

LEICESTERSHIRE COUNTY COUNCIL

STATHERN PRIMARY SCHOOL

Information Report

2022

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In response to the principles of Remodelling the Workforce the SENCO focuses on the leadership role for SEND in the school, the management of SEND is supported by Mrs Karen Lambert.

All staff in the school have responsibility for pupils with SEND showing a positive and sensitive attitude towards those pupils.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is both pupil centred and class based depending on the nature of those with specific learning needs

The governing body have delegated the responsibility for the day to day implementation of SEND to the SENCO Mrs. Waller and headteacher Mrs Karen Lambert.

Admission Arrangements

Admission arrangements for Stathern Primary School are determined by the Leicestershire Authority (LA).

Stathern Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy.

Special Provision

This school;

- Is suitable for pupils with physical disabilities because of its design and facilities, these facilities will be assessed, dependent on the needs of the children attending the school.
- Has experience in the education of pupils with learning difficulties.
- Has experience in the education of pupils with emotional and behavioural difficulties.
- Has experience in the education of pupils with specific learning difficulties/dyslexia/visual impairment/autism/attachment difficulties.

Identification and Initial Assessment of Needs

We feel it is important that pupils' needs should be identified and met as early as possible to help them fulfil their potential. The SENCO works closely with the school assessment co-ordinator using whole school data as an early identification indicator.

Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND. This progress is monitored through the use of individual provision maps. The provision map sets out the measures put in place and monitors the effectiveness of them through assessment of the pupil's progress.

The school adopts the levels of intervention as described in the 2014 SEND & Disability Code of Practice.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, annual pupil assessments
- the completion of teacher initial concern forms
- following up parental concerns
- pupil self - referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENCO maintains a record of pupils identified through the procedures listed.

For some pupils, a more in-depth individual assessment may be undertaken by the school.

For some pupils an external agency will be involved in assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the pupil and shared with parents or carers.

Whole school protocols and procedures are used for maintaining paperwork and conducting reviews at all levels of intervention, including pupils with statements of special educational needs.

We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for each pupil is related specifically to their individual needs to enable them to engage in all activities that the school provides.

The range of provision may include:

- In class support for small groups with an additional Teaching Assistant (TA)
- Small group work with TA for interventions
- Individual one to one support for interventions
- Individual support within the classroom
- Further differentiation of resources
- Selected interventions (e.g. Wellington Square, 5-minute box, Accelerated, Accelerate, inference training, etc.)
- Bespoke interventions after assessment e.g. Small-steps phonics tracker
- Support to maintain the emotional well-being of pupils with additional needs perhaps in the form of nurture time or social groups with an additional adult or the use of social stories to enable them to access the curriculum at their level
- All interventions Wave 3 will be monitored for effectiveness through the provision map

Most pupils on the SEND Record will have an Individual Education Plans (IEP), a SEND support plan or EHCP showing the pupils targets. Some children do not need an IEP, for example some children with medical issues.

The writing and implementing of the IEP is by the class teacher with involvement from SENCO and TA. The review takes place between the class teacher, pupil and parents, involvement from SENCO is as required.

For pupils with a SEND support plan or EHCP, provision/objectives will meet the recommendations on the plan and will be reviewed by SENCO, parents, pupils, class teacher and outside agencies involved with the care of the pupil.

In subjects where all children have in class curriculum targets for Literacy and/ or Numeracy, these will reflect IEP targets as appropriate.

Such curriculum targets are recorded within class.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education, working together to develop a good understanding of the pupil's areas of strength and difficulties
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child (including where necessary personal budgets linked to EHCPs)
- discussing and agree outcomes sought for the child and make sure everyone is clear on what the next steps are

- keeping parents and carers informed through termly meetings and giving support during assessment and any related decision-making process about SEND provision where appropriate
- making parents and carers aware of the Parent Partnership services. This information will be included in the prospectus
- providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (2014 SEND & Disability Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- reviews meetings and setting of targets where appropriate
- regular meetings with named adults
- working with learning and behaviour mentors
- nurturing groups and dialogue with support staff
- annual reviews related to care plans etc.

Ongoing assessing and reviewing pupil's progress toward outcomes and the effectiveness of the SEN provision

We follow the graduated approach and the four-part cycle of assess, plan, do, review which is evident on the SEND provision map, this is then reviewed termly for the effectiveness of the interventions and provision. The interventions may continue if showing to be effective, if not, teachers/SENCO will change the interventions, this is then changed on the provision map.

Children will be assessed in different ways depending on their needs throughout the year by class teacher, TAs or SENCO. The assessment may include the following:

- class teacher's assessment and experience of pupils – observations, work in books and in class assessments
- consideration of previous progress and attainment
- completion of standard tests for reading and spelling to assess working age
- completion of the small-steps tracker for relevant children to assess phonological awareness
- reviews or assessments by outside agencies such as the Educational Psychology Service, Specialist Teachers Service, Autism Outreach, Birchwood and local Dyslexic assessor

- use of the Boxhall Profile
- review meetings with parents and pupils will help to understand their views on progress and to set new targets

Adaptation to the curriculum and learning environments

We make the following adaptations to ensure all pupils` need are met:

- Differentiating our curriculum by working in different groups, 1-1 work, different teaching and learning styles, independent task and the content of the lesson
- Adapting our resources and staffing
- Use recommended aids, such as laptops, ipads, coloured overlays, visual timetables, dragon speak, word mats

Additional support for learning

Stathern Primary School has 4 teaching assistants who work across the school supporting pupils in the following ways:

- Teaching 1-2-1 when working on an intervention
- Supporting pupils who have EHCP
- Supporting pupils in small groups within the classroom
- Work with outside agencies to support certain pupils such as : SALT, OT, Physio, ICT

Enabling pupils with SEN including disabilities to engage in activities available to those in the school without SEND

- After school clubs are available to all pupils including before and after school club
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day, sports events, school plays etc.
- All pupils can be a member of the school council, sports crew and house captains

Teachers, parents, pupils and SENCO will discuss together any adaptations required for the pupil to be able to access all of the above and any additional support that may be required.

Risk assessments will be written with the pupil in mind showing how the pupil will be supported and what adaptations have been made.

Support for improving emotional and social development

Stathern Primary School has two qualified ELSA teaching assistants who work with children on the ELSA programme.

Opportunities for emotional development through:

- 1-2-1 ELSA sessions
- Nurture groups
- Friendship groups
- Lego Therapy

Teachers and the headteacher will give pastoral support to pupils who are showing they need extra support for the emotions, this might include children who have had bereavement in their lives, family break ups or bullying.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For some pupils any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Specialist Teaching Service (STS)
- Educational Welfare Service
- Autism Outreach

The SENCO maintains links with other SENCOs through the *SENCO network*.

Links with Other Services

Effective working links are maintained with:

- Children and Young People's Services – OT, Physio, SALT
- Connexions
- Community Health Service
- Family support and safeguarding (including social care)
- Parent Partnership Service
- Behaviour and clinical forums

Links with Other Schools/Integration Links

Links are also maintained with the following schools:

- *Birchwood Special School*
- *Priory Belvoir Academy*
- *Vale of Belvoir Primary Schools*

Transition

The school has well established links with feeder-pre-schools and the catchment secondary school. When necessary the SENCO will make contact with transition placements in order to ensure smooth transition from one setting to another. When necessary, additional meetings with external agencies, parents or carers and transition partners will be arranged. For pupils with Education & Health Care Plans or SEND support plans, an additional review meeting may be set.

INSET

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development.

Training to be undertaken is specified in the school professional development plan, this is updated annually. Input from external agencies is actively encouraged.

Staff are made aware of SEND procedures and practice in school upon induction and this is maintained through regular dialogue.

Training is offered through a range of in-house and external training where appropriate.

Gifted & Talented – Refer to Most Able Policy

Resources

A minimum of 5% of the school budget is used to support pupils with SEND. This is allocated as follows;

Non-contact time for SENCO

Teaching assistants (including 1:1 support)

Supply costs

Specialist teaching service

Resources

Resources include:

- A wide range of books, materials and tasks to suit pupils of differing abilities.
- A range of information technology facilities.
- Library provision including class libraries which reflect the needs of pupils with Special Educational Needs as well as others.

- Additional training to enable staff to fully implement intervention and support work.
- Sessions from the Educational Psychology Service, Speech and Language therapists and any other specialists. For a list of contact details – see Appendix 1

Complaints

Please see the Concerns and Complaints Procedure.

Monitoring and Evaluation

We set targets for monitoring and evaluating the effectiveness of the SEND policy. The actions to meet these targets are identified in the School Improvement plan. The Governing Body appoints a governor responsible for SEND who monitors provision and outcomes for those identified as requiring additional support on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings.

Suggested targets for this year

- Following completion of the National SENDCO Award the SENCO will continue to support staff in their development and understanding of differing special needs
- Most children on the SEND register will move at least one mini level within teacher assessments for the subjects
- The school website, policy and prospectus will be updated to reflect the changes in SEND provision to ensure compliance with statutory guidance.
- An updated version of the Gifted and Talented Register will be made.

Monitoring	Evaluation
Curriculum provision	
Scrutiny of planning Classroom observation Work sampling	Planning shows differentiation and specified and varied roles for support adults There is differentiation, and further differentiation, of learning opportunities in the classroom Work sampling shows curriculum continuity and progression in learning Pupils with SEND are given suitable learning tasks to meet their needs
Individual pupil progress	
Scrutiny of whole school data –progress of pupils identified as having SEND Scrutiny of IEPs and IEP targets	Samples of pupil work show progression over time Data recording individual pupil progress is analysed and shows progression

Minutes of IEP reviews Pupil review meetings and records of review meetings	IEPs targets are SMART, relevant and reviewed regularly IEP targets are shared by pupils
Monitoring the implementation of SEND procedures	
Analysis of assessment data and pupil tracking Register analysis Classroom observation relating to effectiveness of support staff and SEND staff	Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be 'out of step' with peers Assessment data is analysed and used to inform provision The SEND register is audited, analysed and any appropriate action taken (with appropriate staff) All parents are informed of their child's special educational needs and of IEP targets and invited to take part in review and target setting meetings Staff feel they have sufficient information and support Resources are used effectively Support staff are effective in supporting pupil learning Analysis of provision menu shows a range of provision to meet individual needs Analysis of provision mapping shows appropriate actions to meet individual needs

Appendix 1 – List of other agencies and services (for a full list see

http://www.leics.gov.uk/special_education_needs)

Other Services and Agencies in Leicestershire

Name	Description	Web Link
Family Information Directory	Extensive online directory for information about childcare and services for families, both locally and nationally	http://fid.leics.gov.uk/kb5/leics/fsd/home.page
CareOnLine	Help on a Wide Range of Topics Including Learning Disability	www.leicscareonline.org.uk/
Children's Social Care	Help and support for children and families	www.leics.gov.uk/children_young_people
Common Assessment Framework	The CAF Team is for children, young people and families who need extra help at the right time.	www.leics.gov.uk/commonassessmentframework
Connexions	Information and advice for 13-19 year olds	www.connexions-leics.org
Health	Leicestershire and Rutland Primary Care Trust	www.lcrpct.nhs.uk
Voluntary Sector	CVS Community Partnership	www.ccp.org.uk
Youth Offending Service	Support for Children and Young People to reduce offending and re-offending	www.leics.gov.uk/youthjustice
Youth Service	Activities for Young People, including youth clubs and Duke of Edinburgh's award scheme	www.leics.gov.uk/youthservice

Early Years SEND Inclusion Service, Specialist Teaching Services, Room 600, County Hall, Leicester Road, Glenfield, Leicestershire, LE3 8RA
Email: STS@leics.gov.uk
Telephone: 0116 305 9400

Psychology Service, Room 600, County Hall, Glenfield, Leicestershire, LE3 8RF
Email: psychology@leics.gov.uk
Telephone: 0116 305 5100

The Parent Partnership Service, Abington House, 85 Station Road, Wigston, Leics, LE18 2DP
Telephone No: 0116 3055614
Email Address: parent-partnership-service@leics.gov.uk

Contact: The Special Educational Needs Assessment Service
Telephone: 0116 305 6600
E-mail: SENDAservice@leics.gov.uk

Family STEPS Service
0116 305 4400 (North)
or
0116 278 7111 (South)
Email: family@leics.gov.uk