

SEN Report 2018/2019

SEND

Definition of Special Educational Need & Disability

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

At Ecton Brook there is clear identification of those children with Special Educational Needs. They are clearly defined from those children who are underachieving because of other factors.

How is this done?

- All 'new to school' pupils have an initial home visit where information is shared/gathered.
- Teachers or parents often highlight, through observation, that a child potentially has a need.
- Termly Pupil Progress meetings for all pupils are held between teachers & Senior Leaders.
- All Pupil Progress meetings are attended by the Inclusion Leader. During the meeting children who have made significantly less than expected progress are "flagged up".
- An 'Inclusion Team Child Referral Form' may be put together. This includes information related to attendance, home life, intervention already in place in the classroom and its impact. At this point a conversation with the parent of the child will also take place.
- Inclusion Leader carries out class observations of the child and how they access the curriculum.
- Based on the above, the Inclusion Leader will then decide with the class teacher and the parent, whether a referral to an outside agency is appropriate.
- Ecton Brook commissions weekly visits from the Educational Psychologist, Speech and Language Therapist and Occupational Therapist, meaning that the majority of children are assessed quickly.
- Based on the advice of professionals from outside agencies as well as the additional information gathered, the child may be considered as having SEN – needs which are additional to and different from those needs normally provided for in a mainstream setting.

How are the children's needs met?

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

Pupils will be placed on the school's SEND list and will be typically be being supported by an outside agency who will be involved in setting their Learning Profiles and Individual Education Plans and reviewing these with the school's SENCo (Mrs Susan Townsend). Outside agencies may include (but

are not limited to) Educational Psychologists, SALT, CAMHS, Occupational Therapists or Physiotherapists.

- The SEND Team works with the child and their teachers to offer advice and support. This approach means that support is:
 - Flexible
 - Is offered in the areas of most need
 - Is often a short term intervention
 - Ensures that the majority of support is class based
- **Provision Map & Learning Profiles/Individual Education Plans (IEP)**
 - The provision map is linked to **progress** towards national attainment. Some children may always be in the “**working towards national expectations**” category however they will make progress from their individual starting point each term and this should be carefully tracked. If progress slows down for any reason, additional or different provision can be put in place to ensure that good progress continues.
 - Children with SEND will have a learning Profile. This document gives an overview of the child’s needs, linked to the four areas of need in the SEND Code of Practice. Teachers set regular targets for children based on their area of need. The targets are tracked and reviewed regularly by the teacher and the Inclusion Leader.
 - IEPs are working/rolling documents which the children, teachers and SEND team contribute to. Targets set by the teacher are further broken down into small steps, making the IEP responsive to the immediate needs of the children.
 - ‘Small step’ targets are written in the child’s books under the main learning objective to encourage targets to be worked on in all pieces of work.
 - Children are encouraged to self-assess against targets by highlighting their work
- **KS1 interventions include:**

Chataway, Welcomm Screening, Time for Talk, PASS, commissioned support from the Educational Psychologist, Occupational Therapist, Speech & Language Therapist, Family Worker interventions, Behaviour Support interventions, Life Skills groups, Forest Schools, CAHMS, Switch-on Reading, ‘Breaking Barriers’, Lego Therapy, Breakfast Club, Nurture Group.
- **KS2 interventions include:**

Chataway, PASS, ‘Breaking Barriers’, ‘Switch-on’ Reading, commissioned support from the Educational Psychologist, Occupational Therapist, Speech & Language Therapist, Family Worker interventions, Behaviour Support interventions, Life Skills groups, Forest Schools, CAHMS, Draw and Talk, Lego Therapy, Breakfast Club, Nurture Group.

Children with disabilities

Some children who come to our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010 and complies with section 69 of the Children and Families Act 2014. All reasonable steps are taken to ensure that these children will not be placed at a substantial disadvantage compared to non-disabled children.

Teachers will modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Children with disabilities are provided with access (commissioned and non-commissioned) to high quality specialist support from external agencies. This includes appropriate agencies (such as the Visual & Hearing Impairment teams) working with the school and parents to ensure that the school's physical environment, both indoor and outdoor, enables maximum access to all benefits, facilities and services provided by the school.

Teachers will ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
 - is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
 - allows opportunities for them to take part in educational visits and other activities linked to their studies
 - uses assessment techniques that reflect their individual needs and abilities
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- **Monitoring**
 - Termly tracking against National Expectations/progress from individual starting points
 - Provision Map updated termly
 - Learning Profiles/IEPs/Behaviour Plans
 - Interventions changed if ineffective
 - Frequent discussion/conversation between class teacher, SEN team, Inclusion Leader, parents and children
 - Termly Pupil Progress meetings

 - “Whole school” or “whole class” interventions are used from time to time. These include:
 - Growing Talent for Learning
 - Pre Teach vocabulary
 - Welcomm screening

High Needs Funding

It may be decided that a very small number, but not all of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.

Education Health Care Plans (EHCP)

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Linking SEN, EAL, Pupil Premium and Family and Child Support

Ecton Brook recognises that a “whole child” approach is vital to “including” a child in school life and enabling them to make progress and fulfil their potential. In order to do this the school does the following:

- Weekly safeguarding meetings including the Inclusion Leader, Family Workers & Senior Leaders
- Termly cross site Inclusion meetings to discuss what’s working & what could be better
- EAL & Speech & Language overlap meetings to organise talk groups
- SEN/Pupil Premium tracker
- Inclusion Leader oversees all areas and coordinates provision

For additional information, named persons and links to SEND information, including the Local Offer, please refer to the Ecton Brook Primary School Inclusion Policy.