VENN

Adwick Primary School

Special Educational Needs (SEN) Information Report

1	Summary	Special Educational Needs (SEN) Information Report	
2	Responsible person	D Dukes	
3	Accountable SLT member	D Dukes	
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, which can be found on our website www.adwickprimaryschool.org.uk/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Anxiety, depression or an eating disorder.
	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Adverse childhood experiences.
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our Inclusion Lead

- Mr Dukes

Our special educational needs co-ordinators, or SENCO

Our SENCO is:

- Miss Overton
- Miss Overton is currently enrolled on the NPQ SENCO qualification.
- She is allocated at least one full day and two half days for her role.

Inclusion team

Our Inclusion team are:

- Mr Dukes
- Miss Overton
- Mrs Robert

Class Teachers

- All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching Assistants (TAs)

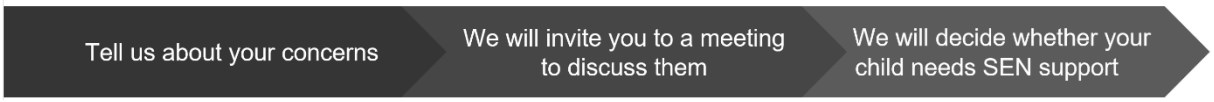
- We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- We have teaching assistants who are trained to deliver interventions such as SALT, NELI, RWI and Echo Reading.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Early Help Hub
- ASD Services – ASCETs team
- PAFSS (Parenting and Family Support Service)
- Your Place Team (based at Woodlands Library)
- BOSS (Behaviour Outreach Support Service)

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher. They can be contacted via the office on 01302 722762 or adwick-admin@vennacademy.org They will pass the message onto the most relevant person in the Inclusion Team, who will be in touch to discuss your concerns.	We will have a discussion with you about your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths or behaviour.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO may ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

Levels of Support:

- Universal Support: Quality first teaching for all learners with recognition that some learners may require very time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- Universal Plus Support: Quality first teaching for all learners with recognition that some learners may require time-limited intervention programmes in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- Targeted Support: Quality first teaching for all learners with recognition that some learners may require increasingly individualised intervention programmes, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.
- Specialist Support: Quality first teaching for all learners with recognition that a few learners may require significant amounts of additional to and different from provision in order to secure effective learning and increase the rate of progress.

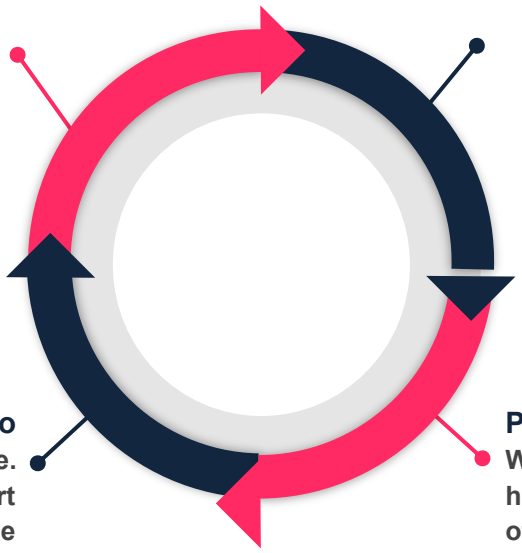
5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We may ask for you and your child's input, as well as getting help from external professionals where necessary.



Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
We will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

- We will provide termly reports on your child's progress, either through parent's evenings, school reports or reviewed SEN plans.
- The SENCO may also attend any meetings to provide extra support.
- We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. This can be done by sending school a message or by contributing to their learning plan via the edukey app (the school will send parents the logon details).
- We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.
- If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
- After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.
- If you have concerns that arise between these meetings, please contact your child's class teacher. They can be contacted via the office on 01302 722762 or adwick-admin@vennacademy.org

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

Children have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their individual progress through the use of layered targets.

We aim to involve all pupils fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;

- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan; and
- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

8. How will the school adapt its teaching for my child?

Your child's 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis.
- Teaching assistants will support pupils in small groups.
- Language support from EMTAS.

We may also provide the following interventions:

- Speech Language & Communication Needs (SLCN) – SALT; NELI.
- Maths 'SDI' – Same Day Interventions.
- Writing 'NDI' – Next Day Interventions
- Pastoral support – Lego therapy; playing for purpose; circle of friends.
- Reading – RWI; echo reading; reading fluency.

These interventions are part of our contribution to Doncaster City Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions either half-termly or termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The Equality Act 2010, with updates in 2012 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.'

We believe that all pupils should have the same opportunity to access extra-curricular activities and school visits. Therefore, we are committed to making reasonable adjustments to ensure participation for all, so long as it does not pose a risk to health and safety.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

All children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

If the school is not oversubscribed, all applicants will be offered a place, with the exception of Fair Access Protocol (see section 6.5).

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out in our Admission Policy, which is available on the school's website, www.adwickprimaryschool.org.uk/

13. How does the school support pupils with disabilities?

The school's accessibility plan is available on the school's website, www.adwickprimaryschool.org.uk/

This covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- Improve the availability of accessible information to disabled pupils.

14. How will the school support my child's mental health and emotional and social development?

Pupils' individual needs will be supported through a range of approaches, e.g. support from teacher/support staff; work with the safeguarding and welfare officer; and signposting and referring to the correct agencies.

Team meetings are delivered daily within classes, nurturing respect of others.

Nurture groups are delivered by our Learning Mentors.

Anger management and other emotional literacy programmes are delivered where appropriate.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We will share information with the next class teacher, school or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

When required, the inclusion team will arrange additional transition into school for an individual child.

During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For

children with SEND, this may include additional familiarisation visits, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When pupils are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all children with an Education Health and Care Plans at their statutory Annual Reviews.

A transition timeline will be produced and shared with the family.

For children with an Education Health & Care Plan in transition years, the SENDCo will also attend any Annual Reviews for the children at their feeder school, if invited.

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Devine will also work with Mrs Fuller our other SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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, see the school's website for a copy of this policy www.adwickprimaryschool.org.uk/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission

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

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Doncaster local authority's local offer. Doncaster local authority publishes information about the local offer on their website:
https://www.doncaster.gov.uk/services/schools/local-offer-send

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:
https://www.doncaster.gov.uk/services/schools/sendias

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages