

Newnham Croft Primary School SEND Information Report 2016-17

Aims and Objectives

The objectives of our SEND provision are as follows:

- ✓ To hold high expectations for all pupils
- ✓ To ensure the early identification of all pupils requiring SEND provision
- ✓ To meet individual needs through a wide range of approaches identified in our overview of provision
- ✓ To attain high levels of participation, motivation and engagement from pupils, parents and carers
- ✓ To make SEND resourcing and provision transparent for pupils, parents and carers
- ✓ To continue to provide access to all pupils through differentiated lessons and high quality teaching (HQT)
- ✓ To work alongside other agencies and schools in order to meet the needs of individuals.

We recognise that many pupils will have special needs at some time during their school life and that the effective implementation of this policy seeks to support and guide pupils, parents and carers as they partake in the assess, plan, do and review cycle.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Newnham Croft Primary School, please contact us on 01223 508737 or e-mail us at office@newnhamcroft.cambs.sch.uk.

SEND Coordinator: Mr T Pinnock

SEND Governor: Mrs Lucy Nethsingha

The Governing Body

The Governing Body, in co-operation with the Head teacher, determines the school's general policy and approach to provision for all pupils, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The SEND Governor has a remit to be a critical friend to the school.

Impact of SEND Provision 2015-16

- ✓ A Pupil Passport is in place for each child on the SEND register.
- ✓ Pupil Passport reviews have taken place termly (or more frequently in order to respond to the needs of the child).
- ✓ YARC reading assessments have been used to track and monitor progress in reading and comprehension.
- ✓ A YARC baseline has been taken for use in the coming academic year.
- ✓ Sensory Circuits are now a strength in our school and many children show significant progress in gross motor skills, attitude to school, organisational skills and overall wellbeing.
- ✓ Expanded Rehearsal Technique (ERT) training has taken place and been implemented where necessary.
- ✓ Further training on Autism has taken place for key staff member in order to improve aspects of the day with less structure (break times and lunch).
- ✓ A data review by the SENCO has been presented to the leadership team and will be presented to the governing body at the next FGB meeting.
- ✓ The SEND governor has assisted in the completion of a termly action plan for SEND.

What we achieved in 2015/16

The following table is an anonymous summary of the progress made by all SEND learners across KS1 and KS2 in reading, writing and mathematics. As you can see, all children made progress in the period between December 2015 and July 2016. The percentage of SEND learners making 1, 2 or more than 3 levels of progress can be seen under each of the core subject headings. Staff also track progress in foundation subjects and review this with the relevant subject leader.

	Reading			Writing			Maths		
KS1 4 pupils	1 stage of progress	2 stages of progress	3+ stages of progress	1 stage of progress	2 stages of progress	3+ stages of progress	1 stage of progress	2 stages of progress	3+ stages of progress
	75%	0%	25%	75%	0%	25%	25%	50%	25%
KS2 15 pupils	1 stage of progress	2 stages of progress	3+ stages of progress	1 stage of progress	2 stages of progress	3+ stages of progress	1 stage of progress	2 stages of progress	3+ stages of progress
	52.8%	19.8%	26.4%	39.6%	19.8%	39.6%	39.6%	19.8%	39.6%

How we achieved this

- ✓ Focussing on vulnerable groups, particularly those children who are in receipt of Pupil Premium or Ever6 funding in addition to having SEND.
- ✓ Monitoring attendance of children with SEND.
- ✓ High quality teaching and inclusive classroom practice.
- ✓ Use of CPD budgets to implement training in areas identified as needing development. Some of these areas include Sensory Circuits, Expanded Rehearsal Technique (ERT), investing in iPad applications linked to particular aspects of learning, whole school training on Dyslexia and whole school training on issues relating to working memory difficulties.
- ✓ Frequent monitoring of children on the SEND register (usually termly, sometimes more if necessary for an individual child's learning needs).
- ✓ The inclusion of parents and pupils in the review stage of the 'assess, plan, do review' cycle in order to develop targets collaboratively.
- ✓ The effective deployment of TAs and HLTAs in order to address individual needs where necessary.

What types of SEND do we provide for?

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Behavioural emotional and social development
- ✓ Sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Early Years through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- ✓ Closes the attainment gap between the child and children of a similar age
- ✓ Prevents the attainment gap growing wider is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- ✓ Matches or is better than the previous rate of progress
- ✓ Ensures that a child has full access to the curriculum in line with their peers
- ✓ Demonstrates an improvement in self-help, social or personal skills
- ✓ Demonstrates improvement in a child’s behaviour allowing them to be receptive to learning.

Children with disabilities

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows children access to all areas of learning. The designated points of entry for our school allow wheelchair access.

The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special educational needs but may still have rights under the Equality Act. We will assess each child as required and make the appropriate provision based on their identified needs.

The school makes every effort to meet the learning needs of all its children. We achieve this through greater differentiation of the child’s work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. We

	<p>would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>We accept the principle that pupils' needs should be identified and met as early as possible. Whilst the four areas broadly identify the primary need of a pupil, we also consider wider needs which may also impact upon pupil progress, such as:</p> <ul style="list-style-type: none"> · Disability (has a disability which prevents or hinders him or her from making use of facilities of a kind) · Attendance and punctuality · Health and welfare · English as an additional language (EAL) · Ever6, FSM (i.e. eligible for Pupil Premium) · Being a Looked After Child (LAC) and left care/adoption through other routes <p>The Graduated Response</p> <p>The four-part cycle (assess, plan, do, review) is known as the graduated approach and is outlined in the 2014 SEND Code of Practice. The graduated approach is used for all pupils with SEND.</p> <ul style="list-style-type: none"> ✓ Assess – Pupils are assessed through a combination of teacher assessment and formal assessments. These are used to identify barriers to learning. ✓ Plan – High quality teaching and some additional interventions are planned carefully with those barriers to learning in mind. ✓ Do – A period in which to implement the plans and interventions is given and is reviewed after an agreed time frame. ✓ Review – All completed work, records of involvement and intervention records are reviewed and the next steps are identified before the cycle begins again. <p>High quality teaching</p> <p>Where any pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEND.</p> <p>The means by which this is undertaken is as follows:</p> <ol style="list-style-type: none"> (a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. (b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. (c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. (d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. (e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

	<p>(f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.</p> <p>(g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.</p> <p>(h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent/teacher consultations.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>All children receive class teacher input through high quality teaching and the teacher will have the highest possible expectations for your child and all pupils in their class. Some of the strategies we employ include:</p> <ul style="list-style-type: none"> ✓ Teaching that is based on building on what your child already knows, can do and can understand. ✓ Teachers putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. ✓ All lessons are differentiated to meet the needs of your child and the class. ✓ Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. We make sure activities outside the classroom and school trips are available to all. ✓ Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. ✓ Parents and carers are invited to accompany their child on a school trip if this ensures access. ✓ After school clubs are available to all pupils. Adjustments will be made to support the participation of all pupils. ✓ Health and safety audits will be conducted as and when appropriate.

<p>How do we adapt the curriculum and learning environment?</p>	<table border="1"> <thead> <tr> <th data-bbox="407 108 613 140">Area of Need</th> <th data-bbox="613 108 1025 140">All pupils where appropriate (Wave 1)</th> <th data-bbox="1025 108 1509 140">Catch-Up (Wave 2)</th> <th data-bbox="1509 108 1883 140">SEN (Wave 3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 140 613 459">Cognition and Learning</td> <td data-bbox="613 140 1025 459"> <ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome. 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<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<ul style="list-style-type: none"> ✓ All lessons are differentiated to meet the needs of your child and the class. ✓ Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. We make sure activities outside the classroom and school trips are available to all. ✓ Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. ✓ Parents and carers are invited to accompany their child on a school trip if this ensures access. ✓ After school clubs are available to all pupils. Adjustments will be made to support the participation of all pupils. ✓ Health and safety audits will be conducted as and when appropriate. 																				
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>SEND provision and interventions are recorded on an individual Pupil Passport, which will be updated each time the intervention is changed. Parents are encouraged to join the review process, which is usually termly. Pupil Passports are updated by the class teacher and monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO following consultation with class teachers, pupils and parents in order to assess whether provision has been effective.</p>																				

<p>How do we consult pupils with SEND and involve them in their education?</p>	<ul style="list-style-type: none"> ✓ The review process of Pupil Passports begins by acknowledging progress made since the baseline assessment. ✓ Pupils contribute to the front page of their Pupil Passport by explaining their strengths and anything they find more challenging. Children often outline what works for them in addition to things they will continue to do in order to learn effectively (strategies, seating arrangements and use of resources etc.) ✓ Children discuss the next step in learning with the class teacher and other relevant staff. This then forms the basis of the next learning targets. ✓ Extracurricular targets are also recorded at the bottom of the Pupil Passport.
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Parents and children discuss the progress made since the previous Pupil Passport review and acknowledge success accordingly. Interventions are monitored and evaluated termly by the SENCO following consultation with class teachers, pupils and parents in order to assess whether provision has been effective. The review process of Pupil Passports begins by looking at the entry data, usually in the form of a baseline assessment. This is then looked at alongside the most recent assessment so that a comparison can be made. Staff will be looking for accelerated progress as a result of effective targets and provision.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>As a school, we aim to support the transfer between phases by ensuring the following:</p> <ul style="list-style-type: none"> ✓ Families will be supported through the admissions process as necessary. ✓ Working with the SENCO from the school in question, additional visits can usually be arranged in order for questions to be answered. ✓ Routines, information and staff contacts can be established during a meeting in the current setting and then reinforced during an additional visit to the new setting.
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<ul style="list-style-type: none"> ✓ A qualified SENCO with experience in teaching across KS1 and KS2. ✓ Several qualified HLTAs who support teaching and learning of groups and individuals. ✓ A team of TAs who receive regular training in a variety of direct intervention strategies such as: Precision Teaching; Numicon; Socially Speaking; Dealing with Feelings; Toe-by-Toe; Power of Two; Expanded Rehearsal Technique (ERT); Precision Monitoring; Sensory Circuits (a sensory integration programme) ✓ Additional training for specific needs as necessary (Makaton signing, Talking Boxes, Colourful Semantics etc.)
<p>How will we secure specialist expertise?</p>	<p>A range of agencies may be asked for advice and support, such as;</p> <ul style="list-style-type: none"> ✓ Education Psychologists ✓ The Specialist Teaching Team ✓ Social Services ✓ Speech and Language Service (Class teacher also liaises) ✓ Occupational Therapy ✓ Specialist Outreach Services <p>Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your</p>

	<p>child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</p> <p>If the referral is accepted, the specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ✓ 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 better. ✓ Support to set targets which will include their specific professional expertise ✓ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or visiting the sensory room. ✓ A group or individual work with outside professional ✓ Further assessment with other professionals when and if appropriate
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>Some of the equipment and facilities we provide as part of our annual budget provision include:</p> <ul style="list-style-type: none"> ✓ Alternative coloured paper is available for pupils and staff with dyslexia or dyslexic tendencies. ✓ For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available. ✓ We have equipment and a room where children can focus on individual work on other aspects of development and learning (sensory integration, social skills etc.) ✓ Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use
<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>We may, from time to time, seek the advice and support of other agencies or voluntary organisations in order to better support families and children with SEND who require more specialist involvement than the school is able to provide. This may include, but is not limited to, supporting families to find strategies to use in the home or advice on how best to approach a transition.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>Newnham Croft Primary School encourages feedback from staff, parents and pupils throughout the year in the form of parent questionnaires, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.</p> <p>SEND provision and interventions are recorded on an individual Pupil Passport, which will be updated each time the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors in order to assess whether provision has been effective.</p>

How do we handle complaints from parents of children with SEND?

We hope that complaints about SEND provision will be rare, however, if there should be a concern, the process outlined in the school's policy should be followed.

Where can the LA's local offer be found?

The Cambridgeshire local offer can be found at the following web address:
<https://www.cambridgeshire.gov.uk/send>