St Peter's CE (Aided) Primary Cowfold

**SEN Information Report**

**Version 1.0**

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# Document History

## Revision History

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Version Number | Revision Date | Previous Revision Date | Summary of Changes | Changes Marked |
| 0.3 | 08/05/15 | 28/04/15 | Amended by G. Kolter |  |
| 1.0 | 20/05/12 | 08/05/15 | Made v1.0 | No |
|  |  |  |  |  |
|  |  |  |  |  |

## Distribution

This document has been distributed to:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **Date of Issue** | **Version** |
| Mr Kolter | Head Teacher | 20/05/15 | 1.0 |
| Mrs Cook | Inclusion Manager | 20/05/15  | 1.0 |
| Carol Howe | Clerk to the Governors | 20/05/15  | 1.0 |

## Related Documents

**Documents related to this report**:

|  |  |
| --- | --- |
| **Title** | **Version** |
| The Special Educational Needs and Disability Regulations 2014 | 1st September 2014 |
| Schedule 1 (extract) | 1st September 2014 |

# Purpose

The purpose of this document is to fulfil the School’s obligation to provide a report of their Special Educational Needs (SEN) information in accordance with [The Special Educational Needs and Disability Regulations 2014: regulations 51 and 52, (legislation.gov.uk](https://schoolleaders.thekeysupport.com/administration-and-management/marketing-and-media/websites/resolvelink?id=264615)).

## Requirements

New regulations on the SEN information that schools must publish came into effect on 1 September 2014. Under the regulations, schools must publish a SEN information report, which must be made available on their website.

**Prescribed information that must be included in SEN information report**

51: For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1 (Appendix B).

Manner of publication of report

52: The governing body or proprietor of the school must publish on the school’s website its report containing SEN information.

# SEN Provision

We are a small village primary school in Cowfold, with five classes, who cater to the needs of pupils in our community in a mainstream context.

### What we do:

* Teach primary age children the National Curriculum.
* Learning delivered in a whole class, mainstream context.
* We have six qualified teachers and a Headteacher.
* We have a trained Learning Mentor.
* We serve the needs of pupils in our local area in a mainstream context.

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced education.

* The main school building at St Peter’s is accessible for wheelchairs. The school has a disabled toilet facility.
* Resources and specific equipment are budgeted for and alternative grants are always applied for if available.

# Identification and assessment of pupils with special educational needs

The children at St Peter’s are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum. Children that are identified as being in need of special provision are then observed, monitored and assessed individually to identify any specific support that they may require. Children entering the school either in Foundation Stage or other years are assessed by the class teacher and previous records and information are read and taken into account when identifying individual children’s starting points. A history of special needs will lay the foundations of the next steps in learning and identifying the areas of support required. Information gained from previous schools or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.

Parent partnership and communication is vital to St Peter’s approach and we value and welcome others opinions and concerns.

Transition arrangements in joining St Peter’s are well planned and both child and parents are supported. Children joining in Foundation Stage are given many opportunities before starting school to familiarise themselves with the school and the Early Years staff. Children joining in other year groups may be offered a visit day before they start to familiarise themselves with the school. Due to this process there is an opportunity for early identification of SEN.

St Peter’s also benefits from an independent speech and language professional who attends the school to undertake assessments. These are carried out with reception children and then throughout the children’s journey through the school. Assessments are also undertaken for other Special Educational Needs like autism. Once specific cases are identified, the independent professional is able to offer specialist advice on how best to provide for specific individuals.

St Peter’s will also employ the services of the Child Development Clinic. Children that are identified as having a specific need will be put forward to the clinic for assessment. The clinic will provide a diagnosis that may lead to the child being given an Education Health Care Plan.

# Policy for making provision for SEN Pupils

Our Inclusion Manager will oversee individual support for pupils with additional special educational needs, and this will be implemented by our experienced and caring staff across the school.

Parents, school staff including the Head Teacher, Deputy Head Teacher, Inclusion Manager and Governors and outside agencies are involved in decision making as to what is the best provision and support for individual children.

## Evaluating the Effectiveness of St Peter’s SEN provision

Individual Education Plans result in effective provision for SEN pupils and ensure progress of SEN pupils is ‘GOOD’ or moving towards ‘GOOD’.

* Current Progress Rates of SEN Pupils (APS Points Progress over Key Stage up to 13th February 2015):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | YEAR 1 –  | YEAR 2 –  | YEAR 3 –  | YEAR 4 –  | YEAR 5 –  | YEAR 6 –  |
| No. SEN pupils | 1 |  | 2 | 1 | 4 | 1 |
| Subject | Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths |
| APS Points Progress over Key Stage – December 2014 | ***+5*** | **+3** | **+3** | **No pupils on SEN Register yet.** | **+4** | **+3** | **+4** | **+6** | **+6** | **+6** | **+10.5** | **+ 9.5** | **+ 8.5** | **+ 12** | **+ 14** | **+ 10** |

* SEN Pupils attainment was better than the National Ave. in 2014 End of KS2 Tests – 26.5 APS vs 25 APS.
* SEN Pupils’ progress was better than the National Ave. in 2014 End of KS2 Tests – 100.2 Value Added vs 99.4.
* Our two 2014 Yr 6 SA+ pupils made+18 APS progress in Writing over KS2 & +13 APS progress in Reading and Maths over KS2.
* Our 2014 Yr 6 SA pupil made +14 APS progress in Writing and Maths over KS2 & +12 APS progress in Reading over KS2.

## Assessing and reviewing progress

If a child is identified as finding it difficult to learn effectively on their own, additional support may be required. This could take the form of an Education Health Care Plan.

**Individual Education Plan**

Children who are identified as having Special Educational Needs are given an Individual Education Plan (IEP). This will contain specific targets and attainments for that individual child. All targets are SMART (Specific, Measurable, Achievable, Relevant and Time-bound) and reviewed regularly.

The contents for each child’s IEP:

* Current IEP
* Last reviewed IEP
* Current individual provision map
* Monitoring and evaluating

IEP Checklist

* 3 or 4 manageable targets
* Targets to be SMART
* Targets to be constantly under review and new ones added if targets are achieved
* Use of traffic-light system to review IEP.
	+ Green dot for achieved
	+ Yellow for partially
	+ Red for not achieved
* Review of targets with TA and pupil
* Meet with parents to review and write new IEP
* Parents to sign and date the IEP
* Set a date for the review of the IEP
* Copy to parent, SEN folder, TAs who are named on the IEP and a copy on the system

Monitoring and Evaluating

* Review targets by using a variety of situations – support staff records, target cards and pupil’s work
* Evaluate progress on the monitoring and evaluation sheets in the folder, to be completed termly
* Individual provision maps completed termly

## Approach to teaching

The key principle in our approach to teaching SEN Pupils is that we support them to access the same curriculum opportunities that we offer all children in the school. We will support SEN pupils, or differentiate tasks, to enable them to be included effectively. Intervention outside the classroom will take place at appropriate times so that they do not lose the context for their learning, or the engagement, that being part of the whole class can provide.

## Adapting the curriculum and Learning Environment

The children at St Peter’s are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum. Children that are identified as being in need of special provision are then observed, monitored and assessed individually to identify any specific support that they may require.

## Additional Learning Support

**Early Years Interventions**

St Peter’s utilises the NHS Speech and Language Programme. This provides assessment for children. It also provides a training structure for specific teaching assistants on how to best direct help to a specific child’s needs.

Targeted Interventions are undertaken with Teaching Assistants where a child will work on their IEP targets.

Specific Intervention programmes will also be employed where appropriate:

* First Class Number. (2 TAs and the SENCo)
* Success at Arithmetic (1 teacher and SENCo)

Additionally, Horsham East Locality of Schools (HELP) employ an Educational Psychologist and a Speech and Language Specialist who are available to assess and support pupils.

## Enabling SEN pupils to engage in activities together with other children

Additional risk assessments are put into place for children with specific needs when planning trips or extracurricular activities.

## Emotional, mental and social development support

St Peter’s is supported by the Social and Communications Team of West Sussex County Council. These specialist professional are skilled in working with children who have difficulty adapting to school life.

The team are also experts in advising on best practice approach for children believed to be on the Autistic Spectrum. Their specialist teachers and Teaching Assistants (TA) will visit the school to train St Peter’s own TAs. The specialist TAs will also attend the school to aid with specific scheduled events in accordance with an agreed plan. For example to support a child during a specific transition period from one stage of school life to the next.

St Peter’s employs its own trained learning mentor to support pupils in this area. Additionally

St Peter’s will refer children with concerns in this area to the Child and Adolescent Mental Health Service (CAMHS).

# Coordinator Details

St Peter’s School’s SEN coordinator (SENCo) is Mrs Cook.

Her contact details are:

Mrs Cook (Inclusion Manager)

acook@st-peters-cowfold.w-sussex.sch.uk

# Expertise and Training

## Staff Expertise and Training

Any member of staff working with individual children will be responsible and in a position to share information and achievement. Regular training is available for all staff, as well as ‘in house’ training opportunities. We have a trained Learning Mentor.

All staff are trained in Safeguarding Level 1, with two Designated Members of Staff for Safeguarding.

The St Peter’s Governor with a responsibility for Inclusion will be involved and knowledgeable about individual children by having a termly meeting with the SENCo.

St Peter’s has two fully trained First Aiders and a large team of Emergency First Aid trained staff. We also have two members of staff who are trained in Early Years First Aid. Two members of staff are trained to support diabetic children.

A policy is in place for administration of medicines.

## Specialist Expertise

To support pupils with additional needs, regular meetings with parents, staff and outside agencies take place. Every child is an individual and support will be differentiated to meet their needs, with regular reviews.

The school nurse visits the school to assess children for hearing.

An occupational therapist attends the school to review specific children’s needs as appropriate. They are able to offer specialist advice on relevant actions and are able to provide specific bespoke programmes that the school can implement and follow. St Peter’s can also refer to West Sussex County Council’s Educational Psychologist for additional advice and support where needed.

# Parent Consultation

## Consulting with SEN pupil’s parents and involving such parents in the education of their child

Parent partnership and communication is vital to our approach and we value and welcome others opinions and concerns. All children with IEPs are involved in the review process alongside their parnets.

## Complaints

Any complaints will be dealt with in accordance with the school’s Complaints Procedure and Policy which can be found on the school’s website:

http://stpetersce.eschools.co.uk/website/policies/26796

# External Support

St Peter’s has a good professional relationship with a range of outside support agencies and services, including speech and language therapists, social communication team, inclusion advisory service, school nurses, as well as links with Social Care, community police force and educational welfare department.

# Parent Support Services

To get help and support, you should firstly contact your child's:

* class teacher
* head teacher
* school's special educational needs coordinator (SENCo).

Or, you can contact the Parent Partnership Service, which advises parents on all aspects of special educational needs and getting support for children in school. They can provide information on:

* the special educational needs process
* support during the school application process
* statutory assessments and statements
* annual reviews
* appeals and tribunals.

**Contact details**

|  |  |
| --- | --- |
| Email: parent.partnership@westsussex.gov.uk  | Telephone: 0845 075 1008  |
| Address: Oriel Lodge West Street Chichester West Sussex PO19 1RZ |
| Additional information The helpline is confidential and is open Monday to Friday during office hours.  |

They will help you communicate with schools and the local authority by:

* listening and giving advice to parents who have concerns about their child's SEN
* supporting parents throughout the statutory assessment and at meetings where the education provision will be discussed with the help of Independent Parental Supporters (IPS)
* making sure that clear information is always available, via our leaflets and other useful information.

Further guidance can be found on the following web page:

https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/support-for-children-over-5-with-send

# Pupil’s leaving the school

Year 6 pupils will undertake a thorough transition process. The SENCo from the school that will receive a SEN child will visit St Peter’s and the SEN children during the summer term. If deemed necessary additional transition arrangements will be put in place as required. E.g. “New Foresters”.

For all other leavers, the child’s SEN folder, notes and IEPs will be passed on to the receiving school.

# The West Sussex Education Authority SEN Local Offer

Details of West Sussex’s local offer can be found on a dedicated portal.

https://westsussex.local-offer.org/

# Find support, guidance and information for children with special educational needs and disabilities (SEND):

# <https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>

# Appendix A – The Special Educational Needs and Disability Regulations 2014



**Appendix B - Schedule 1 (extract)**

**SCHEDULE 1 Regulation 51**

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs.

3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including

(a) How the school evaluates the effectiveness of its provision for such pupils;

(b) The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;

(c) The school’s approach to teaching pupils with special educational needs;

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

(e) Additional support for learning that is available to pupils with special educational needs;

(f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and

(g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

12. The school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

13. Information on where the local authority’s local offer is published.

**Appendix C – List of Acronyms**

CAMHS – Child and Adolescent Mental Health Services

IEP – Individual Education Plan

IPS – Independent Parental Supporters

LEA – Local Education Authority

SEN -Special Educational Needs

SENCo – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disability

SMART - Specific, Measurable, Achievable, Realistic and Time-bound

TA – Teaching Assistant