



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

S.E.N. INFORMATION REPORT

Our policy complies with Section 69 (2) of the Children and Families Act 2014, regulations 51 and schedule 1 of the S.E.N. Disability Act 2014.

1. Introduction

Special Educational Needs and Disability is also called SEN or SEND.

Chollerton First School promotes high standards for all pupils. We offer inclusive teaching, which enables them to make the best possible progress and develop them as valued members of our school community.

We offer a range of provision to support children with SEND (including those with communication and interaction difficulties, cognition and learning difficulties, social, mental and health problems or sensory or physical needs). We have high expectations of all children and staff. All children will be provided with the opportunity to achieve their full potential.

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2014: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014) pages 95 & 96
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013

3. Definition of SEND

The Special Education and Disability Code of Practice 0-25 (2014) states:

- A child or young person has SEN 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 or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

The definition of disability in the Equality Act (2010) states children with ‘.... a physical or mental impairment which has a long term (more than 12 months) and substantial adverse effect on their ability to carry out normal day to day activities. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids or services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pages 15 - 18

4. What kind of SEND can be provided for at this school?

Chollerton First School is open to learners with a wide range of needs and we will offer support wherever possible.

The SEND Code of Practice 2014 lists 4 main areas of SEND: -

Communication and Interaction

This includes

- children and young people with speech, language and communication needs (SLCN)
- children and young people with ASD, including Asperger’s Syndrome and Autism

Cognition and Learning

This includes

- moderate learning difficulties (MLD),

There are two additional types of learning difficulties:

- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Usually these learners attend specialist schools, but occasionally they attend a mainstream school.

Social, emotional and mental health difficulties

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour
- mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
- attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and physical needs

This includes

- vision impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI) which will require specialist support and / or equipment to access learning, or habilitation support.
- physical disability (PD)

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pages 97 - 98

5. What is our policy for identifying children and young people with SEN and assessing their needs?

Our policy is:

Some children arrive at school with identified SEND, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers begin to have concerns about progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress.

Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEND and appropriate provision will be made.

Sometimes the school will call upon the services from an outside service to help with assessment. That could include an Educational Psychologist, a specialist teacher or a health professional. Before a referral is made parents are consulted and asked to complete a referral form. Each step of the referral process will be explained.

If parents have any concerns about their child, they should contact their class teacher in the first instance. Alternatively, they may make an appointment to the SENCO or the Headteacher.

SENCO: Mrs Maureen Broadbent

Admin@chollerton.northumberland.sch.uk

01434 681572

Sometimes a child needs SEND support for a short period of weeks or months. In those cases, once the support is successful, the child may no longer need additional support. We would, however, continue to monitor your child's progress.

Some children will need long-term support. They may need a formal plan and the involvement of other services. In these cases, we will ask for the Local Authority to support us. That support could be a visiting professional, high needs funding or an Education Health & Care Plan.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pages 94 - 97

6. Arrangement for consulting parents of children with SEN and involving them in their child's education.

At Chollerton First School, parents and teachers work in collaboration. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

You will see in many sections of this SEND Information report how the school consults with families and involves them.

We also:

- invite all parents / carers to meet with their child's class teachers at two parent interviews during the year.
- provide an annual written report.
- discuss progress of ISP (Intervention & Support Plan) with parents.
- hold an Annual Review for children with an EHC Plan or an SEN Statement.
- work in collaboration with Hexham Priory School, invite staff to our school and we will attend annual reviews at Hexham Priory School.

7. Arrangement for consulting young people with SEN and involving them in their education

Children's views matter to us. We take a person-centred approach.

- All children are aware of their curricular targets and are encouraged to self-review against these.
- As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support they have had.
- Children are supported to do these things.

8. Arrangement for assessing and reviewing children and young people's progress towards outcomes.

Children with SEND may need to make one or two kinds of progress:

- Academic progress. This measures how well they are learning in their subjects.
- Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

This is how we assess **Academic progress**:

- Your child's progress is continually monitored by his / her teacher.
- His / her progress is reviewed formally in pur Pupil Progress meetings each half term.
- If your child is in Year 1 and above, but not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P Levels'.
- At the end of each Key Stage (i.e. at the end of Year 1 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- All children on the SEND register have an ISP (Individual Support Plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in Maths and English, e.g. attention, concentration, communication, social awareness.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

This is how we assess **Personal Development progress**:

- Your child's progress is continually monitored by his / her teacher.
- All children on the SEND register have an ISP (Individual Support Plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in Maths and English, e.g. attention, concentration, communication, social awareness.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

9. Arrangment for supporting children and young people in moving between phases of education and in preparing for adulthood

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our Reception class from Chollerton Pre-School or from another pre-school or nursery settting:

- We will contact the SENCO to ensure we know about any special arrangements or support that your child may need.
- We will make sure that all records about your child are passed on to us as soon as possible.

If your child is moving to or from another school:

- We will contact the school SENCO and ensure both schools know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a transition meeting will take place where the targets or the new ISP will be discussed.
- All children have an opportunity to spend time with their new class teacher at the end of the Summer term.
- If your child would be helped by a book to support them understand moving, then it will be made for / with them.

10. The approach to teaching children and young people with SEN

Chollerton First School provides three levels of support:

Level 1 - Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- all teaching is building on what your child already knows, can do and understands.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding / learning and needs some extra support to help them make the best possible progress.

Level 2 – School Support

Continued or increased concern may lead to child receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. The SENCO and Class Teachers will work closely with any support staff to plan and assess the impact of the support and interventions to link them to classroom teaching. At this stage input from other agencies may be sought.

For your child this would mean:

- He / she will engage in fixed term group sessions with specific targets to help him / her make more progress.
- This type of support is available for any child who has specific gaps in their understanding of a subject / area of learning and may be:
 - taught inside or outside the classroom
 - taught by a teacher or a Learning Support Assistant who has had training to run these groups.

Level 3 – High Needs

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress.

If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional funding and / or and Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

This mean your child will have been identified by the Class teacher / SENCO / Headteacher as needing a particularly high level of individual or small group teaching which cannot be provided from resources normally available in school.

Sometimes your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority central services such as Educational Psychologist Team, Visually Impaired Service and Hearing Services.
- NHS services for children such as Speech and Language Therapy (SALT) service, Physiotherapy.

For your child this would mean:

- Your child has been identified by the Class teacher / SENCO / Headteacher (or your may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to dicuss your child's progress and help plan possible ways forward.
- Your may be asked to give your permission to refer your child to a specialist professional, e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them more effectively.
 - Suiupport to set targets which will include their specific expertise.
 - A grou p run by school staff under the guidance of the outside professional.
 - The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Please also see the **School Accessibility Plan**, which sets out adaption s we make to the school environment to remove barriers to learning.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

11. How adaptations are made to the curriculum and the learning environment of children and young people with SEN

We make these adaptations to the curriculum:

- adapted use of ICT equipment for children with physical needs
- alterations to the classroom layout for children with HI or VI

We are always happy to discuss any requested for adaptations to the curriculum, classroom and environment or other aspects of school life, e.g. sports events, educational visits.

Please also see the **School Accessibility Plan**, which sets out adaptations we make to the school environment to remove barriers to learning.

12. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

School aged children

Type of need	What we offer. What other services and expertise we access
Speech, Language and Communication Needs (SLCN)	Staff trained on fluency and reluctant speakers. Mrs Murray and Mrs Davey are trained to deliver Talk Boost. We also have access to a Specialist teacher / Speech and Language Therapist in the Educational Psychology Support Team who provides expert advice on language and communication needs.
ASD, including Asperger's Syndrome and Autism	Staff have many years of experience with children on the spectrum. Mrs Broadbent has received training on 'Understanding ASD' Resources available include: individual work stations, now and then. We also have access via the Literacy Support Team to a specialist teacher.
Learning difficulties (MLD, SLP, PMLD)	Teaching staff receive CPD as required. We also have access to specialist support from the Educational Psychology Services
Specific Learning Difficulties (SpLD)	We have resources available in school to help identify children with specific learning difficulties. Teachers and support staff have worked closely with Educational Psychology Services with staff to support children with specific needs.

Social, emotional and mental health difficulties (SEMH)	<p>We have access to specialist support from the Educational Psychology Service.</p> <p>We can refer children to the primary mental health team, the school nurse and the CYPS for advice and support.</p>
Vision Impairment (VI)	We access support from the Sensory Support service at a level deemed appropriate by them.
Hearing Impairment (HI)	We access support from the Sensory Support service at a level deemed appropriate by them.
Multi-sensory impairment (MSI)	We access support from the Sensory Support service at a level deemed appropriate by them.
Physical Disability (PD)	<p>We offer a school building that is fully accessible to children with mobility issues.</p> <p>We can also request support from Occupational Therapy, Physiotherapy or a school nurse.</p>

Staffing

Directly funded or provided by the school:

- SENCO – Mrs Maureen Broadbent
- 3 Learning Support Assistants used across the school

We also have good working relationships with Children's Service Care. Social Services will provide support if a child is 'looked after' or may be involved if a child has an EHC plan.

Training

The school is committed to providing training and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Recent training into SCHOOL

Training	Led by	Date	Audience
Downs Syndrome	Downs Syndrome Association	2002	HLTA & SENCO
Autism	Fliss Wright and Communication Support	2007 – onwards	SENCO
Autism Training	Northumberland County Council	June 2012	HLTA – Level 4
Elklan	Communication & Support Team	January 2015	HLTA - Level 4
Behaviour Support	Education Psychology Team	Various 2003 onwards	SENCO
Talk Boost	Northumberland County Council	October 2012	Headteacher & HLTA – Level 4

13. Evaluating the effectiveness of the provision made for children and young people with SEN

Level 1 - Quality First Teaching (QFT)

Teachers constantly reflect on the progress that children in their class make and on how effective the provision has been for children with SEND. Termly review meetings between class teacher and SENCO allow an evaluation of the effectiveness of the strategies and resources used.

Level 2 – School Support

The SENCO and teaching assistant evaluate the effectiveness of the group interventions we run at the end of each cycle. We welcome comments from parents on the impact they think the intervention has had as well.

Wherever possible we use interventions that have a proven record or are based upon advice given by experts.

Level 3 – High Needs

As well as the ways identified above the effectiveness of the provision for children with High Needs funding or EHC Plan is monitored annually by the Local Authority.

Evaluation of 2015 – 2016 (Provisional SEND data)

- 8% of children in Chollerton were on the SEND register (September 2015)

14. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Please look at our website www.chollerton.northumberland.sch.uk to see some of the wonderful activities available to all our children including those with SEND.

We welcome suggestions and ideas about how we can make our school more inclusive.

Please also see the **School Accessibility Plan**, which sets out adaptations we make to the school environment to remove barriers to learning.

15. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Level 1

We know our children at Chollerton really well and every member of staff treats our children equally but differently. The class teacher is the first person to offer pastoral care.

Level 2

Depending upon the nature of your concern, there are different ways the concern would be taken to the next level. This could include the school governing body, local authority or other organisations. We will seek support from the local authority to provide this advice to you.

Parents can also view Northumberland County Council's Local Offer page for further advice and information:

<http://www.northumberland.gov.uk/SEND-Local-Offer.aspx>

Signed by the Governor responsible for Special Education Needs and Disability:

.....

This policy was reviewed:

Autumn 2016

Date of next review:

Autumn 2017 (or earlier if need arises)