

Kexborough Primary School SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, ASD (autistic spectrum disorder) and speech and language difficulties;
- Cognition and learning, for example, dyslexia;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs, for example, visual impairments and hearing impairments.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Termly Progress Reviews are held for all children and class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social or sensory needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having a SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have initial discussions with the pupil, where appropriate, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if and when it is decided that a pupil will receive SEN support, making sure that they are in agreement with the decisions made.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' (and adults who work with the child) assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (with a minimum expectation being half-termly).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, making amendments where necessary.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will support any visits the child or parents make to a new setting by accompanying them if required and having conversations about the pupil's transition needs.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide interventions to help children close the gap between themselves and their peers and address their specific areas of need. Interventions may include:

- Music Interaction
- 1:1 Read Write Inc tuition
- Precision Teaching
- Use of Social Stories
- 1:1 or group time with a wellbeing worker
- Read Write Inc Spelling
- Cued Spelling
- Targeted arithmetic
- Incredible Me

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure that all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, individualised support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as wobble cushions, coloured overlays, visual timetables, concentration aids, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For more information on adaptations to our physical environment, please see our 'Accessibility Plan'.

Additional support for learning

We have 12 supporting adults who are trained to deliver interventions such as 1:1 Read Write Inc tuition, Springboard Maths, Precision Teaching, Books Beyond Words and Incredible Me.

Teaching assistants will support pupils on an individualised basis when they have a specific need that cannot be met through whole class provision or as part of a small group.

Teaching assistants will support pupils in small groups when several children have a similar difficulty that can be addressed through working together, such as practicing social skills.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- Social Communication and Interaction
- Speech and Language Therapy
- Hearing Impairment Services
- Children's Therapy (incorporating Physiotherapy and OT)
- Pediatrics
- Family Support
- Wellbeing Support

Expertise and training of staff

Our SENCO has 9 years experience in this role and has worked as Deputy Headteacher, Safeguarding Lead and Class Teacher in both KS1 and KS2.

They are allocated 1.5 days a week to manage SEN provision within school.

We have a team of 11 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Incredible Me, Read Write Inc and Team Teach.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least each half-term
- Regularly reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Kingswood and Ambleside.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability (see Accessibility Plan).

Support for supporting emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of leadership groups
- Pupils with SEN are included in 1:1 or group sessions with our wellbeing worker as required.

We have a zero tolerance approach to bullying.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of pupils with SEN

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) offers free, confidential and impartial **information, guidance, advice** and **support** to parents and carers of young people with SEND.

SENDIASS can be contacted on (01226) 787234

Contact details for raising concerns:

- Mrs Georgie Ellis (SENDSCO)
- Miss Jane Mackay (Headteacher)
- Miss Aimee Warburton (Parent Support Adviser)

Can all be contacted on the school telephone number: (01226) 382288 or on the school email kexboroughprimary@ecmtrust.co.uk

The local authority local offer

Our local authority's local offer is published here:

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>