

SEN Information Report (September 2018)

1. The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

We respond to any concerns raised by parents and teachers, initially by creating a 'Raise of Concern' which is then reviewed regularly.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will begin with the desired outcomes, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core teaching and support, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. Parents will be notified if it is decided to offer SEN support to their child. Parental consent will be sought before adding the child onto the school's SEN register.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will carry out a clear analysis of the pupil's needs and will inform a provision map for the child. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The provision map will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will liaise with the new school to arrange transition visits for both the child and parents. All children attend induction visits. We will provide a transition booklet for the child to refer to during the transition period.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Attention and listening sessions
- Lego based therapy
- Speech and Language support
- Early Language Stimulation
- Small group teaching including pre teaching
- Reading and Spelling support
- Precision teaching

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and so forth.
- Adapting our resources and staffing
- Utilising recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have 2 staff members who are trained to deliver interventions such as Attention and Listening and several staff who are trained to deliver Lego based therapy.

There are 2 staff members who have received training for Nurture Group and 1 staff member that is a trained ELSA.

Teaching assistants will support pupils on a 1:1 basis when an individualised curriculum is required.

We work with the following agencies to provide support for pupils with SEN:

- SEBDOS (Behaviour outreach service)
- Speech and Language Service
- Physiotherapists
- Sensory consortium (support for children with VI / HI)
- School nursing service
- Psychology Services

9. Expertise and training of staff

Our Vice Principal for Inclusion has over 10 years of experience of the SENCo role. Our SENCo has completed the National Award for SENCos and has 18 months experience in this role.

They are allocated 2 days a week to manage SEN provision.

We have a team of teaching assistants, who are trained to deliver SEN provision. We use specialist staff for therapeutic play.

10. Securing equipment and facilities

We are able to offer:

- A lift for ease of access between the ground and first floor.
- 2 toilets with disabled access, 1 on the ground floor and 1 on the first
- 1 shower allocated in the nursery area.

We have purchased specialist chairs, cutlery, writing slopes, books for children with a visual impairment and so on with the guidance from physiotherapists and sensory consortium.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term via an IEP,
- Reviewing the impact of interventions after every term.
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day, school plays and any special workshops or activities which may be held.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

In order to ensure the school environment is adapted for the needs of pupils we seek advice from external agencies, where they complete environmental audits offering recommendations which we implement, such as advice from sensory consortium.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

- Pupils with SEN are also encouraged to be part of after school and lunch time club to promote teamwork and building friendships.
- We have a zero tolerance approach to bullying.

14. Working with other agencies

We involve numerous external agencies via referrals directly to agencies such as the school nursing service, psychology services as well via advice from autism services which is a local authority support service.

We will refer families with their consent to voluntary organisations suggested by FIRST (Early Help).

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents of pupils with SEN

Parents of pupils with SEN are signposted to the SEND Information Advice and Support Service (SENDIASS).

Address: St Martins Place, 51 Bath Road, Slough SL1 3UF

Telephone: 01753 787693

Contact details are via email: sendiass@slough.gov.uk

17. Contact details for raising concerns

If you have any concerns which you would like to raise, please contact:

Miss S Rasheed (Principal)

Mrs R Pinkney (Vice Principal for Inclusion & Safeguarding)

Mrs W New (Child & Family support worker)

Mrs H Mann (SENCo)

18. The local authority local offer

Our local authority's local offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

19. Monitoring arrangements

This policy and information report will be reviewed by Mrs Pinkney and Mrs Mann every year. It will also be updated if any changes to the information are made during the year.

20. Links with other policies and documents

This policy links to our policies on:

Equality and Accessibility Plan Policy

Supporting pupils with medical conditions

These policies can be found on: <http://www.jameselliman.academy/policies/index.html>