



Special Educational Needs and Disabilities Information Report 2014

Adopted: September 2014

Review Date: September 2018

Outline

The Special Educational Needs (Information) Regulations which came into force on 1st September 2014 set out the requirement for governing bodies to publish a Special Educational Needs 'Information Report' containing a range of information regarding SEND provision. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information is updated annually.

Introduction - What is 'Special Educational Needs?'

A child is said to have a special educational need (SEN) if they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which hinders them from making use of educational facilities which calls for "special educational provision to be made for them which is additional to and different from the educational provision made generally for children of their age".

Information about our policies for identification and assessment of pupils with Special Educational Needs

Leven CE VC Primary School is a mainstream school and we strive to provide the best learning opportunities for all children. Our core values promote an inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge. For the SEND provision in our school, please refer to Leven CE Primary School Local Offer report.

<http://levenprimary.eriding.net/sen.aspx>

At Leven CE Primary School we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- Children are encouraged to take an increasingly active role in their review cycle and setting their new IEP targets. We believe that our pupils should be at the centre of the target setting and review process. We include all pupils in the review cycle and this cycle allows us to effectively monitor, review and plan for next steps of development.
- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEN, parents of SEN children, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in school, and to ensure that all support is of high quality.
- We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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 her or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or**
- b. has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where pupils' progress is significantly slower than that of their peers, or fails their previous rate of progress, despite high quality teaching targeted at a specific area of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners “falling behind”. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

What should I do if think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Helen Rowland who is the SENCO at Leven CE Primary School.

Support and provision for children with Special Educational Needs

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in the four stage process: Assess, Plan, Do, Review.

- – This involves taking into consideration all of the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – This stage identifies the barriers to learning, intended outcomes, and details of what additional support will be provided to help overcome barriers. Children are encouraged to set their own Individual Education Plan targets in line with a pupil-centered approach. These new targets are shared with parents at our parents' evenings and parental contribution to their child's targets is discussed.

Do – We provide support which is tailored for our individual learners. The support for our pupils to work towards meeting their targets are clearly stated on their Individual Education Plans.

Review - The impact of the SEN support is reviewed and adapted on an ongoing basis and formal reviews take place in October, February and June each year. The impact of support provided is monitored and targets are adapted to reflect pupil progress and pupil need. This stage then informs the next cycle, if necessary. Pupil progress is discussed by teachers and the headteacher on a termly basis during pupil progress meetings.

This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of school, on a 1-1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

While the majority of learners have their needs met in this way, some may require an EHC (Education Health and Care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Where a child has an Education, Health and Care Plan (EHC), there will be an annual review held.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Assessments by our SEN consultant, Speech and Language Therapy Services, Occupational Therapist, and Advisory Support Teacher or Educational Psychologist or health services such as Paediatrician. For a small number of learners, their needs may require access to technology e.g. Modified ICT equipment, recording devices etc.

Opportunities for Enrichment

At Leven CE (VC) Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making

reasonable adjustments to ensure participation for all. Please contact us if your child has specific requirements for extra-curricular activities.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or 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, children and staff to ensure these transitions run as smoothly as possible.

Planning for transition to Secondary School will take place in the summer term according to individual need. For some pupils, the transition process might begin in the Spring Term to ensure a smooth transition to a pupil's next stage in their education.

Have Your Say

This report details our annual offer to learners with SEN. There will be an annual consultation about the local offer and the SEN provision within our school.

If you have any comments or queries, please contact Mrs Rudd at Leven CE Primary School