



SEND Information Report for Old Leake Primary and Nursery school 2017-2018

Introduction

Welcome to our SEND information report which is part of the Lincolnshire Local Offer for learners with Special Educational Needs (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At Old Leake Primary and Nursery school we are committed to working together with all members of our school community. This report has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SENDCO: Kirsty Deamer

Name of Head: Susan Rayner

Our Approach to Teaching Learners with SEND

At Old Leake Primary and Nursery school we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. Our plan for 2017-18 can be found on the website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We monitor progress of all learners, and all staff are continually assessed, to ensure that learning is taking place.

Our whole school system for monitoring progress includes regular pupil progress meetings, and all staff actively engage in coaching and supervision.

We acknowledge and draw on parents' knowledge and expertise in relation to their own child.

How we identify SEND

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Children with SEND may be identified using the routes which contribute to the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Learners may fall behind in school for various reasons including; extended absences, English as an additional language or inconsistent education settings. At Old Leake Primary and Nursery School we are committed to ensuring all learners have the best opportunities to learn and progress, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those children with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2017-18 shows that we have 22% of children identified as having SEND, none of these have an Education Health and Care Plan.

Assessing SEND at Old Leake Primary and Nursery School

Class teachers are responsible for the progress and development of the children in their class, including the access to adult support and resources. The first step in responding to children who have or may have SEND is high quality teaching which is differentiated for individual children.

The quality of teaching for all children, including those at risk of underachievement, is regularly and carefully reviewed using a range of methods, including observation and drop-ins. This includes reviewing and, where necessary, improving, teacher's knowledge of a range of SEND and their understanding of strategies to identify and support vulnerable children.

When deciding whether to make special educational provision, a range of information about the child's progress, including accurate formative assessment, is considered. The class teacher will share this information with the SENDCo and a decision will be made on the best way forward for the child.

If the child is considered to have higher levels of need then we will draw on the expertise and specialised assessments from external agencies and professions.

Old Leake Primary and Nursery school have commissioned for 2017-18 support from outside agencies including the Educational Psychologist Team, speech therapists and Specialist Teaching Team.

What we do to Support Learners with SEND at Old Leake Primary and Nursery School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Old Leake Primary and Nursery School are proud of our Teachers and their development.

The Teacher standards are available [here](#).

Our teachers will use various strategies to adapt access to the curriculum, this may include using:

- Visual timetables
- Writing frames
- Laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

Once a child has been identified as needing SEND support, an Individual Support Profile will be produced. This is then reviewed, at progress meetings once a term. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1, in a small group or part of the whole class teaching) put in place to enable the child to achieve these targets.

During the term, adults who work with the child will record short comments about the progress made towards each target so at the end of the term the evidence of progress made is comprehensive and consistent.

In addition to this, all SEND support is recorded on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Old Leake Primary and Nursery school to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEND

Old Leake Primary and Nursery school receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Old Leake Primary and Nursery school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Old Leake Primary and Nursery school in 2017-18 we are offering a range of clubs and activities.

All staff at Old Leake Primary and Nursery school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the

duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Old Leake Primary and Nursery school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Plans to ease transition to new classes be discussed with you and your child at their summer term review meeting and may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to secondary schools will be discussed in the autumn term of their Year 6, to ensure time for planning and preparation.

Have your say

Old Leake Primary and Nursery school is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please, engage with our annual process to 'assess plan, do and review' provision for SEND.