

SEN Information Report

Northamptonshire County Council Local Offer – click the link for further information

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Introduction

The purpose of this document is to clarify to parents, staff and Governors how the special educational needs of children are managed at Blakesley CE Primary School and how the school SEN policy is put into practice.

Objectives

- To identify effectively and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise with and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

The kinds of Special Educational Needs and disabilities provided for:

- Communication and interaction
- Cognition and learning
- Social, Emotional and mental wellbeing
- Sensory and/or physical needs

Identification of Pupils with SEND

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of an ongoing observation and assessment which identifies differences between attainment and achievement and pupil progress meetings
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-school information or parental concerns
- Concerns raised on entry to the school in any year group or concerns raised by previous school
- Liaison with Local Authority or other outside professional
- Concerns raised because a child is under the care of the Local Authority

Provision

There is graduated response to meet pupils' special educational needs; should the provision provided not appear to meet the needs of the child, a formal statutory assessment may be sought.

Universal Provision

- High quality classroom teaching
- Adaptions including workstations and visual timetables
- Pre teaching vocabulary
- Class TA targeted support
- Differentiated curriculum
- School Nurse support
- Pastoral support plan

SEN Support and EHC Plan Provision

- 1:1 reading support and targeted reading support
- Talking Partners
- Structured Lunchtimes
- Fine motor skills work
- EP support
- SALT
- VI Support
- OT and physiotherapy support
- CAMHS
- Autism Outreach
- Target Autism

Progress and Achievement

Progress will be measured against national Age Related Expectations. Where children have complex needs and progress is achieved in small steps, ***the use of P scales will be used from Key Stage 1.*** The assessment and recording of progress is monitored termly.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available to parents at reviews, parent consultations and ***termly reports.***

Staff Development

Those staff involved in SEND are:

- Special Needs Co-ordinator (SENCo)
- The Head teacher
- Class Teachers
- Teaching Assistants (TAs)
- School Governor with SEN responsibilities

These staff have experience in:

- Autism
- Dyslexia
- Speech, Language and Communication needs
- Emotional and behavioural needs
- School staff also liaise with additional outside agencies, including: Educational Psychologist (EP), Community Paediatrician, Social Services, ASD team, CAMHS, SALT, OT and School Nurse.

We encourage all staff to take up training opportunities and attend relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND.

Contact Details for further information

Lucy Burman, Head teacher on 01327 860257

Kate Broadaway, SENCo on 01327 860257

Pastoral Support

Blakesley Primary School has a pastoral system in place to support children with their social and emotional development. Each child can access support from:

- Class teacher
- Teaching Assistant
- Our Attendance, Anti-Bullying and Behaviour and Exclusion policies which are available from the office and on our website.

Involving Parents and Children

Parents who have a concern about their child or would like to discuss their child's SEND provision should contact the class teacher or the SENCo in the first instance. If there are still concerns then a meeting may be arranged with the Head teacher.

Parents receive termly reports informing them of their child's attainment and progress. They are also invited to termly parents' evenings and reviews with outside professionals where appropriate.

When possible, we involve children in the setting and reviewing of targets and provision.

Transition

Blakesley Primary School will liaise with transfer schools, pre-schools and other additional outside agencies before a child starts. An enhanced transition plan may be implemented if necessary.

Children moving to secondary school will have a programme of transition organised. Some children will have an enhanced transition plan if parents and staff feel it is appropriate.

Monitoring and Evaluation

The SENCo will monitor and update children's provision using the assess-plan-do-review cycle.

The SENCo will be responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, staff meetings and reviews. Vulnerable groups such as pupil premium, FSM, EAL, etc. will be monitored, as will attendance and exclusion data for SEND pupils.

Activities outside the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.