

## **Pike Fold Primary School**

### **SEND Information Report September 2016**

This Special Educational Needs and Disabilities Information Report provides information about the identification of and provision for pupils with Special Educational Needs, paying regard to the SEND Code of practice 2014.

#### **Mission Statement**

“Where stars sparkle”

At Pike Fold we provide a safe, caring and happy environment where children develop skills which enable them to make choices which will impact positively on their lives.

#### **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## **Provision for pupils, including those with SEN**

All pupils at Pike Fold receive quality first teaching - this means that every child accesses a curriculum that matches their needs. Teachers ensure that planning is differentiated and appropriate learning objectives and activities are set for all the children.

Classes are also supported by teaching assistants, who are able to support children individually or in groups and are trained to offer small group or 1 to 1 interventions where needed. Children have access to our Th.inc Room, for social and emotional support.

Pike Fold has the Resourced Provision on site, with provision for 7 pupils with a statement/EHCP for ASD/SLI; these children receive personalised support to meet their needs. The RP team are able to offer advice and practical help to teachers, TA's and pupils through the rest of school as needed.

## **Identification of pupils needs**

**Quality First Teaching:** *'The baseline of learning for all pupils'.*

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed

- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

### Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation

- further differentiation of resources,
- IEP targeted teaching

### **STAGE 2 Additional SEN Support**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not\_all) of the pupils on the SEN 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 SEN Descriptors published as part of the Local Offer.
- 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.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
  - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.

- Our IEPs will be based on informed assessment and will include the input of outside agencies,
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
  - Discussion between teacher and SENCO
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

### **SEN Support:**

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO should carry out a clear analysis of the pupil’s needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a pupil with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

## **STAGE 3 Statement of Special Educational Needs or Education Health and Care Plan**

### **Referral for an Education, Health and Care Plan:**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and class teacher if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Involving parents/carers and pupils**

If a parent or carer is concerned about their child's learning or progress, or thinks they may have a special educational need then we would first encourage them to speak to the class teacher, who will pass on the concern to the SENCo. Alternatively contact the SENCo (Mrs Julie McKeever) directly on 0161-702-3669.

If the class teacher and SENCo suspect a child may have a Special Educational Need they will ask the parents / carers to come into school to share concerns and to ask parental view of the situation. If everyone agrees the child will be placed on the SEN list in school. This ensures that the SENCo closely monitors progress and starts the Assess, Plan, Do, Review approach. Some children will need support which is different from the support other children need for a short period of time; others may need this extra provision right through school and into the next stage of their education.

Parents / carers, class teacher and the SENCo will meet to review the child's progress at least twice each year.

### **Working in partnerships with parents**

Pike Fold Primary believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.

- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the IAS Manchester (formally Parent Partnership) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

### **Working in partnerships with pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. 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 **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

### **Links with other agencies and voluntary organisations**

Pike Fold Primary invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo is the designated person responsible for liaising with the following:

- Educational Psychology Services
- Social Services
- Health Service – School Health, CAMHS, Occupational Therapy
- Speech and Language Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

### **Additional Information**

The majority of children will have their needs met within school however if a child's needs are complex or severe we may suggest we ask the Local Authority to complete a statutory assessment which may lead to an Education Health and Care Plan (EHCP, currently called a Statement) for the child. An ECHP usually involved the Local Authority providing extra resources to help the child and will be reviewed annually.

Further information about service for children in Manchester with SEND can be found with the Manchester Local Offer at  
<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

You may find the following contacts helpful:

Information, Advice and Support (IAS) Manchester

0161 209 8356

(formerly Parent Partnership Service) [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

Special Educational Needs Families Support Group

0161 755 3482

[www.senfsg.com](http://www.senfsg.com)