



Sparkenhoe Community Primary School

SEND Information Report

Introduction

Welcome to our SEND Information Report which is part of the Leicester Local Offer for learners with **Special Educational Needs and Disabilities**.

At Sparkenhoe, we are committed to working together with all members of our school community. The local offer has been produced by the local authority in collaboration with Leicester City schools.

The local offer is available to view via the link from the school website or through the following link:

<https://families.leicester.gov.uk/send-local-offer/>

At Sparkenhoe Community Primary School, we are committed to working together with all members of our school community.

We would welcome your feedback and future involvement in the review of our offer. The relevant people to contact are:

SEND Governor: Mrs Fatima Mangera

Special Educational Needs and Disability Coordinator (SENDCo) K Burns

Headteacher: Rhian Jones

All can be contacted through the school office: Telephone 0116 2512686

What kinds of SEND do we provide for?

There are four broad categories of SEND:

Communication and interaction

- such as autistic spectrum (ASD) and speech, language and communication needs (SCLN))

Cognition and learning

- such as dyslexia, dyspraxia and dyscalculia (SpLD), moderate learning difficulties (MLD) and global development delay

Social, emotional and mental health

- such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), attachment disorders, emotional difficulties, mental health difficulties

Physical and sensory

- such as hearing (HI), visual impairment (VI), physical disability

How do we identify and assess the needs of pupils with SEND?

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings, where children are identified as not making progress in spite of Quality First Teaching. They are discussed with the SENDCo and a plan of action is agreed with the teacher and shared with parents. This is part of the school's Early Monitoring Process (EMP)
2. Class teachers continuously assess, evaluate and monitor the progress of all children's learning. They follow the information and guidance in the 2014 Code of Practice and if they observe that a child is making less than the expected progress commensurate with their age and stage of development, and individual circumstances, they will seek to identify a reason.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

As part of the EMP a graduated response is implemented by school. After this process the result may be the child being placed on the SEND register at SEN Support.

The SEND Code of Practice (2014) states that a child has a special educational need if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age;

Or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or Mainstream post 16 institutions.

The SENDCo or other trained staff may need to undertake a range of standardised or specialised tests and assessments with children.

The information and data from these assessments provide further evidence regarding the child's development. This enhances the teachers' own understanding and assessments of a child, and confirms the teachers' professional judgements.

Although the school can identify special educational needs and disabilities, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

How do we involve families with their child's additional education needs?

We aim to have positive relationships with all of our parents where information can be shared effectively and appropriately. A child on the school's SEND register will have specific targets to address these needs in a detailed SEND Child Support Plan. These targets will be reviewed with parents twice a year at a review meeting which may be part of the child's Parents' Evening.

A formal written end of year report will be provided at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year as/if the need arises and parents are welcome to seek advice and support about their child at any pre-arranged time. The school operates an open door policy.

What arrangements are in place for consulting pupils with SEND and involving them in their learning?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations. In addition to this, their progress and attainment is carefully and tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times. The child's view is gathered as part of the review process. Where appropriate, children contribute to their plan by identifying their strengths and things they find more difficult. At the final review, the child has the opportunity to comment on their learning and things that help them.

What are our arrangements for assessing and reviewing pupils' progress towards outcomes?

We closely monitor progress and regularly review targets and support. We invite parents/carers to termly meetings to review their child's progress and set new targets. As part of this process, additional ways to support pupils may be considered e.g. additional support plans or enlisting the support of outside agencies. Some of the following paperwork may need to be completed:

- Intervention group targets
- Checklists
- Schools internal monitoring paperwork
- Element 3 funding
- Behaviour Plan
- Positive Handling Plan (PHP)
- Single Point of Contact (SPOC) referral for medical needs
- School Contract
- Proposal for Education, Health and Care Plan
- Referral to an outside agency for example:
 - Speech and Language Therapist (SALT)
 - Early Years Support Team (EYST)
 - Educational Psychology Service (EPS)
 - Learning, Communication and Interaction Support Team (LCIST)
 - Vision and Hearing Support Teams (VIT/HIT)
 - Primary Social, Emotional and Mental Health Service (PSEMHT)
 - Occupational Therapy
 - Physiotherapy

- Family Support
- Early Help
- School Nurse service

Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for and Education, Health and Care Needs Assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

What are our arrangements for supporting pupils moving between phases of education?

Transition into and within school:

We understand that it can be a challenge for some children and parents when a child progresses through school and moves to a new class or a new school. We have a successful structure in place to support them at this time. We strive to ensure that transition is smooth at every stage and that the individual needs of the child are fully taken into consideration. For example, this may include:

- The SENDCo attends review meetings at other settings prior to child starting at school.
- The SENDCo meets the child, parents and liaises with agencies involved. The SENDCo ensures school staff are informed of the child's needs and puts into place arrangements to meet these needs before the child starts.
- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School:

The SENDCo meets with their local secondary schools colleagues. Additional transition arrangements may be made e.g. extra visits, travel training etc. Staff from the secondary school also pay transition visits to Sparkenhoe and the child's needs etc. are fully discussed.

Transition to Specialist Provision:

The SENDCo meets with Specialist provision staff. Additional transition arrangements are made e.g. transition visits with Sparkenhoe staff, applications for school transport, social stories. Staff from the school also pay transition visits to Sparkenhoe to meet the child and the child's needs are fully discussed.

What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?

We believe that all children learn most effectively in a whole class situation. Our aim is for all children to be working in class with their peers. Children with SEN and disabilities are fully included in the teaching programme and taught by teachers, at times they are also supported and taught by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on individual progress and outcomes. When drawing up a timetable for children we aim to put in appropriate and sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When planning a support programme for a child we carefully consider the most appropriate intervention to match the child's needs, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEND Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

What adaptations are made to the curriculum and the learning environment of pupils with SEND?

Sparkenhoe Community Primary School is an inclusive school and ensures that the needs of all pupils are met, including children with disabilities. Where and when appropriate, we adapt the learning environment or building to meet the needs of children with physical or other sensory disabilities. The school has an accessibility plan, single equality policy and disability access plan.

The learning environment is organised with the aim to be inclusive and meet the learning needs of all pupils including those on the SEND register. We aim to teach in a way that will support children who display specific learning difficulties such as: dyslexia, dyspraxia, ASD etc. It is good practice to support all children but is vital for those who particularly need it. The majority of our children access the full National Curriculum and we recognise achievement and expertise in all curricular areas. Curriculum content and ideas can be adapted and made more accessible by using visual, tactile and concrete resources. A small number of children, who are working towards the pre key stage standards, have a highly adapted curriculum to meet their individual needs.

What expertise and training do staff have, in meeting pupils' SEND and supporting their families?

All of our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in house or LA courses, provision of books or guidance towards useful websites. Staff are also trained to meet the needs of children with certain medical conditions such as diabetes and anaphylaxis.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

Individual staff may attend further training which will be focused on the needs of a particular child they are teaching. In addition, staff may receive informal training around the needs of individual or groups of pupils. Both may be supplied by specialist agencies. All cases are looked at individually and our primary concern is to ensure that we meet the individual pupils' needs as well as their safety and the safety of others.

How do we evaluate the effectiveness of provision?

Provision is monitored through assessments, reviews of children's targets, reviews of interventions, observations, learning walks and discussions with external agencies.

Where any changes are needed, these are implemented in a timely manner. Changes or improvements to provision may include further adaptations, additional resources, further intervention or additional staff training.

How do we ensure equal access to activities for all of our pupils?

All of our children have equal access to extra curricula clubs which develop engagement with the wider curriculum and enhance their learning experiences. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. However, there may be exceptional circumstances under which it is deemed not safe for a pupil to participate in the trip. In these circumstances the school will contact all agencies involved in the care for the pupil and a decision will be taken in the best interests of the pupil, and the safety of the other pupils and staff.

All of our children have equal access to our free Breakfast Club. This runs from 8.00 am until 8.30 am.

School also runs before school and after school care which is a facility which parents pay for. Before School care runs from 7.30 am until 8.30 am. Afterschool care runs from 3.10 until 5.15 pm. Children with SEND have equal access to these facilities but additional adult support for a child has to be funded by parents as these facilities are extended services.

What support is available for improving pupils' emotional and social development?

If the school believe that a child has long-term social, emotional or mental health needs, we provide structured interventions where they undertake activities which aim to support them in building emotional resilience. These are undertaken in a nurturing atmosphere and are delivered by the school's pastoral lead and well-being team.

In addition we work with the NHS Mental Health Support Team, who provide a practitioner who comes into school to work on a tailored program with children with identified needs.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We actively investigate all allegations thoroughly and work with both the bully and the victim to improve their social skills.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Our wellbeing offer is included in Appendix 2

How do we secure additional professional expertise?

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes:

- Leicester City Education Psychology Service
- Early Years Support Team
- Learning, Communication and Interactive Support Service. (LCIST)
- Primary Social, Emotional and Mental Health Team (PSEMHT)
- Speech and Language Team (SALT)
- Visual Impairment Team (VIT)

- Hearing Impairment Team (HIT)
- Occupational Health
- Physiotherapy

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. This policy is available on our website.

Appendix 1

We use the following interventions to support children with additional needs. Other interventions are used as appropriate for individual children

Cognition and Learning:

Small additional phonics groups
Phonics revision sessions
Small additional writing groups
Small, supported groups for English and Maths
Precision teaching for individual pupils
Individual reading
Early Words
Changing the story reading intervention
Maths tuition

Speech Language and Communication Needs:

Play Interaction Programme: for children who have difficulties communicating and interacting with others and those with ASD.
Fun Time: for younger children who find it difficult to engage with others.
Let's Talk: to develop good language and communication skills
Language for thinking
Language groups

Appendix 2

Wellbeing and mental health strategies

