

SEN Information Report May 17

SENDco: Miss E Briley
SEN Governor: Mrs A Radley
Contact: admin@orford.suffolk.sch.uk

Dedicated SEN Time : half a day per week

Local Offer Contribution:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/organisation.page?id=b9uDfuqpDXg>

Whole School Approach:

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Through quality first teaching. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during, their school career.

All teachers are responsible for every child in their care including those with special educational needs.

Pupils are assessed by:

1. Class teachers, using summative and formative assessment procedures. This can include observations, marking and tests. Results of assessment are recorded regularly on Pupil Asset and progress is monitored by the class teacher, SENDco and head teacher.
2. Outside agencies – for example: Learning Advisory Support teachers who may be contacted if a pupil is not making expected progress.

Teachers plan for pupils by:

1. Identifying key areas for improvement.
2. Liaising with SENDco to establish appropriate interventions to support learning.
3. Identify time and T.A. allocations for support to take place
4. Oversee resources which are required to implement the interventions
5. Putting in place a provision map for specific children in collaboration with the SENDco
6. Discussion with pupils to ascertain opinion/needs
7. The production of one-page-profiles in collaboration with pupils, if appropriate.

SENDCO reviews progress and interventions by:

1. Regular discussion with T.A.s and class teachers related to pupil concerns and progress made
2. Monitoring progress of pupils through Pupil Asset
3. SLT discussion with teachers at Pupil Progress Meetings

SEN Needs

Children and young people's special educational needs are generally considered to be in the four following broad areas of need and support.

1. Communication and Interaction

This is provided for by:

- a. Speech and language therapy, as specified by Speech and Language Therapists.
- b. Liaison with County Inclusive Resource which specialises in working with pupils who have communication disorders such as Autism and Asperger's Syndrome
- c. Social skills within the school
- d. Nurture activities within the school

2. Cognitive and Learning

This is provided by differentiation activities in lessons to cater for a wide spectrum of learning needs.

Where identified by Educational Psychologists, specific intervention and strategies are put in place to support the learning of pupils.

Intervention linked to improving reading, writing and maths are delivered by TA's – e.g. Dancing Bears, Apples & Pears, Stareway to Spelling, Plus1/Power of 2.

3. Social, emotional and mental health

Pupils have access to social skills and nurturing activities within school. The school has access to counselling and behaviour support services which can support pupils emotional, social and mental health needs.

The Local Authority provides support also through the Community Mental Health Services and Mental Health Services For Children and Young people in Suffolk (See Suffolk Infolink website)

The SENDco has undertaken both Foundation and Advanced Knowledge training in Drawing & Talking therapy which is *“a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is encouraging the children to draw with a person they feel comfortable with regularly at the same time each week, and this person asking some non-intrusive questions about the child's drawings. Over time, a symbolic resolution is found*

to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum.”

The school has lessons in place, with a focus on positive relationships, but also to combat any bullying or inappropriate behaviour. Circle time is used as a tool to address this when needed.

4. Sensory and Physical needs

For pupils exhibiting gross and fine motor skill difficulties, there are Gym trail sessions targeted at pupils in Key Stage 1 and Key Stage 2. If a pupil has physical needs, these are provided for by specific adaptations as required i.e. writing slope, supportive chair and disabled toilet. Pupils who have complex physical needs may have a dual placement, and liaison with specialist schools will enable appropriate provision to be put in place.

SEN Policy

See also www.orfordprimary.co.uk

As of May 2017 we have 9 children receiving some form of SEN support.

Consulting with children, young people and their parents

Involving parents and carers in consultations and dialogue is fundamental to our approach to engage learners; we do this through:

Action/Event	Who is involved	Frequency
Parent forums	Headteacher	Termly
Parents evenings – sharing provision maps	All teaching staff Headteacher	Autumn and Spring term
Reports to parents	Teaching staff and Headteacher	Termly
Update of specific needs or assessments- individual meetings	SENDCO, teacher	As required/identified through considerations with outside agencies
Annual Review meeting for statemented/EMC plan children	SENDCO, Headteacher, Class teacher, TA, outside agencies where appropriate	Annually

Staff development

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and be prepared for their next academic and social challenges.

Learning support staff are deployed at the discretion of the Headteacher.

In 2016/2017 Class 1 (R/1/2) have a TA full time (Shared between 2 staff) and, Class 2(3/4) have a TA every morning and 2 afternoons and an LSA 2 afternoons and Class 3 (4/5/6) have an TA 1 morning and 3 afternoons.

Staff development

Teaching staff and Learning Support Staff are provided with opportunities for continued professional development, either in school or on relevant courses, related to pertinent issues identified at our school. This is organised by SENDCO.

Complaints

If parents/carers have a cause for concern or complaint, the parent is able to contact the Headteacher or SENDCO in the first instance, and then the named SEN Governor.

This year we had0....complaints.

Finance

Our notional SEN element of the schools budget for 2016-17 was £ 9573, included in our schools block funding within the whole budget, and the expenditure breakdown of that income is as follows:

- | | |
|---------------------------------|-------|
| • Support staff/teaching | £8900 |
| • External services | £0 |
| • Additional teaching resources | £161 |
| • Training/course | £300 |
| • Misc. expenses | £130 |

A full list of our external partners who work with us can be found in our contribution to the Local Offer.

Transitions

Information, assessments and data relating to specific pupils with SEND is shared with receiving schools as requested. Where more complex needs are identified, a meeting between SENDCO and receiving school is organised to ensure all information is fully explained.

Challenges this year

Challenges for our school have included children with poor literacy skills and difficulties with fine motor control.

To address these issue we have implemented Teordescu fine motor skills programme for some children and 'Funky fingers' activities in Years R & 1. Individual pupils with specific needs are working on Apples & Pears or Stareway to Spelling and Dancing Bears programmes as appropriate.

Further development

Our strategic plans for development and enhancing SEN provision in our school next year includes

- To raise standards and accelerate progress by ensuring all interventions are effective, by using provision maps to identify groups of pupils from each intervention on Pupil Asset, by analysing the impact of each intervention termly and reviewing interventions in line with

pupil progress meetings and by ensuring all staff have adequate training for interventions they are running.

- Improving quality of teaching and learning by producing pupil friendly provision map for each SEN pupil and the class teacher meeting with parents and pupils to discuss what we are doing in school and how they can help.
- Adapting to the needs of individuals and personalising learning to meet those needs.

Relevant school policies underpinning this SEN information report include:

- SEN Policy
- Teaching and learning policy
- Behaviour policy
- Accessibility Plan/policy

Legislative Acts taken into account when compiling this report include:

- SEND revised Code of Practice 2014
- Children's and families Act 2014
- Equality Act -2010
- Mental Capacity Act - 2005

SEN information Report – May 2017

School Name Orford CEVAP School, School Lane, Orford
Woodbridge, Suffolk, IP12 2LU

Date presented/approved by the Governing Body: