

Larkfield Primary School

Special Educational Needs Report 2014/15



Updated November 2015

INTRODUCTION

At Larkfield we pride ourselves on being an inclusive school and do our best to ensure that every child with Special Educational Needs or Disabilities receives the support they need to make progress, feel safe and happy in school and be fully included in school life.

All children have access to a broad and balanced curriculum and high expectations are set for all pupils, relative to their prior attainment. We are proactive in overcoming barriers to learning through inclusive, differentiated teaching strategies and providing reasonable adjustments to accommodate any learning differences.

The identification of SEN is built into the overall approach to monitoring the progress and development of all children at Larkfield Primary. A child has SEN when, in order for them to make progress, they require additional or different support to the schools' quality first offer which is available to all children. Regular assessment will help identify children who are not making anticipated progress and therefore require more targeted support. When children are identified as requiring SEN support parents will be notified and their views, as well as the child, will be incorporated in any targeted plan.

Definition of Special Educational Needs and Disabilities (SEND)

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of other learners of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Making high quality teaching available to the whole class is likely to mean that fewer children will require SEND support. However, for some children, further additional support is needed to enable them to make progress and to reach their full potential. **Code of Practice July 2014**

QUALITY FIRST TEACHING PROVIDED TO ALL PUPILS

How does Larkfield support all of its pupils?

The teacher has the highest possible expectations for all children in their class. All teaching is based on building on what your child already knows. Teachers differentiate tasks according to a child's ability and this will be indicated in planning.

Teachers recognise that a variety of approaches, adjusting materials and the learning environment, and groupings are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning differences. Subject co-ordinators as well as the SENCO may suggest specific strategies to be put into place to support a child's learning. The senior management monitor this provision to ensure that it consistently meets the agreed standard.

ROLES AND RESPONSIBILITIES

- Provision for pupils with SEND is a matter for the school as a whole.
- All teachers are responsible for the progress of pupils in their class, including those who access additional support.
- The SENCO, Miss Felmingham, is responsible for liaising with class teachers, parents, the SLT and outside agencies regarding SEN support.
- The SENCO also works closely with the head teacher in determining a strategic plan for SEN provision within school and the allocation of funds.
- The SEN Governor, Mrs. Clarke, liaises closely with the SENCO and head teacher to monitor and challenge the school's SEND provision.

CATEGORIES OF SEN

The Code of Practice identifies four broad areas of special need, which are:

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical difficulties
- Cognition and learning

These categories are useful when planning suitable provision. However, it is important to note that identification of a specific type of need is not necessary to put a support plan into place. Similarly, the identification of a type of need does not automatically call for the implementation of SEND support. Frequently, pupils have needs across categories and at Larkfield our priority is to gain a good understanding of how our children learn to ensure provision is appropriate, rather than focusing on category of need.

SEN SUPPORT

Who should I speak to if I am concerned about my child's learning or if I think my child may have SEN?

- The class teacher is the first point of contact for parental concerns regarding a child's difficulties with learning.
- Further concerns can also be discussed with the school's Senco, Miss Felmingham. Please ask the class teacher or at the school office to make an appointment.
- Further information is available on the Sefton SEN directory, outlining Sefton's local offer.
<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>
- Other useful websites are: www.cafamily.org.uk , www.sendirect.org.uk , www.sendgateway.org.uk

How does Larkfield identify young people with SEN and assess their needs?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. A pupil has SEND when in order for them to make progress they require additional or different support to the school's quality first offer.

Identification of children who need extra support is done in the following ways:

- Information and liaison with the transition setting/previous school.
- Concerns may be raised by the parents/ carers, the class teacher or the child.
- Limited progress is noted at the Pupil Progress Review meetings.
- Liaison with outside agencies eg. Speech therapy/Paediatrician.

If school feels that your child is not making progress and may have SEN then the class teacher, with the support of the Senco, will discuss school's concerns with you, listen to any concerns you may have, plan any additional support your child will receive, involve outside agencies, if appropriate, and discuss with you how you can support your child in achieving their targets.

How does Larkfield Support Children with SEN?

- The class teacher will plan and differentiate the curriculum for all the children in their class which may include additional support in a small focus group or individually within the classroom.
- Pupil progress meetings are held each term. At these meetings the class teacher discusses the progress of all children in their class with the Senior Leadership Team. If a child is not making expected progress the class teacher must consider whether they have a full understanding of the pupil's learning profile to identify whether any SEND is impacting on learning. The school may decide that additional and different provision is necessary for the pupil to make progress.
- Where children are identified as needing SEN support, parents will be contacted and a SEN Support Plan will be written to support the child's needs, following the four stages of the Graduated Approach; Assess, Plan, Do and Review.
- Progress will be regularly reviewed and, if there continues to be a lack of progress, further advice may be requested at SEN planning meetings with the Inclusion Consultant and Educational Psychologist. Parental consent is always sought for referrals.
- A child identified with SEN may require additional arrangements and adjustments to enable them to fully access tests and assessments such as Key Stage 2 SATS. This may be in the form of a reader, a scribe, additional time or rest breaks.
- If a child is not making the expected progress, relative to their starting point, and the cost of support required for substantial additional and different support from our quality first offer is above £6,000, the school can request 'High Needs Funding' for the child from the LA.
- If, despite high needs funding the pupil continues to make no progress, then school or parents can apply for an Educational Health Care Assessment.

- At each stage pupil views must be considered if appropriate. Scaling tools and questionnaires will support capturing pupil voice.
- Decisions regarding the allocation of support and resources to each child will depend upon the SEN budget which is set in April each year, along with termly tracking of pupil progress and discussions with specialists and parents.

GRADUATED APPROACH

What is the process for implementing SEND support?

The process for implementing SEND support is described in the 2014 Code of Practice as the Graduated Approach and has four stages.

- **Assess**
The class teacher and SENCO gather all the information they have about a pupil from a variety of sources (pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators and how they respond to teaching approaches.
- **Plan**
A SEN Support Plan is put together to outline the methods to be used in order to achieve specific outcomes. This document includes details such as:
 - a. Quality First Inclusive teaching approaches that are effective to enhance pupil's learning
 - b. Proven intervention that have been identified to achieve specific targets – and how they will be delivered and monitored
 - c. Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher
 - d. Resources to ensure access to curriculum or environment
 - e. Parent and child views
 - f. Details of outside agency involvement
 - g. Attainment details tracked over time
- **Do**
The SEN Support Plan becomes a working document and is annotated to show progress towards outcomes and/or adjustments made to determine progress. The class teacher manages the plan and suggested outcomes. They will be accountable for the outcomes and will discuss with the SENCO if they feel the plan is not working for whatever reason.
- **Review**
A timescale is attached to the plan so that everyone involved appreciates when targets are reviewed. The targets are reviewed with the child, parents and any outside agencies. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, the pupil may have made sufficient progress for the plan to cease.

- **Further options**
 - Further assessment requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
 - Request high needs funding from the local authority if cost of support goes beyond the £6,000 threshold that is the school's responsibility. The SENCO will complete a high needs application which shows that their plan is efficient and likely to succeed
 - Where, despite the school having taken relevant and purposeful action to identify, assess and meet a child's SEND, and the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care Assessment (EHC) which from September 2014 has replaced a Statement of Special Educational Needs.

ADMISSION PROCEDURES / TRANSITIONS

What are the admission arrangements for children with Special Educational needs or disabilities?

- The admission process is the same for all children. Admission to Larkfield is controlled by Sefton council. Full details can be found on the Sefton website at www.sefton.gov.uk , alternatively you can follow the 'Applying for a place at Larkfield' link from the key information page of our school website www.larkfieldprimary.co.uk , which will take you straight to the admissions section.
- If your child is already known to the Early Years service because of their need or disability, it may be possible to get a prioritised application if this school meets your child's needs [we have resourced provision for children with physical needs].
- We would always recommend a visit to school to see our facilities and talk about your child's needs prior to making your final selection [we welcome you to bring anyone with you to visit, for example we regularly have parents visiting along with the local authority inclusion consultant].

How will Larkfield support my child when joining or leaving the school or when transferring within the school?

- There will be discussions between previous or receiving schools and settings, prior to a pupil joining or leaving Larkfield.
- Transition meetings will be arranged for those children who are already known to Early Years services to make school aware of their needs to ensure appropriate support is in place.
- Transition visits will be arranged between other settings and Larkfield.
- Enhanced transitional arrangements, normally in the form of additional or accompanied visits, are arranged for children who need extra time in their new school or new class.
- Photographs of the new classroom and staff may be used to make a transition booklet, a copy of which will be sent home for the child's family
- Teacher to teacher meetings are arranged in the Summer term to discuss classes moving up in September and SEN files include a whole class overview sheet detailing any children's additional needs.
- Year 6 teachers liaise closely with receiving high schools, implementing some or all of the strategies described above.
- The SENCO liaises with SENCOs from secondary schools to pass on information regarding SEN pupils and SEN records.

TRACKING PROGRESS

How does Larkfield measure the progress of its pupils?

- The progress of all children will be tracked at the end of each term and discussed with the head teacher in the Pupil Progress Review meetings. From here, new targets are set. Children not making progress will be highlighted and appropriate interventions put into place.
- The effectiveness of SEN support will be determined by progress against personal targets. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas will be outlined on the EHC or SEN Support Plan. Currently, our school uses PIVATS or B Squared as an assessment tool for showing smaller but significant steps of progress.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

How will I know how my child is doing?

Partnership with parents plays a key role in enabling children with SEND to achieve their targets and make progress. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

- You will be able to discuss your child's progress at Parents' Evenings and through additional meetings if required.
- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher, SENCO or Head teacher to discuss your child's progress or share any concerns.
- If the Educational Psychologist has undertaken assessments then parents are invited in for a meeting to discuss their observations and their suggested strategies for support.
- If your child is receiving SEN support they will have a SEN Support Plan with targets which will be shared with you termly. The class teacher may suggest ways in which you can support your child.
- Review meetings will provide the opportunity to discuss in depth, the progress of children with a SEN Support Plan. This will determine whether what has been implemented has worked and should continue for a while longer or whether something different needs to be tried. You will be invited to contribute to this review and informed of the next steps.

BUILDING CAPACITY

How can I be sure that Larkfield has the appropriate knowledge and expertise to support my child's needs?

Within Larkfield, lots of members of our staff have received training related to SEND Including:

- ASD training
- Dyslexia training
- Supporting children with Speech and Language difficulties
- Epilepsy training
- Diabetes training
- Use of an EpiPen
- Cystic Fibrosis
- Supporting pupils with multiple and profound difficulties
- Quality 1st teaching
- Supporting pupils with sensory processing difficulties
- Supporting pupils physical development
- Listening and Language Impairment
- Delivery of The Listening Programme

In addition, Larkfield liaises very closely with a wide range of outside agencies securing additional specialist support as needed. Also, Continuous Professional Development [CPD] ensures that class teachers are fully aware of the changes in SEN as a result of the new Code of Practice (2014) and that they will be able to meet the demands of the new graduated approach including the formulation of support plans, the effective deployment of teaching assistants, appropriate use of ICT for intervention and the effective monitoring of intervention programmes.

Where new children are admitted with needs that we are unfamiliar with, we will arrange suitable training for staff in discussion with parents and external specialists [SAIS / School Nurses etc]

QUALITY OF PROVISION

How can I be sure that Larkfield ensures good quality provision for my child?

The Quality of teaching for pupils with SEN, and the progress made by all pupils is a core part of the school's professional development for all staff. Quality of teaching for all pupils is regularly reviewed. In addition, Pupil Progress Review meetings ensure that any child at risk of underachievement is identified. This ensures that we are maintaining the minimum quality first offer agreed across the authority. By following the Graduated Approach we ensure that children's needs are recognised and acted upon to ensure they receive the support they require. Parental views are currently sought at reviews and any other key time when decisions are being made concerning a child's provision for learning eg applications for high needs funding or permission to refer to Occupational Therapy.

EQUAL OPPORTUNITIES

What steps are taken to ensure children with SEND are not treated less favourably than other pupils?

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. It is our intention that all children can attend school trips and residential visits with support and risk assessments as appropriate and we take care to select providers that share this vision. Where necessary, the school will meet with parents, carers and providers to discuss individual needs prior to any visit or activity.

Our extra-curricular activities are open to all children. Should any child need support to access these activities, school will make the necessary arrangements

Any child can access the breakfast club before school and the after school club.

OFFER FOR PUPILS WITH EMOTIONAL AND SOCIAL NEEDS

What support will there be for my child's overall wellbeing?

Larkfield offers a variety of pastoral support for children who are encountering emotional difficulties.

- Class teachers, SENCO, welfare staff are readily available for pupils who wish to discuss issues and concerns.
- 1:1 support from our non-class based Learning Mentor, who can also advise parents/carers and signpost them to relevant organisations, healthcare professionals or support groups.
- The School Council provides pupils with a voice.
- The provision of clubs and school buddies for those who find lunchtimes a challenge.
- 1:1 or small group support to target social skills, self-esteem, emotional well-being and anger management.
- Children with identified behaviour, social and emotional needs may well require additional specialist support. External support is sought and advice implemented to ensure that pupils with emotional needs are effectively responded to.

HOW DO YOU SUPPORT MY CHILD'S MEDICAL NEEDS?

The school has additional policies relating to the administration of medicines in school and supporting children with medical conditions. It is important that parents notify the school if their child has a medical condition which may affect them during the school day. Children should not bring any medicines to school unless by arrangement. If medication is needed a 'Parental Agreement for School to Administer Medicine' form must be completed. This is available from the school office. For longer term conditions we will write a care plan in consultation with the school nurse and parents. Care Plans are shared with all staff involved with the pupil. We have a number of staff that have first aid [basic and paediatric] training and all staff receive additional training from the school nurse on using an epipen/diabetes/epilepsy as required.

DEVELOPING ACCESSIBILITY

- As a former resourced provision for children with Physical needs, our building is accessible for wheelchair users and those with restricted mobility. We have identified the main entrance door as an area we could improve by providing an automatic door facility.
- As we refurbish our classrooms we will improve signage for those with visual impairment.
- To improve access to information provided to students and parents, our website has been redesigned to include improved support facilities for visual impairment and translation.

We hope that this document helps to answer your questions. However, do not hesitate to contact school if there is anything else you would like to know. Tel 01704 224720.