

## SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2017

### Introduction

This document seeks to address the requirements of the SEN (Information) Regulations that came into force on 1 September 2014. Reference should also be made to our Policy for Inclusion.

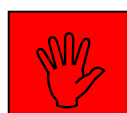
Rusper Primary School is a mainstream setting for pupils aged 4-11. We aim to provide a broad, balanced and relevant curriculum for all children. This includes those with special educational needs. We believe ourselves to be an inclusive school; our ethos is built on our core values:



**Collaboration:** is being part of a team that works co-operatively in partnership



**Independence:** is the ability to make informed choices and decisions, and the confidence to judge the impact of these



**Individuality:** accepts unique and distinctive characteristics, allowing them to be nurtured and celebrated



**Creativity:** is the demonstration of imaginative, innovative and original thoughts or ideas



**Spirituality:** is a journey to discover a sense of purpose and identity, rooted in a set of values

### Definition

Special Educational Needs (SEN) and Disability Code of Practice for 0 to 25 years (June 2014) gives the following definitions:

*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 them.*

*A child of compulsory school age or a young person has a learning difficulty or disability 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.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).*

This includes pupils both with and without an Education, Health and Care Plan (EHCP). The admissions policy for children with SEN is the same as that for other children, and follows the Local Authority policies and procedures.

### **Provision**

Our values underpin the curriculum. Together we explore these values, identifying and teaching key skills that learners will need to demonstrate each value in practice. Much of this is undertaken through our Learning Adventures. A list of the key skills is available as an appendix to this document. Much of our teaching is undertaken in small learning groups within the classroom, with children grouped in different ways for different activities. All pupils are encouraged to take advantage of extra-curricular activities such as after school clubs.

Class teachers have a responsibility to offer a differentiated curriculum to meet the needs of the pupils in their class through the school's usual planning arrangements. Differentiation may take the form of a different task, a different expected outcome, use of resources, and/or additional support to enable pupils to access the curriculum. The learning environment may also be adapted to meet the needs of individuals eg use of visual timetables; the arrangement of furniture to allow ease of movement across the room; positioning of a child to accommodate hearing or visual issues.

All children are assessed regularly through observation, teacher assessment and tests. These are used alongside the teacher's professional judgement to determine the best provision for each individual. Consideration is given to academic, emotional and social development. Class teachers will also consult with the school's SENCo for advice with the identification of specific needs. Specific needs may also be brought to the attention of the school by parents/carers or previous settings.

Where appropriate, the school will also seek advice from other agencies. These may include:

- ⇒ WSCC Social and communication team
- ⇒ Speech and language therapy team
- ⇒ Educational Psychology service
- ⇒ WSCC Inclusion team
- ⇒ Child Development clinic
- ⇒ Occupational therapy team
- ⇒ School Nurses team
- ⇒ WSCC Sensory team
- ⇒ EMAT team
- ⇒ Social Care
- ⇒ Educational Welfare
- ⇒ Community Police

Information gathered from this range of sources will be collated and taken into consideration when formulating a plan of action to support the child's needs. When a child is identified as requiring additional support beyond the general differentiation provided within the classroom, or support for medical needs, a Pupil Profile is drawn up. This includes information about the child, their achievements, likes/dislikes, hopes and aspirations as well as an Individual Education Plan (IEP). Within this will be targets which are updated termly between the class teacher and the Senco. Where appropriate, a Healthcare Plan is drawn up by the class teacher/health worker. These documents are shared with the parents/carers—this identifies the targets we are working towards and the support we are providing. The IEP may be focused on academic, social, emotional or physical needs, or a combination of these, and will identify the provision the school will put in place. Where appropriate the IEP may identify activities to be followed or supported at home. The plan is then implemented. Subsequently, the plan is reviewed termly or at an agreed point by the teacher and Senco to evaluate the impact of the action taken. The outcomes are shared with parents/carers and the cycle continues if necessary.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN needs of a pupil, the child has not made the expected progress, the school (or parent/carer) will consider requesting an Education, Health and Care needs assessment. The school will provide evidence to the Local Authority to support this request.

Where appropriate, the views of the child are also sought and taken into consideration when planning provision.

The academic progress of all pupils is reviewed each term and this information, together with advice from external agencies is collated to identify those requiring support and to monitor the impact of the provision. The Senco carries out data analysis and will discuss with class teachers if a pupil appears not to be making expected progress. A spreadsheet is kept of this information in order that there is clear communication between all the staff. This evidence is used to consider children for intervention programmes.

The school reports the effectiveness of its intervention programmes and additional support to the Governing Body through the Provisions and Outcomes committee and the governor with specific responsibility for SEN.

Menu of support additional to usual classroom provision:

- ⇒ Intervention programme delivered by a Teaching Assistant (Talk 4 number, 1<sup>st</sup> class @ Number, 1<sup>st</sup> class @ writing, Time to Talk, SPAG)
- ⇒ Individual or small group curriculum support by a Teaching Assistant or Senco
- ⇒ Individual support from a Teaching Assistant
- ⇒ Withdrawal from the classroom for additional individual or small group teaching time from Senco/Learning Mentor or Teaching Assistant
- ⇒ In-class support from Senco
- ⇒ Sessions with our Learning Mentor
- ⇒ Behaviour plan
- ⇒ Personalised learning plan – where required

### **Personnel**

Headteacher                      Mr N Avey

SENCo                                Mrs J Comber

SEN Governor                  Mrs E Beckmann

These people can be contacted through the school office – 01293 871272

### **Expertise**

All class teachers and teachers employed to provide additional teaching for pupils with SEN have Qualified Teacher Status.

Continuing Professional Development opportunities are provided for both teaching and support staff, many through our locality group. There are staff trained in the following areas:

- ⇒ Safeguarding awareness
- ⇒ First Aid (including Paediatric First Aid)
- ⇒ Administration and Management of Medicines
- ⇒ Mental health support
- ⇒ Asthma
- ⇒ Use of epi-pens
- ⇒ Narrative therapy
- ⇒ Precision teaching
- ⇒ Delivery of speech and language programmes

- ⇒ Jump Ahead
- ⇒ Team Teach (restraint)
- ⇒ Support of children with ASC, ADHD or Asperger's
- ⇒ Delivery of specific literacy, numeracy and social communication intervention programmes

Support may also be provided by staff from external agencies as appropriate eg Speech & Language therapists.

### **Facilities**

The school has a hygiene room equipped with accessible toilet and shower bench. There is also the Senco's room which is suitable use as a quiet space to work with children and meetings with the Senco. The group room is used for small group learning and delivering intervention programmes.

Specialist equipment required by an individual pupil will be secured through grant application, use of personal budgets or delegation of the school's SEN budget.

### **Involvement of Parents and Carers**

The school seeks to secure the partnership of all families in their children's learning. There are regular formal opportunities for discussions relating to pupils' academic, social and emotional development and staff make themselves available for additional meetings where these are required. Regular liaison is established with parents and carers of pupils with specific needs to ensure the effective communication of information.

Parents and carers are included in any involvement with external agencies; permission is always sought for their involvement, and they often offer a meeting with parents/carers as part of the consultation process.

Any concerns should, in the first instance, be discussed with the class teacher and/or SENCo. If these concerns remain unresolved, the Headteacher should be involved. Following this, parents/carers can make a formal complaint to the Governing Body through the Complaints Procedure, details of which are available from the school office.

### **Transition**

The school seeks to support both pupils and parents/carers through transition between different phases of education, or transfer to another setting.

Prospective parents are encouraged to meet with the Headteacher to discuss individual needs and to explore how the school can meet these. Information may also come from the Early Years Planning and Review Meeting (PARM) and pre-school or other school settings. Further meetings with appropriate external agencies are then arranged. Additional transition visits can be arranged, both by the child to the school, and school staff to a pre-school setting. Transition books are provided where appropriate, identifying significant adults, areas of the school and routines.

Pupils transferring to secondary school may also receive additional transition support eg additional visits; meeting key staff. Contact is made with the receiving school when places have been allocated and information is provided to ensure appropriate support is put in place.

Parents and carers may also find support through the West Sussex Parent Partnership which provides impartial advice and information to parents and carers of children who have special educational needs (SEN):

Helpline: 0845 075 1008 - Monday to Friday during office hours

Address: Oriel Lodge, West Street, Chichester, West Sussex, PO19 1RZ

### **Local Offer**

From September 2014, Local Authorities will have to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the Local Offer. Details can be found on the West Sussex Website.

Details of provision in the Horsham area for children and young people with Special Educational Needs and disabilities can be found on the website of our local SEN hub:

<http://compass-support.org/index.html>

Details of our school's local offer can be found on our website:

[www.rusper.w-sussex.sch.uk](http://www.rusper.w-sussex.sch.uk)