this decision-making process and parents/carers will be asked to share their views through the referral process. All referrals are sent to the Local Authority Special Educational Needs and Disabilities Assessment and Review service (SENDAR) where a panel of professionals meet to determine if a child's needs meet the criteria for an EHC plan, based on the evidence presented in the referral. Parents/carers can ask the [local authority](#) to carry out an assessment if they think their child needs an EHC plan. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

For further guidance on EHC assessments, please follow either of the links below:

Gov.uk website: <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

WCC Local Authority: <https://www.warwickshire.gov.uk/requestehcassessment>

HOW DOES THE SCHOOL MEASURE PROGRESS OF PUPILS WITH SEN?

Your child's progress is continually monitored by their class teacher. His/her progress within the National Curriculum for reading, writing and maths is reviewed formally every term and reported back to the Senior Leadership Team.

Additional, more specific, Individual Education Plan (IEP) targets for pupils with SEN are also reviewed at least termly by the class teacher alongside the Inclusion Team and amended accordingly. When reviewing targets on IEPs, the class teachers will gather evidence of progress from a range of sources and may also enlist the advice of the External Agencies and/or the SENDCo.

HOW DOES THE SCHOOL CONSULT WITH PARENTS OF PUPILS WITH SEN?

The concept of parents as partners is central to the SEN and Disability Code of Practice (2014) and is essential to ensuring that pupils achieve the best possible outcomes. Parents will be kept informed about their child's progress at school and any significant difficulties will be made known to parents at the earliest stage by class teachers. Parents of pupils with SEN are encouraged to make informal arrangements with class teachers or members of the Inclusion Team to discuss ongoing progress throughout the school year, whenever they feel it is necessary. Parents Evenings will be used to discuss a child's progress in more detail.

Members of the Inclusion Team are available to meet with parents as requested and will arrange informal and formal meetings to discuss individual children throughout the school year as needed. One Page Profiles and Individual Education Plan documents will be shared with parents at least termly. Parents are also invited to request a meeting to discuss them in more detail should they feel this is necessary.

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SEN?

Class teachers review SEN documents at least termly and meet with members of the Inclusion Team to evaluate how successful specific interventions / programs of support have been in moving pupils towards specific outcomes. New targets/outcomes are added to the documents considering this evaluation.

Regular monitoring of ongoing SEN provision by the schools Leadership Team and Specialist Teacher from the Specialist Teaching Service also takes place, and provision may be adapted considering feedback from this monitoring.

The SENDCo maintains an overview of all provision for pupils with SEN and undertakes analysis of the impact of SEN provision termly.

HOW ARE SCHOOL STAFF TRAINED TO SUPPORT PUPILS WITH SEN?

Part of the SENDCo's role is to identify any training staff may need in order to meet the needs of pupils with SEN. Staff training takes place in a variety of ways including:

- Staff sharing good practice with each other (e.g. during staff meetings / LSA meetings)
- Staff working alongside one another to improve practice (mentoring)
- Advice / training from the Specialist Teaching Service (both planned opportunities and through staff 'drop-ins')
- Attending training courses
- SENDCO / Specialist Teacher / External agencies leading staff meetings / LSA meetings on specific areas of SEN

HOW DOES THE SCHOOL DELIVER SUPPORT FOR PUPILS WITH EMOTIONAL, SOCIAL AND MENTAL HEALTH DIFFICULTIES?

Whole school approach

The school uses a reward system based on its shared Learning Values system to support positive behaviour management. There are several positive reward strategies that are used with all pupils such as Values awards and Lunchtime Awards. Pupils are expected to follow the school rules and consequences are consistently applied when pupils choose not to. However, it is recognized that this system may not work for all pupils, and particularly for pupils where there are underlying emotional or mental health difficulties. Some pupils are therefore given individual rewards and consequences programs which cater more for their individual needs.

When social, emotional and / or mental health difficulties are an ongoing concern, a Positive Behaviour Plan may be written to support a pupil to take ownership of their own behavior, and to outline the key strategies that adults will use to support that child's difficulties.

More information can be found on our 'Behaviour and Ant-bullying' policy which can be accessed on our school website [here](#).

Class teachers

Class teachers will adapt their teaching to ensure that the needs of pupils with any emotional, social or behavioral difficulties are catered for. This may include planning individual activities, adapting language, providing additional resources, allowing pupils 'time-out' or introducing individual rewards and consequences with more immediate results. Class teachers use the school's PSHCE curriculum to develop behaviour and social skills with the whole class or with small groups as appropriate. It is the class teacher's responsibility to ensure that pupils with such difficulties make progress in line with their peers.

Teaching Assistants (TAs)

Additional adults (TAs) may be used to deliver specific interventions for pupils with emotional, social or mental health difficulties. TAs may also be directed by class teachers to support pupils within the classroom or to contribute to any individual rewards and consequences programs.

Inclusion Coordinator

The Inclusion Coordinator will offer additional support, guidance and resources to class teachers and TAs of pupils with social, emotional and mental health needs.

Support from External Agencies

A specialist teacher from the Specialist Teaching Service visits school weekly and is used regularly to advise and support school staff with planning provision for pupils with high levels of need. For pupils with particularly high levels of need, the school will refer to other external agencies (listed above) for additional advice and support. This will always be done through consultation with parents.

HOW HAVE WE MADE THE SCHOOL ACCESSIBLE TO PUPILS WITH SEN?

Reasonable adjustments are changes that a school must make so that SEND pupils can participate in their education and enjoy the other facilities the school offers. Schools have a duty to make reasonable adjustments so that SEND pupils aren't at a substantial disadvantage compared to other pupils.

The school makes reasonable adjustments, including the provision of additional equipment and services for pupils with SEN and/or disabilities, to prevent pupils being put at a disadvantage. We ensure that equipment used is accessible to all pupils regardless of their needs. Educational visits, residentials, enrichment and after school activities are extended to all pupils irrelevant of their needs. More information on 'Accessibility', 'Equality' and 'Inclusion' can be found on the school's website [here](#).

HOW DOES THE SCHOOL SUPPORT PUPILS WHEN THEY ARE LEAVING THIS SCHOOL?

We recognize that transition between year groups and between schools can be difficult for a child with SEN or disability and we take steps to ensure that any transition is as smooth as possible.

Transition to a new school

- We contact the school SENDCo and discuss SEN arrangements or support that need to be made for your child
- If possible, we arrange additional visits to the new school (particularly when a child is moving from Year 6 to Year 7)
- Pupils are prepared for their transition (i.e. through discussion or focused activities) with the support of their current class teacher or external agencies.
- We make sure that all records about your child are passed on as soon as possible, and remain in contact with the receiving school if necessary

Transition to a new class

- Information is passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- For some pupils, additional visits to their new classroom will take place and a transition support book may be set up

Parents, carers and, where appropriate, pupils are involved at each stage of the transition process, participating in discussions, decision making and additional visits.

WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT THE SCHOOL'S SEN PROVISION?

In all cases where a parent has concerns about an SEN matter, we would encourage them to contact the class teacher and / or SENDCo in the first instance.

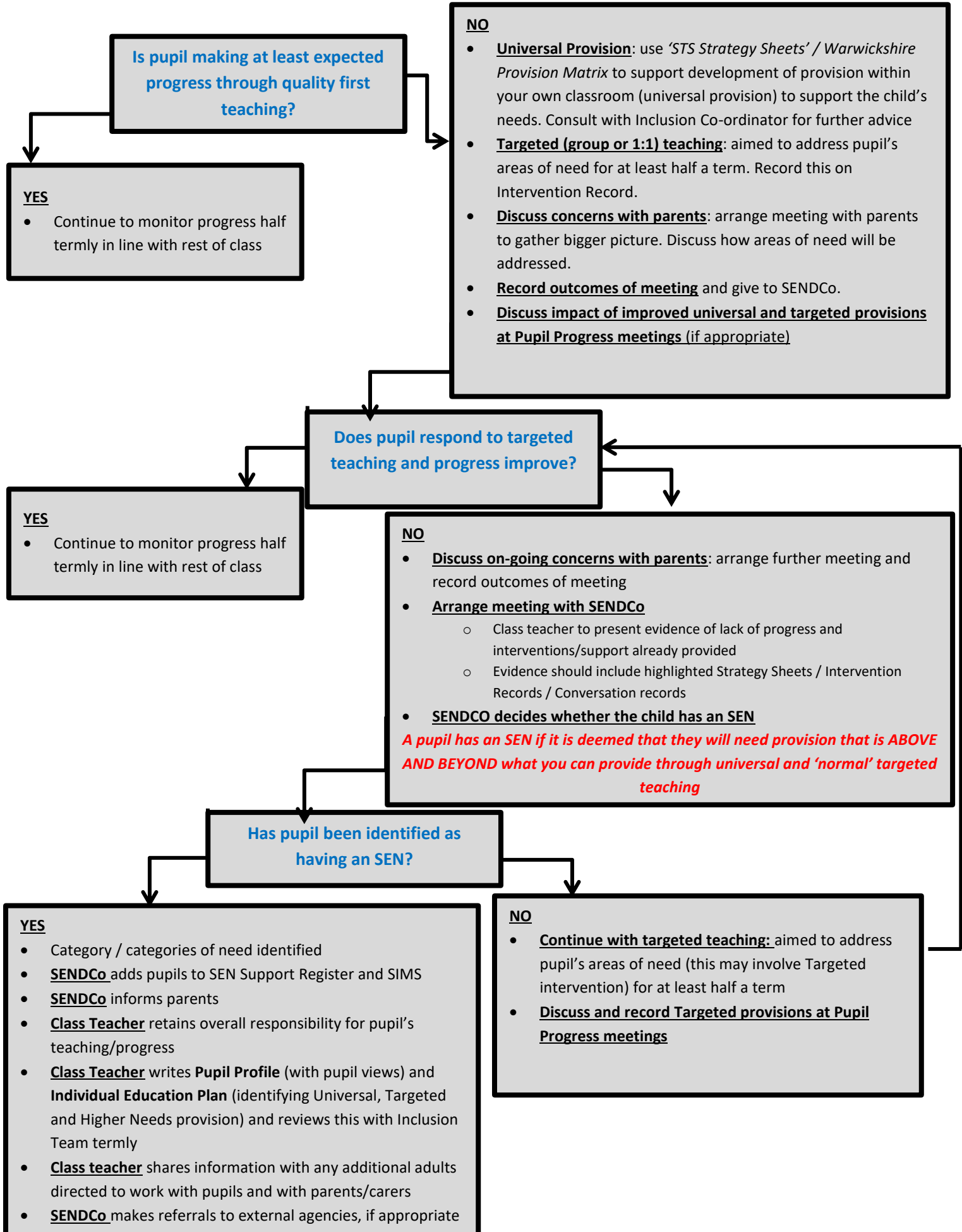
If parents are still concerned, a meeting with the Head of School or Executive Head Teacher can be arranged. Parents may also write to the Chair of Governors.

The school Complaints policy is available on request and is accessible on the school website.

ACCESSIBILITY PLAN

The school has a separate Accessibility Plan which can be accessed on the school website [here](#).

Process for Identifying pupils with Special Educational Needs



Glossary of Terms

ADD - Attention Deficit Disorder

ADHD - Attention Deficit and Hyperactivity Disorder

ASC – Autism Spectrum Condition (*previously, ASD – Autism Spectrum Disorder*)

BESD - Behavioural Emotional and Social Difficulties

CAF - Common Assessment Framework

CIASS - Communication and Interaction Support Service (including Autism)

CAMHS - Child and Adolescent Mental Health Service

COP – Code of Practice

CP – Child Protection

EAL - English as an Additional Language

EHCP – Educational Health and Care Plan

EP – Educational Psychologist

FSM - Free School Meals

G&T – Gifted and Talented

IDS – Integrated Disability Service

IEP – individual Education Plan

IPMHS – Integrated Primary Mental Health Service

KS – Key Stage

LA – Local Authority

LAWSS – Learning and Well Being Support Service

LAC – Looked After Child

MLD – Moderate Learning Difficulty

NC – National Curriculum

OT – Occupational Therapist

RSA – Request for Statutory Assessment

SaLT – Speech and Language Therapy

SLCN – Speech Language and Communication Needs

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

SENDCO – Special Educational Needs & Disabilities Co-ordinator

SENDAR - Special Educational Needs Disability Assessment and Review Service

SENDIAS - Special Education Needs Information Advice and Support Services

STS – Specialist Teacher Service

VI – Visual Impairment