

St Andrew's CE Primary School, Cobham



SEN Information Report January 2015

Special Educational Needs and Disabilities at St Andrew's Primary School

St Andrew's CE Primary School is a large, inclusive, mainstream primary school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). At St Andrew's Primary School all our teachers are teachers of special educational needs. We cater for a full range of learners at St Andrew's Primary School and staff have been trained to cater for learners who may have difficulties with

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical
- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Our governors play an active role in monitoring the quality of our special educational needs provision. There is a dedicated governor with a specific responsibility for SEND. The SEND Governor and Inclusion Manager meet at regular intervals. The Headteacher, senior leadership team and Inclusion Manager are also actively involved in monitoring the quality of SEND provision.

Policies for Identifying Children as having Special Educational Needs and assessing their needs.

Our SEN procedures follow the Assess, Plan, Do, Review cycle, as recommended by the SEND reforms of 2014. Further details can be found in the school SEN Policy (January 2015) which can be found on the school website. The SENCO (Inclusion Manager) is Mrs S. Wentworth who is a member of the school Leadership Team.

Rigorous monitoring tracks the progress of our learners in all areas of the curriculum. Pupils who require additional SEN Support are identified and assessed thoroughly and an individual programme of intervention is devised and recorded on a Provision Map, which is shared with parents. Pupil achievement is constantly tracked and progress relative to age expectations is shared with parents. Pupils have individual targets set for them. We use data and other forms of assessment to identify any additional needs and celebrate achievement. Staff meet

regularly with members of the Leadership Team to discuss the progress of all pupils and identify any child who might benefit from additional support.

Our staff are vigilant at supporting and raising any concerns. In-house specialist expertise in a number of programmes supports areas of special educational needs; this is recorded on our provision maps. At the end of each academic year the current teacher and new teacher for the class meet and share information about each child.

Arrangements for consulting parents of children with SEN and involving them in their child's education.

We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. Parents/carers are encouraged to share any concerns about their child with the class teacher in the first instance, and /or make an appointment to see the Inclusion Manager. We operate an open door policy, and all teachers have a school email to facilitate easy contact. Parents are invited to contribute through a number of means such as the Parent Questionnaire, coffee mornings and Parent Consultations. At Parent Consultations the Inclusion Manager is available to meet with parents and all parents are informed of their pupils' progress. All parents are invited to become members of the school PTA, who hold regular coffee mornings and fund raising and community events.

We regularly inform parents about topics and future learning to be introduced through Year Group Newsletters. This is also reinforced by frequent updates on the curriculum which we share through our newsletter and/or website. We host a number of curriculum /learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

Arrangements for consulting children with SEN and involving them in their education.

Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. It is available to parents on our website as well. Children have targets for Literacy and Maths which are set on a rolling basis.

Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. Sometimes, outside agencies are also involved in giving advice on how best to support the learner. All interventions are monitored regularly for impact and outcomes are defined at the start of any intervention. As part of classroom practice, all children are formally and informally assessed during each term as well. The Inclusion Manager oversees all additional support and regularly shares updates with the SEN Governor.

Arrangements for Assessing and reviewing children's progress with parents

We regularly and frequently provide all our children with feedback on their progress. During our Assess, Plan, Do, review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution.

All parents/carers are invited to termly meetings to discuss the support that the school is providing and how they can help their child at home. At this meeting we talk about the progress the child is making and share ideas about how we can, together, help them to do even better. At such meetings, teachers also provide a target to develop at home; through

homework, we clearly share what can be done by families at home to support the learning at school. This is also reinforced by frequent updates on the curriculum which we share through our newsletter and/or website.

We host a number of curriculum /learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

We believe in supporting the development of parenting skills and so work in collaboration with local other agencies to deliver workshops on site or in local venues. We have a strong pastoral care team at St Andrew's, who support the children's emotional wellbeing and also work with families to give advice on how to support their children.

Transition Arrangements for SEND pupils (if transferring to a new setting or Key Stage)

We have a robust Induction Programme in place for welcoming new learners to our setting. The Inclusion Manager and Reception teachers meet Nursery staff and parents for a SEND transition meeting before the child starts school, so we can gather information effectively. We hold a transition day for children entering into Yr 3, and the Inclusion Manager and Yr 3 teachers meet to gather information from the feeder infant school. We run a transition programme for all children in Yr 6, but also co-ordinate additional transition time and visits for those children who would benefit from it. The Inclusion Manager and Yr 6 teachers meet with staff from Secondary provision to share information and ensure a smooth transition. Transition is always discussed at the Yr 5 Annual Review process for children with a Statement of SEN or Education Health and Care Plan, and parent views are sought and recorded. If any additional support is needed in preparation for transition, we work with parents, child and the other setting to provide it.

Our Approach to teaching children with SEN

When the need for additional support to enable a pupil to make expected progress is first identified, the parents/carers will be invited to a meeting at the school to discuss the concerns. An individual provision map will be drawn up, providing details on what sort of provision will be put in place, what outcome is expected, who is providing it and for how long.

All our interventions are evidence-based and are informed by research. They are measured to monitor impact against expected rate of progress. If an intervention does not result in good progress, alternatives are sought through dialogue with the learner and their families. All our additional support programmes are overseen by the Inclusion Manager.

How adaptations are made to the curriculum and the learning environment of children with SEN

Differentiation is embedded in our curriculum and practice to support all pupils to access the curriculum. We have designed our curriculum with each child in mind and regular Pupil Progress Meetings help us to monitor this and reflect on the next best steps. Reasonable adjustments are made to teaching approaches in order to include and support learners. All our teachers are clear on the expectations of Quality First Wave 1 provision; this is monitored

regularly by the Leadership Team. Our teachers plan for their pupils' learning on the basis of full knowledge and awareness of the needs of individual pupils; detailed notes of individual needs and pupil progress are handed onto the next teacher at the end of each summer term. The teachers and teaching assistants provide effective and consistent feedback to support and challenge all children.

Accessibility for SEND Pupils

We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments, where possible. Our policy and practice adheres to The Equality Act 2010. When required, translators are asked to attend meetings.

Staff Expertise and training to support children with SEN

Our staff receive regular training and our teachers all hold Qualified Teacher Status. Our Pastoral Team members are trained in delivering interventions and in understanding issues some children experience such as bereavement or domestic violence. The majority of our Teaching Assistants hold an NVQ2 or NVQ3 in Teaching and Learning. Our Inclusion Manager is a teacher with Qualified Teacher Status. She has 5 years of experience as a SENCO (Special Educational Needs Co-ordinator). Several of our teachers have experience of working in special schools, and we encourage the sharing of good practice. We identify training needs to match the needs of the children and have an allocated budget to ensure staff development matches both the School Development Plan, and individual needs. We regularly invest time and money in training our staff to improve Quality First Wave 1 provision delivery, with a strong focus on effective feedback to pupils. Support staff who work with children with special educational needs are regularly trained by outside agencies such as Occupational Therapists, Speech and Language Therapists etc, and we actively seek to recruit experienced and trained support staff. Support staff are regularly trained on delivering programmes of intervention and are trained in specific programmes to support children with SEND: Boosting Reading @Primary; First Class @ Number and Talking Partners. Alongside the Pastoral Team we also have a trained Counsellor in school one day a week. The Pastoral team are trained in a variety of areas including programmes to deliver to children such as Friends For Life and Drawing and Talking. Our staff members are regularly updated on matters pertaining to special educational needs and disability, either on a national, local or school level.

Evaluating Effectiveness of the Provision made for children with SEN

Provision mapping allows the school to monitor the effectiveness of intervention programmes and individual support for pupils with SEN. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. The Provision Maps are closely monitored by the Inclusion Manager. Our finances are monitored regularly and we utilise resources to support each individual learner needs, as well as the overall aims of the school. All interventions are costed and evaluated to ensure value for money. Our budget is allocated according to our Provision Management system.

How Pupils with SEND are enabled to engage in activities available with children in the school who do not have SEN

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We have a whole school approach to inclusion which

supports all learners engaging in activities together, wherever possible. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all. Where applicable parents/carers are consulted and involved in planning. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these.

Support for improving Pupils' emotional and social development.

All members of staff are regularly trained to provide a high standard of pastoral support. We have a Pastoral Team, including a School Counsellor, that supports children with emotional needs throughout the school, regardless of their stage of SEN. The team uses interventions such as Friends For Life, bereavement programmes of work, anger management strategies etc. Key staff members, including the office staff, are trained to support medical needs and in some cases all staff receive training to ensure consistency of approach for our provision. We have a medical policy in place. Our Behaviour Policy, including guidance on expectations, rewards and sanctions is followed consistently by all staff. There is a strong commitment to positive behavior management, including using restorative approaches. The 'pupil voice' is central to our ethos and is encouraged in a variety of ways, School Council, and an annual Pupil Questionnaire. We have a values led approach to whole school worship with a distinctly Christian ethos, which incorporates moral values including tolerance for others. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

How the school involves other bodies, including health and social care bodies, in meeting children's SEN and supporting their families

At St Andrew's School we are concerned with the overall development of our learners, which may necessitate at times working with agencies outside of the school setting. We have a number of established relationships with professionals in education, health and social care and the Inclusion Manager meets with them every term for a multi-disciplinary meeting. All external partners we work with, including sports coaches, are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

In the first instance, parents/carers are encouraged to talk to their child's class teacher. We operate an open door policy, and all teachers can be contacted through their individual school email address. The Key Stage Managers and Pastoral Team Manager are available to talk with parents and class teachers about emotional and mental health issues. Parents are also encouraged to talk to the Inclusion Manager, and can contact her through the main office. Further details of the school's complaints procedure can be gained through contacting the school office.