

SEN Information Report

(April 2017)

SENCO: Mrs S Moorman

SEN Governor: Miss L Holford

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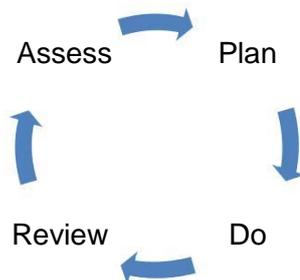
Local Offer Contribution: www.mywalsall.org

This report should be read in conjunction with the SEND policy, the Local Offer and the Accessibility Plan.

Whole School Approach:

High quality first teaching and additional interventions discussions are paramount to our provision management approach. We regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL of our learners. Adaptations are made to the curriculum and/or learning environment to ensure every child's needs are catered for and they reach their full potential.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: *Class teachers, phase leaders and SENCO*

Plan: *Class teachers, phase leaders, SENCO and parents*

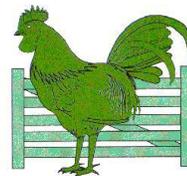
Do: *Class teachers, SENCO and teaching assistants*

Review: *Parents, class teachers, teaching assistants and SENCO*

After consulting with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

When a child has been through the APDR cycle and is still requiring additional support, or advice from external agencies, they may be placed on the SEN Support stage on the SEN register. Early identification is essential in order to maximise the individual's potential.

A definition of SEN can be found in the SEND Policy.



SEN Needs:

Children's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

When a child is identified as having communication and interaction difficulties, with parental consent, they are referred to external agencies such as: the Speech and Language Therapy team, educational psychologists, the IBSS team (Integrated Behaviour Support Service) or School Health.

Strategies, provided from meetings and reports, will be implemented and their effectiveness monitored regularly.

Strategies may include SEAL (social and emotional aspects of learning) activities, Circle of Friends, buddy system or pragmatics.

2. Cognition and learning

Irrelevant of an identified SEN, interventions are put into place immediately if assessments show that any child that is not making the required progress.

When a child has an identified SEN, various strategies are used to support progress (see Provision Map) including multi-sensory strategies, taking into account all learning styles.

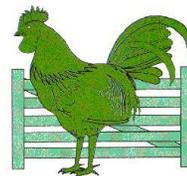
3. Social, emotional and mental health

See Communication and Interaction. In addition to this, we have a Care, Guidance and Support Manager, and a Pastoral Mentor, who work with both parents and children in a mentoring, and supportive, role.

Behaviour of children is monitored consistently throughout school. Where a pattern emerges, it is dealt with immediately through a team approach which involves the parents of the child to ensure there are swift positive outcomes.

4. Sensory and/or physical needs

Depending on the individual need, we can tailor support/adjustments to ensure the child is fully integrated into the curriculum and we seek advice from external agencies such as the Visual Impairment team, Hearing Impairment team, physiotherapists and occupational therapists. Support may include carrying out regular physical exercises with the child. Other adjustments can also be made, such as providing specialist equipment, wherever possible.



Adaptations to the curriculum, and learning environment

Lower Farm is a fully inclusive school. All adaptations to the physical environment are undertaken and regularly reviewed (see Accessibility Plan).

At Lower Farm, we aim to ensure each pupil receives a broad and balanced curriculum to meet all needs.

Our objectives are to:

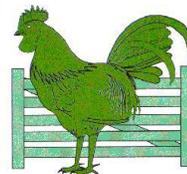
- Ensure that all children receive high quality 'good' or better teaching.
- Track every child's progress.
- Identify pupils who have any barrier to learning.
- Produce specific, measurable, achievable, realistic targets and time limited (S.M.A.R.T) targets for the pupils to meet.
- Help every child achieve their potential through tailored planning of work and selected provision of targeted interventions.
- Evaluate the impact of targeted interventions.
- Consult with outside agencies for advice regarding pupils with persistent needs.
- Liaise with pupils, parents / carers about additional support.
- Provide all staff with recommendations for supporting pupils with additional needs.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children – inclusive 'quality first' teaching
- differentiate the curriculum to take account of different learning styles, interests and abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets and discuss these with parents and pupils

Support Staff

- support the teachers in enabling all children to have 'quality first' teaching through access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty



- promote the inclusion of all children in all aspects of life at school

Intervention

Intervention is carried out by the school and 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- having Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of visual, auditory and kinaesthetic (VAK) activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or Indirect support in the Classroom.
- Focused withdrawal support from the Classroom.

A request for support from **external services** is likely to follow a decision taken jointly by school staff and in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

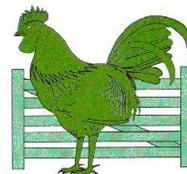
The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Pastoral support

Our Care, Guidance and Support Manager, and Pastoral Mentor, are always available for children who require additional support with emotional and social development. This comes in the form of 1-1 work/discussions and/or small group work. The views of the children are always listened to and all measures are taken to prevent any forms of bullying. In the very rare event of bullying, matters are dealt with immediately (see anti-bullying policy).

The Care, Guidance and Support Manager can also seek advice from health and social care bodies and local authority support services to meet children's needs and to support their families.



Assessing progress

Lower Farm regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and enhancing their knowledge of SEN.

Children's progress is monitored throughout the term, with formal assessments carried out termly. Where appropriate, interventions are set in place/changed immediately where appropriate.

All children have the right to the same opportunities and education. SEN children are included in all lessons with Non-SEN children – adaptations of the curriculum/environment are made accordingly.

SEN children are encouraged to participate in all extra-curricular activities, for example, clubs and productions. Support and additional resources can be provided where necessary.

Consulting with children, young people and their parents

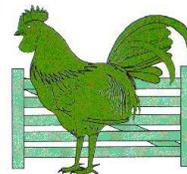
Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent's evenings	Class teacher and parents	Termly
IEP reviews	Child, class teacher, parents and SENCO, where appropriate	Termly
Parent's meetings	Parents, SENCo, Care, Guidance and Support Manager	Whenever requested

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

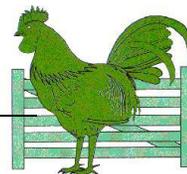
Support staff are deployed depending on need of the children, number of SEN in the class, ratio etc. They are involved in all training and specific training needs are identified in their appraisal meetings, or observations.



Staff expertise

At Lower Farm, we realise the importance of realise the importance of continuing professional development.

Initials of person	Area of expertise	Level
SMo	General SEN Dyslexia SLE	Over 16 years experience, including many specialist training courses in areas such as autism, ADHD and dyslexia. Level 3 accreditation from BDA (British Dyslexia Association). Achieved Dyslexia Friendly Status for the school. Valid until 2018. Specialist Leader in Education Status – SENCO is currently going through the process of becoming an SLE.
SD	Maths	BSc Mathematics degree. MaST – Specialist primary Maths certificate. KS2/3 Maths PGCE. MA in Advanced Primary Maths Specialist Practice in Education. Trained MMS (Maths Makes Sense) manager and part of MMS trainer consultancy team.
CJ	English	National Professional Qualification for Middle Leadership Assessing Pupils’ Progress in Literacy Transition and Phonics Training Year 2- Year 3
JT	Leadership	Middle Leaders Development programme. Currently completing National Professional Qualification for Senior Leadership. Qualified Wolverhampton and Newman Educational Partnership Mentor. Specialist training courses such as Osiris- Embedding Outstanding teaching.



School Partnerships and Transitions

Last year, we supported a number of children and young people transition to the next phase in education – secondary school.

Our approach involved: Transition meeting with SENCO from Lower Farm and the future school, parents and any other agencies involved with the child.

Targets, from the transition meeting, were acted upon immediately to ensure a smooth transition. These included extra visits, role play activities, looking at timetables and life skills eg bus fair and time.

The Care, Guidance and Support Manager, along with the SENCO, ensure the needs of any 'Looked After Children' are fully supported, where needed.

This year we are aiming to create a link with schools, in our cluster, to share good practice.

Complaints

We hope that complaints about SEND provision will be rare. However, if there should be a concern, the first point of contact is the child's class teacher, who is always available at the end of every school day. In addition, our SENCO is here to listen to concerns.

If the concern has not been addressed, the next stage is to talk to the head teacher.

Finally, if the complaint isn't resolved, the Chair of Governors, Mr Ford, can be contacted by his email address: chairofgovernors@lower-farm.walsall.sch.uk

If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the headteacher.

Parents can, also, find support and advice from Parent partnership:
<http://www.walsallparentpartnership.org.uk>

The Walsall Local Authority Offer

All Walsall maintained schools try to ensure that they have a similar approach to meeting the requirements of pupils with SEND to ensure that they make the best possible progress at school.

Walsall Local Authority's local offer can be found at www.mywalsall.org

Relevant school policies underpinning this SEN Information Report include:

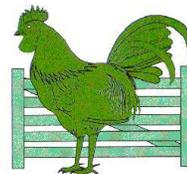
SEN – how we identify children with SEN and assess their needs

Local Offer

Teaching and Learning

Supporting Pupils with Medical Conditions;

Safeguarding



Anti-bullying

Induction

Accessibility Plan

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

Date presented to/approved by Governing Body: 26th April 2017

APPENDIX 1

Ofsted 2014

'Disabled pupils and those with special educational needs make good progress because teachers check their progress carefully and plan activities that match their abilities.'

'Pupils' work shows that teachers consistently plan lessons that match the abilities of different groups, including disabled pupils and those with special educational needs and the more able, so that pupils learn quickly.'

'Teaching assistants are used well out of classrooms to support small targeted groups and individual pupils, especially disabled pupils and those with special educational needs, to ensure they make good progress.'