

Ashton CEVC Primary School



Special Educational Needs Report February 2021

Key Staff

Mrs L Wilson is the school SENCo and the Governors with SEN responsibility is Mrs N Johnson.

Policies

Our SEN Policy was updated in light of the new SEN Code of Practice 2014. The full policies can be found on the website in the policies section. It outlines the processes and procedures that our school follows to support our pupils with SEN.

SEND Admissions

We welcome all children to our school, regardless of any special or medical needs, providing that we can meet any specific need that they may have. Our admissions criteria can be found on our website.

When we know a child with SEN is coming to our school then we try to find out as much as we can prior to them being admitted in order that we can best meet their needs.

In admitting pupils with SEN we would expect to have informative discussions with both pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

We do not discriminate against pupils with SEN and do all that we can to meet the needs of the wide range of SEN pupils that we have in our school. All children will be included as far as possible into the everyday life of the school and we aim to ensure every child can access the curriculum at their level. We take numerous steps to ensure that none of our pupils are treated any less favourably than any others. We liaise closely with parents of children with specific medical needs to ensure that their learning times and playtimes are as smooth and enjoyable as we can make them.

Identification of Children with Special Needs

Each child's current skills and levels of ability are assessed on a regular basis. Pupil progress meetings are held termly.

Sometimes more detailed assessment/screening is carried out by the class teacher, a teaching assistant (TA) or the SENCo to ascertain the nature of the child's difficulties. These can give a more detailed picture of how the child may learn.

The SEND Code of Practice (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.” It also identifies SEND as:

“A child of compulsory school agehas 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.”

Children with SEND are identified under 4 main categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and Physical Needs

Parents

We hold two parents consultation evenings each year when you will be able to discuss the progress of your child with the class teacher. You are also welcome to make an appointment to meet with the teacher, SENDCo or head teacher at any time during the school year.

Parents are consulted as soon as the class teacher may have identified that a child may be having difficulties or may not be learning at the expected rate. We endeavour to keep parents informed about their child at school and meetings are held with relevant school staff as and when it is deemed necessary. If a referral is made to an outside agency then parents are always notified and invited to attend any subsequent meetings that may be necessary.

The views of parents/carers are taken into account and we welcome information from parents that may help us to understand their child.

If you have concerns about any aspect of your child's progress or time at our school or think your child may have special needs please talk to us. The class teacher should be the first person to contact but you may also contact the SENCo or Head Teacher.

Parents can access the Information, Advice and Support Service (IASS) through the County Council website. This is a free, confidential and impartial service for parents of SEND pupils.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of self-assessment. We endeavour to fully involve all pupils by encouraging them to:

1. State their views about education and learning
2. Identify their own needs and learn about learning.
3. Share in individual target setting
4. Self-review their progress

5. Monitor their success at achieving their targets on their IEP.

Number of children with SEND

Information for the year September 2020-2021.

We currently have 2 pupils who have EHC plans in place and receive 1:1 teaching assistant support through this and the High Needs Funding block.

We currently have 7 children on our SEN register.

Provision for children with SEND

All of our learners have access to quality first teaching and carefully differentiated activities or approaches. This is part of our good practice in making teaching and learning accessible to pupils learning at different rates.

Children identified as SEND when they have an identified barrier to learning or are achieving significantly below the expected levels for their age.

All our teachers are teachers of children with SEND and many of our children have their needs met within the classroom setting.

In line with the Code of Practice 2014 we follow the: assess, plan, do, review model.

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an IEP plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

If further advice is needed, teachers will consult the SENDCo who may seek advice from outside agencies. These could include the Educational Psychologist, Speech and Language Therapist, Occupational Therapy, CAMHS, the continence service, Autism Outreach and Behaviour Support Services. We may also receive support through Fairfield's Teaching Alliance, of which we are a member.

Northamptonshire County Council has a Local Offer which is available to schools and parents and outlines additional support that is available. Details can be found on the County Council website.

If children require input that is beyond the normal provision then the school can apply for High Needs Funding. This will usually provide additional finance to help us meet the child's needs.

If we feel that the family of a pupil with SEND requires support, then we may make a referral for an Early Help Assessment. This could then lead to multi-agency input to find appropriate support for the young person and their family.

Occasionally a child may have very complex needs that the school will find it difficult to meet. In this case an assessment for an Educational and Health Care Plan (EHCP) will be carried out. This is only carried out in circumstances when the needs of the child cannot be met following other interventions that have been provided.

The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

Deployment of Staff and Resources

Teaching Assistants in school work with individuals or small groups of pupils following a wide range of interventions. Not all pupils worked with are on the SEN register but have been identified as needing additional support in specific areas. Many of these interventions take place in the classroom or in a small, quiet area such as the library. Interventions are recorded by the TAs.

We currently employ 4 teaching assistants who work with children in school. 2 of these work with children on a 1:1 basis.

The SENDCo's main role is to oversee and co-ordinate SEND provision across the school. The SENDCo meets with teachers, TAs and parents and outside agencies. She also assesses children and completes paperwork ensuring that our children receive the best possible support.

When a child has been identified as needing specific resources we do all we can to provide them. We aim to provide a wide range of resources for all of our children.

Training and collaboration

All staff have access to a range of training throughout the year which helps them to meet the needs of our children. The SENDCo has built up a network of other SENDCos in the area and is able to use this networking to draw on the advice and expertise of others. Ashton C of E Primary shares an executive head with Cosgrove Primary school and is able to collaborate with the SENDCo there to work on the best approach to enable children to access the curriculum and have their needs met.

New pupils to Ashton Church of England Primary School

Infant staff will meet with parents prior to pupils starting school and there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

Access and Inclusion and Accessibility Plan

We are an inclusive school and make the best efforts to include all of our pupils, whatever their special need or medical condition in all that we have to offer. Every child is able to access the curriculum at their level through differentiation as necessary. All of our children will be included as far as possible into everyday life at school.

- The school is fully compliant with DDA requirements.
- The main building is on a split-levels with easy access via doors at each level accessible via the external ramp.
- There is a disabled toilet located centrally in the hall.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has an outside learning area.

For further information, please see our SEN Policy Document.