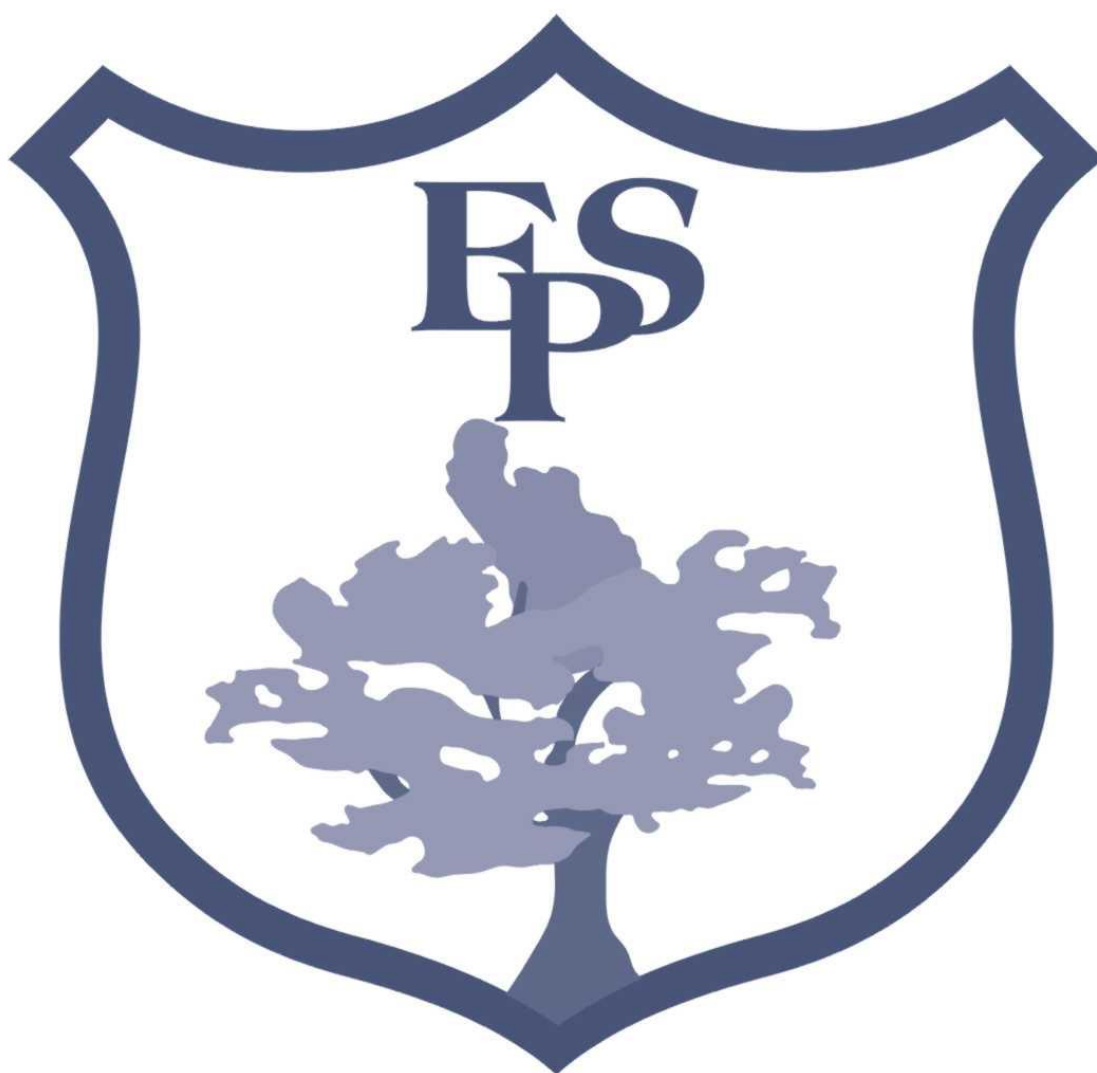


# **Special Educational Needs**

## **School Information Report**



Written September 2018

**Elburton Primary School**

**Special Educational Needs and Disability**

The staff and Governors at Elburton Primary School are committed to adhering to the 1996 Education Act and the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014).

The SEN Information Report details how we monitor progress, identify needs, assess needs and adapt the curriculum, teaching or environment to fulfil our responsibilities for children with SEN.

***'This means that whenever decisions are taken relating to children with SEN, consideration must be given to what the Code says. Bodies must fulfil their statutory duties towards children with SEN in the light of guidance set out in this Code of Practice.'***

Special Educational Needs (SEN) Code of Practice: 0-25 years.

Mrs. Sarah Lakey: Inclusion Champion Leader, Designated Teacher for Looked After and post Looked After children.

Mrs. Emma Johnson: Special Educational Needs Co-ordinator (SENCO)

### **Definitions of SEND:**

A child or young person has SEN if they have a learning difference or disability which calls for special educational provision to be made for them.

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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 situations'*

The SEN Code of Practice definition:

The Code of Practice (2015) identifies 4 broad areas of need:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Children who have English as an Additional Language are not regarded as having a learning difference if the only difficulties are language barriers.

Health conditions and/or physical disabilities which require special educational provision to be made will be covered by this SEND definition.

### **Identifying Special Educational Needs at Elburton Primary School**

- The progress of **all** pupils at Elburton Primary School is monitored closely through the use of School Pupil Tracker Online (SPTO) which is updated regularly by teaching staff. The school uses RAISE Online data to monitor the progress and effectiveness in closing the gap for pupils with SEN.
- It is the school ethos that every teacher is responsible for the progress of pupils with SEN in their class. The school is accountable to the governing body and Ofsted for the progress of all pupils as well as the pupils with SEN.
- Every pupil is monitored through the half termly Pupil Progress Meetings with the head teacher and SENCO three times a year and the Literacy/Numeracy subject leaders and the SENCo three times a year.

- The SENCo and Intervention Team members are present for all Pupil Progress Meetings so that the progress of children on the SEN register can be discussed as part of an Inclusion Review.
- The Staff have a deep understanding that some learning needs only become apparent as children develop and are therefore, committed to the need of early identification using our 'Graduated Response' framework.
- Fortnightly referral meetings allow staff to refer a child causing concern to the head teacher, SENCo and Family Support Worker (FSW).
- High quality teaching (and majority outstanding as observed by Ofsted 2014) ensures appropriate differentiation addressing the needs of pupils. This is monitored by lesson observations, planning scrutiny, book scrutiny and 'leadership drop ins.'
- The progress of all pupils is monitored through formal assessments three times a year, updated Pupil Tracker six times a year, daily marking and assessment for learning strategies in class. Pupils also monitor their own progress in lessons through 'respond to marking time,' success ladders, peer shared marking or a traffic light system for younger children. Self evaluation is a priority for all pupils in lessons – allowing time for pupils to reflect on their own progress and next steps.
- Progress is shared with parents 3 times a year through two Parent's Evening and one Parent Sharing open afternoon. At these times, Staff meet with parents to share Individual Education Plans (IEPs) to review and set targets.
- Staff (teachers and assistants) have received training on identification processes and use the 'Graduated Response' framework.
- Parents can meet with the class teacher, SENCo or FSW to share their concerns or seek advice.
- After a referral to the SENCo, a bank of evidence is created including the use of Pupil Tracker, classroom observations, views of staff and parents or checklists (for example to Inclusion Development Programmes Literacy Difficulties checklist or the Social Communication Checklist). Any information from previous settings such as Early Years is also used.
- The SENCo may also use a range of appropriate assessments, screenings or observations to identify needs.
- The SENCo may also seek advice from outside agencies or advisory services.
- The collaborative process between staff, parents and the individual pupil along with outside agencies, if needed, ensures that all stake holders have a voice within the process. Identifying barriers to learning and planning provision can then take place. An IEP may be required at this point.
- 'Person-centred Planning' is an approach used to write the IEPs so that pupils have ownership of their own IEP.
- Staff liaise closely with parents, sharing concerns if a child requires additional support. The Staff highly value the role of parents in creating an IEP and an intentional planned approach to supporting pupils with additional needs and learning differences is a collaborative process.
- Many needs may be addressed through school action and early help (a single agency response).
- However, some needs require a multi-agency response. The school may seek advice from the Educational Psychology Service, Speech and Language Service, Child and Adolescent Mental Health Service (CAMHS), Communication Interaction Team (CIT), Occupational Therapy, the Child Development Centre, Adoption Support UK, Autism Society UK, Jeremiah's Journey and other voluntary organisations.
- Any intervention that takes place, will be reviewed every six weeks in the Pupil Progress Meetings.

### **Planning, the curriculum and the learning environment at Elburton Primary School**

- If a pupil requires further support to access learning or the school environment, provision will be outlined on the IEP. The primary area of need will be highlighted on the IEP.
- If a child is not making adequate progress, strategies will be implemented to narrow the gap such as changes to the general classroom organisation, visual timetables, concentration aids, help cards, visual prompts, printed screens, coloured overlays, physical aids, toilet plans or bespoke interventions.
- Some pupils may require intervention from the in-school Intervention Team in the Learning Zone.
- All interventions are monitored with an assessment in and out and also against the progress on Pupil Tracker.
- Most children with Special Educational Needs will have their needs met through a high quality differentiated curriculum, planned provisions or focused interventions. Where the provision is not allowing the child to make adequate progress, a request for an Education Health and Care (EHC) plan will be made to the Local Authority.
- Provision made will be subject to the needs of the individual and where appropriate, may include a Teaching Assistant or Key Worker.
- School will seek advice from Advisory Services and outside agencies.
- Other support frameworks to remove barriers to learning may include the use of a 'EHAT' also called 'Early Help', a 'Team Around Me' meeting may be held or the use of PEPs or EPACs (Personal Education Plan for children in care or Education Plan for Adopted Children).

### **Preparing for Transition and Adult Life at Elburton Primary School**

- The school works closely with the local Pre-schools to ensure quality transition for pupils with SEN so that successful strategies can continue with a new setting.
- The school adheres to the Local Authorities Transition Programme using the appropriate paperwork and transition codes.
- Enhanced transitions are used for Year 6 pupils where appropriate.
- The SENCo and Year 6 teachers invite the Secondary SENCo into school. The Y7 SENCos are also invited to the Year 6 EHC review meeting.
- Where transition from class to class within school is needed passports to their new class are created and extra visits planned beyond the universal transition morning.
- The school is committed to supporting children in moving between phases of education.
- Targets and provision will allow the individual to narrow the gap or maximise their achievement. Key ambitions and aspirations will be identified to ensure appropriate provision to enable children to achieve these outcomes which could include higher education, employment and successful participation in society.

### **Expertise and training of staff to Support Children with SEN at Elburton Primary School**

- At Elburton Primary School, all teachers are the teachers of children with Special Educational Needs.
- If a parent has a concern regarding their child, they can firstly speak with their class teacher. Following this, the parents could make an appointment to see the Intervention Team Leader/SENCo using the school phone number or admin email on the school web site. If

appropriate, the parents could seek advice from the Family Support Worker. If the parents wish, they could then make an appointment with the head teacher.

- Staff training is intentionally planned according to whole school needs and individual needs.
- The Special Education Needs Coordinator has completed the National Award for SEN Coordination at Masters Level.
- The teaching staff are aware of the four main areas of need and staff training is place accordingly.
- All staff have received training in how to identify SEN, supporting children with Specific Literacy Difficulties, the Inclusion Development Programme – Dyslexia, understanding Attachment Disorder and Talkboost Language Development.
- Some staff have received more enhanced training such as I CAN Talkboost, BLAST, Colourful Semantics, Non-violent crisis intervention, ELSA, ELKLAN, Enhanced transition and other training. See Appendix 1 for Staff Training Audit.

### **Evaluation of the Effectiveness of SEN Provision at Elburton Primary School**

- Elburton Primary School liaise closely with Parents/Carers to have the statutory right to contribute to the decision making process about their child's provision for SEN. The Parents/Carers are involved in each stage of the process from early identification, planning, intervention, assessment and evaluation.
- Individual Education Plans and any interventions will be discussed with the Parents/Carers. An open dialogue will be essential in the 'plan, do, review' process.
- Pupil Voice and Person-centred Planning will be central to this process.
- The rigorous systems in place alongside monitoring of all data, planning, teaching and learning will ensure the entitlement for all learners of high quality teaching, including high quality differentiation.
- The use of School Pupil Tracker Online, DASHBOARD data and SIMs to review progress, achievement and attendance monitors all children, as well as pupils with SEN.
- The Intervention Team Leader/SENCo monitors the progress of specific groups of children.
- The school is accountable to Ofsted and the Secretary of State for Education through the Academy Funding Agreement. As an Academy, Elburton Primary School may invite the Local Authority or other external bodies to complete Audits of the SEN department.

### **Supporting pupils with SEN to have full access to the school community at Elburton Primary School**

- The use of ICT, ancillary aids and physical aids are used to meet individual needs. Support and advice from outside agencies and experts, allow the school to use these aids to full impact. Aids currently used are: move 'n' sit cushions, wobble seats, sloping desks, specialist chairs, pencil grips, coloured overlays, fidget feet foot stool, enlarged print resources, touch screen computers, oversized computer mouse, personal laptops with specialised programmes such as SPLASH and Clicker 6, text with symbols such as communicate in print, calm boxes, electronic concentration timer towers and hand strengthening fidget toys.
- Elburton Primary is an inclusive school. All pupils can pay to attend Breakfast Club at 7.45am and After School Club until 6pm. All pupils are welcome to take part in the extra-curricular activities available.
- Inclusion Works support pupils to access extra-curricular activities where appropriate.
- Please see our Equality policy for further information related to the Equality Act 2010.

### **Improving Social and Emotional Development at Elburton Primary School**

- Part of the school ethos is to provide a safe environment where everyone in the school community can flourish. This is not only to grow in academic areas but also includes the well being of physical, mental and emotional aspects of being. This includes the protection from bullying and abuse. (see the up to date Anti-Bullying Policy)
- The School Council, run by the children, provides an evaluation tool for feedback and pupil voice.
- The Family Support Worker liaises closely with families and children. Parents can be guided to other agencies, advisory services or Parent Courses through the Family Support Worker.
- Support for families with Looked After or Adopted children is provided through training workshops and consultation.
- Intervention Teaching Assistants have been trained and are also ELSAs (Emotional Literacy Support Assistants).
- The school leadership are fully trained in Child Protection as is the Family Support Worker.

### **Sharing concerns at Elburton Primary School**

- All staff at Elburton Primary School endeavour to provide quality provision and intervention for all pupils. However, if you have on-going concerns, there are several ways to resolve this:
  1. Talk to the class teacher
  2. Talk to the SENCo
  3. Talk to the Head teacher
  4. Seek impartial advice from Plymouth Parent Partnership (PIAS)
  5. Follow our complaints procedure found on our website

### **The Local Offer and Who to Contact at Elburton Primary School**

- The Local Authority offer for children and young people with SEN and their families can be found at:  
<https://www.plymouth.gov.uk/childrenandfamilies/schoolseducationskillsandemployability/specialeducationalneedsanddisability/specialeducationalneeds/localoffer> . This contains a directory of services available to parents and children regarding SEN support in Plymouth.
- Any other information about Elburton Primary School can be found on the school website, prospectus or through contacting the School Office (details on school website).

## **Appendix 1**

### **SEN Staff Skills Audit**

#### **Specialist**

National Award for SEN Coordination at Masters Level (2012-13) – Mrs S Lakey  
Designated Teacher – Mrs S Lakey

#### **Enhanced**

Middle Management (2007) Maths  
Middle Management (2012) – Research project Phonics into Spelling - EM  
ELSA Training (2013, 2014) – TF, AF  
ELSA Training (2015) – VP, RC  
Communicate in Print (2012) – NW, AF  
Makaton (2009) - TF  
Precision Teaching (2011) – All teaching and support staff (new staff since 2011 to be trained)  
Colourful Semantics (2012) – SH, LM, SL, EM, NW, AF, HH – shared with whole staff  
I CAN Talkboost (2012) – AF, SL  
Understanding Attachment with CAMHs 18 day course (2014) – SL  
Numichon (2014) – All teaching and support staff.  
Phonics into spelling with Babcock (2012) – All teaching and support staff  
Effective Interventions and Impact Measures (2012) – AF, NW  
Clicker 6 (2012, 2013, 2015) – NW, TF, AF, VP, HJ, KR, MH, PS, SH  
Clicker 7 (2016) – All teaching staff  
Motor Skills Unite (2015) – AB, GS  
Nystagmus Training – (2017) - GS

#### **Awareness**

TRUGs (2012) – All teaching and support staff  
BLAST (2009, 2013, 2014) – GS, TF, VP, XC  
ELKLAN ( 2010 ) - TF, GS, AI  
IDP Dyslexia (2012) – All teaching and support staff  
Clicker 5 and 6 (2012, 2014) – NW, AF, TF, LS  
Language and Communication with CIT (2012) – AF, MH  
An introduction to SEND for TAs (2012) – AF, NW  
CIT Training Introduction to Autism and 5 Point Scaling (April 2015) – all TAs  
CIT Enhanced Transition for TAs (2014) – DF  
Attachment Awareness (January 2015) – All Teachers  
Louise Bomber – Attachment in the classroom (2011) – JW  
Psychology Associates Attachment Training (September 2015, January 2018, April 2018) - All Teachers and Teaching Staff



## **Staff**

<b>Role</b>	<b>Name</b>	<b>Initials</b>
Head teacher	David Bradford	DB
Deputy Head	Tony Epps	TE
Assistant Head	Keith Smithers	KS
Intervention Champion & Designated Teacher	Sarah Lakey	SL
SENCo	Emma Johnson	EJ
Teacher	Taffeta Sammels	TS
	Chantal Churchill	CC
	Hannah Pickup	HP
	Emily Greatrix	EG
	Alison Baldwin	AB
	Helen Holmes	HH
	Emma Lake	EL
	Tanya Hatch	TH
	Alice Paterson	AP
	Stuart Griggs	SG
	Emma Marriott	EM
	Abi Norton	AN
	Peter Agnew	PA
	Sarah Bates	SB
	Ros Light	RL
	Natalie Jones	NJ
	Lisa Sumner	LS
Intervention Teaching Assistant	Angie Ferme	AF
Teaching Assistant	Debbie Freeman	DF
	Kerry Rhodes	KR
	Leslie Senior	LS
	Angie Ferme	AF
	Annette Inglehart	AI
	Helen Jennings	HJ
	Becky Pyman	BP
	Charlotte Woodhams	CW
	Kim Hall	KH
	Nicky Smith	NS
	Kathy Smith	KS
	Deborah Stone	DS
	Penny Warren Smith	PWS
	Michelle Hawkins	MH
	Sue Hill	SH
	Val Preston	VP
	Gillian Sherridan	GS

	Xanthe Causon	ZC
	Miriam Clarke	MC
	Rachel Clark	RC
Family Support Worker	Jo Williams	JW