

Special Educational Needs (SEN) Information Report

September 2019

The named SENCo at Finstall First School is Mrs Kay Harrison. She can be contacted in the following ways:

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For details of our school offer, please see the SEN policy on the School website.

See the link on our website for the SEN Local Offer from Worcestershire County Council.

What kinds of SEN provision are provided for at Finstall First School and how do we support the Local Offer?

We adopt an inclusive approach to all children, including children with SEN and disabilities and which supports Worcestershire's Local Offer. We believe that the use of a relevant, creative and, where necessary, an adapted curriculum will ensure that all children thrive. However, we accept that some children may be at risk of not making the amount of progress that we would expect of them, either academically, emotionally, socially or physically. We have rigorous procedures in place to quickly identify, plan, implement and review a child's progress in order to provide the support that will help them to achieve the aspirational targets that we set for each individual child. Examples of the kinds of additional support that we provide are listed below:

Movement group	Social skills group	Behaviour chart
Lunchtime structured games	Maths group	Listening Group
Additional TA support	Handwriting group	Writing Group
Speech group	Individual reading	Fine motor activities
Phonics group	Memory group	Sentence work
Precision Teaching	Support in class	Rapid Reading
Speech and Language Group	1:1 / 1:2 support	Rapid Writing

How do we identify children who may have Special Educational Needs?

We have a number of different ways of identifying children who may have Special Educational needs. These include:

- informal observations by classroom teachers and teaching assistants in a variety of situations
- parental discussion
- pupil profile
- ongoing teacher assessment
- performance in statutory and optional assessments
- information from previous schools
- analysis of ongoing assessment data to identify children who are not making expected levels of progress
- tracking of the Year group provision map, which identifies children who are in receipt of extra intervention and support
- analysis of children's work
- recording how well children perform against checklists of: key words, key spellings, phonic sounds in English
- Moderation of work across year groups.
- SENCo observations.
- Ongoing assessment of reading ability through the use of reading targets (reading bookmarks) to monitor progress
- Regular analysis of assessment information in reading, writing, mathematics and science, through our assessment system (Target Tracker)
- SENCo analysing assessment information on a termly basis to identify children who are at risk of falling behind the levels of progress we would expect of them

What are the school's arrangements for assessing and reviewing progress of SEN children?

We use a "graduated" approach - a cycle of assessment - when assessing and reviewing the progress of children who may have a special educational need and / or a disability. This cycle consists of four stages:

1 - Assessing needs

2- Plan

3- Do

4 - Review

(For further information on these stages see the SEN policy on the School website)

After identifying a child's needs, we plan and carry out interventions in order to accelerate progress. These interventions are time- limited and reviewed on a termly / half termly basis and are outlined on a Year group provision map. The SENCo, in consultation with staff, analyses each child's attainment and progress during the term and interventions are continued, adapted or changed according to how successful they have been. If a child is not making the level of progress that we would expect, we provide highly tailored interventions and / or we seek advice from outside agencies if necessary. Should we feel that a child requires 'SEN Support,' he or she will receive an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP).

What are the arrangements for the admission of pupils with disabilities?

What is our approach to teaching pupils with SEN?

How do we adapt the curriculum or learning environment to meet the needs of children with S.E.N?

We are a fully inclusive school for all pupils in our care. The admission of pupils with disabilities is considered in the same way as non-disabled pupils. We adapt our teaching and the curriculum to meet the needs of the pupils through the use of differentiation, support, use of different resources or different teaching strategies. We will take reasonable steps to modify / adapt the learning environment to meet the individual needs of children with SEN. Steps are taken to prevent any pupils being treated less favourably than other pupils. We ensure that classroom and extra-curricular activities allow all children to participate, including those children who have a disability. We will always act on the

recommendations and advice of outside agencies in order to ensure that a child's needs are being met.

What specialist equipment and facilities are there for children with SEN?

Our school is on one level providing easier access for children with mobility difficulties including children with wheelchairs. We have disabled toilets which children can access and ramps provide access to the school and the field for wheelchair users.

How do we evaluate the effectiveness of the provision made for children with SEN?

We evaluate the effectiveness of our SEN provision by carefully tracking the progress and attainment made by pupils with SEN and or disabilities in reading, writing and maths. We publish a summary of the results on our website on an annual basis. This details the levels of progress made by SEND pupils, thus demonstrating the impact that our SEND provision has had on the learning and achievement of SEND pupils. We also measure the impact of the interventions employed so that we can be sure that the support provided has been effective.

How do we support SEN children including how we improve children's emotional and social development?

Through early identification of a child's needs, we plan and implement interventions that will accelerate their progress. Interventions can be carried out in small groups or 1:1. These interventions are carried out by Special Support Assistants and Teaching Assistants. Our staff have experience in working with children who have speech and language communication difficulties, hearing impairment, visual impairment, ASD, physical disabilities, behaviour and emotional difficulties and Cerebral Palsy.

Special Support assistants also work in classes to support children who may need support with their emotional or social development, their behaviour, their speech and language or their physical development. They can also help to accelerate a child's progress in particular areas of the curriculum, particularly in reading, writing or maths. Examples of the kinds of additional support that we provide can be found on page 1 of this document.

To improve a child's emotional and social development, we provide social skills interventions and nurture group sessions, which are delivered by Teaching Assistants or Special Support Assistants. We also make use of additional adults at playtimes to support children when they are socialising with their peers. We also have structured, adult led lunchtime games sessions to help to develop the emotional and social skills of targeted children who would otherwise find such sessions difficult. Children are also taught about bullying as part of our anti bullying week and during PSHE sessions. All staff follow the anti- bullying policy. This policy can also be found on our School website.

What expertise and training do our staff have to support pupils with SEN?

Our teaching staff, teaching assistants and special assistants have a wealth of experience and expertise in support children with SEND. This includes supporting children with Autism, ADHD, Attachment difficulties, Speech and Language difficulties, Visual Impairment and Hearing Impairment. Staff update their skills and knowledge through regular training. Senior Leaders promote staff to continually develop their skills and whole school training is organised regularly throughout the school year.

Last academic year staff received training for the following which would support SEND children:

Lego Therapy

Maths

Signalong

Maths and English for TAS

Attachment training

Providing Challenge and Support for SEND children - September 2018

What are the arrangements for consulting and involving parents of children with SEN?

We understand the importance of establishing strong relationships with parents/carers and pupils and the need for communicating effectively with them. Parents are kept informed about the interventions their child is receiving and how effective these have been. Parents of children who receive Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) are also invited to discuss their child's progress and review their targets at least termly. Parents

are invited to contribute to and attend any reviews or meetings about their child including those children with an Education Health Care Plan.

What are the arrangements for consulting and involving children with SEN about their education?

All children with SEN or a disability are made aware of their next steps that will help them to improve and make progress. The targets set on their IEP / IBP are discussed with pupils by staff and by their parents. In addition, all children have reading targets related to their own level of ability in reading and individual writing targets. During lessons, children follow a success criteria and they often assess their own work or that of their peers against the success criteria. Staff use marking to explain to children what they have achieved and how they can make their work even better. A green pen is used for examples where a child has completed something well in relation to the success criteria and a pink pen for something that the child needs to improve upon. Sometimes the children will have to complete follow up tasks after their work has been marked. Examples of such tasks include writing an incorrect spelling three times or identifying where they should have put full stops in their work. Children who receive 'SEN Support' may also receive adult support to assist them with such processes.

What arrangements are there for supporting children moving between phases of education?

The SENCo and Year 4 class teachers are fully involved in the transfer of children from First School to Middle School. The SENCo meets with the SENCo from the respective Middle School and will discuss a child's needs and the type of interventions they have received. The receiving SENCo will also arrange to meet and observe the children in their current setting. A number of transition sessions are arranged during Year 4 for children to go to the local Middle School to become familiar with the School and its staff. Additional sessions are also planned for children with SEN and / or Disabilities to visit the Middle School with their parents.

How does the School involve other bodies, including Health and Social Care bodies and Local Authority support services?

The SENCo will seek the support of outside agencies if a child is still not making progress despite timed interventions being carried out. Strong working relationships already exist between our SENCo and other School staff and the external support agencies listed below:

- LST - Learning Support Team
- CSSS- the County Specialist Support Service for sensory impairments, visual and hearing impairments, children with medical needs, sick children, children with severe communication difficulties and Autistic Spectrum disorders
- Dr Daniel Rouse - Educational Psychologist
- CAMHS - Child and Adolescent Mental Health Services and CAMHS Cast.
- Speech and Language Therapy Service
- Occupational Therapy Department
- Community Paediatricians - generally based at the Princess of Wales Hospital
- School Nurse
- Audiology department
- Reach for Wellbeing
- Early Intervention Family Support (Early Help)

Contact details of the majority of these support services can be found on the Worcestershire County Council website. Alternatively, details can be obtained from the School's SENCo.

How will we secure equipment and facilities to support pupils with SEN?

The S.E.N.Co will obtain equipment for SEN children on the recommendations from outside agencies. Equipment that has been previously recommended and has been obtained includes- sit cushions, writing slopes, equipment to help with a child's sensory difficulties. Further equipment can also be hired from the Chadsgrove Outreach Service which is part of Chadsgrove Special School.

What support services are available to parents?

Parents can contact the SEN Information Advice and Support Service (sendiass@worcestershire.gov.uk 01905 768153) for support and advice.

Parents can contact SEN Services which is part of Worcestershire County Council for any information about Education and Health Care plans (sen@worcestershire.gov.uk 01905 845579)

Parenting and Community Team Bromsgrove and Redditch (www.parentingandcommunityteam.com) for parenting support and advice.

The following Bromsgrove support groups are available for parents:

- Autism Kids Worcester (Closed Facebook support group)
- Autism Worcestershire (Public Facebook support group)
- Bromsgrove & Redditch Autism Spectrum Support Group (Facebook Support Group)
- Children with Diabetes UK (online support through website and closed Facebook groups)
- CLAPA (closed Facebook group) The Cleft Lip and Palate Association
- Cochlear Implanted Children's Support Gp (Website and Closed Facebook Gp)
- Disability Support Project - Information, support and advice for disabled people and their families
- Dyslexia parent support group and workshops - Bromsgrove and Worcester
- Families in Partnership (FiP) - Worcestershire's Parent Carer Forum
- Friendship for people who have autism and/or their relatives (closed Facebook support group)
- Home Start SNAPS - support group for Redditch and Bromsgrove parents of children with additional needs

- Little Oaks Special Needs group - support group for special needs families in Bromsgrove
- National Autistic Society - Worcestershire Branch (Facebook page)
- North Worcestershire Autism Support Group (closed Facebook support group)
- Royal Society for Blind Children - Family Support
- The Ups of Downs - support group set up in Leamington Spa, but covers the surrounding counties
- What Makes You Different Makes You Beautiful (WMYDMYB) - support group for special needs families
- Winston's Wish - support for children and families when someone close dies
- Worcester Deaf Children's Society - support group for families of deaf and hard of hearing children in Worcestershire
- Worcester Dyslexia Parent Group - support group for parents with children who have dyslexia
- Worcestershire Association of Carers (WAC) local charity offering information, advice and support
- Worcestershire Home Educators - support for families who home educate
- Worcestershire Home Educators network - closed Facebook group for Home Educators
- Worcestershire Parents and Carers' Community (WPCC) - support group for special needs families

What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain about SEN provision should initially speak to their child's Class Teacher or the School SENCo. If the issue cannot be resolved, they can then discuss their complaint with the Head Teacher. If the issue still cannot be resolved, parents are directed to the School's Complaints Policy and procedures, which can be found on the School Website.