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SEN Information Report

February 2020

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Our Approach as a School:

We are a friendly, caring school where each child is valued and important, a place where school, children, parents and members of the community work in partnership and learn together. At Armathwaite, we believe that involving parents and the community in their children's learning is not something that merely produces social benefits, there is strong evidence that this can really make a difference. We know that working together makes Armathwaite a genuine community school in which all pupils do well.

High quality first teaching and additional interventions are defined through our child-centred planning approach across the school. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also embed high expectations amongst our staff team about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. This is a whole-school approach and this report will promote how we underpin this practice. Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess:

Progress of all pupils is tracked termly. Children who have not made “expected progress” are identified and plans are made and implemented to help these children progress. This includes intervention. Parents/carers are informed and involved. In some cases children may

be assessed by our school Educational Psychologist or an outside agency in order to establish a child's needs.

Plan:

Children with SEN receive support within school or via outside agencies, depending on their level of need. Children who are receiving School Support will take part in appropriate interventions and their progress will be monitored. Parents will be kept informed about interventions in place for their children. Some children will have an Individual Education Plan written specifically for them to allow them to achieve identified outcomes and progress. These identified outcomes will be established and shared with parents/carers.

Do:

Planned actions are made so that outcomes for identified children can be achieved including:

- Interventions in English and Maths (including same day maths intervention) ~ early literacy support, reading intervention, Numicon Intervention Programme, Maths Recovery
- T.A. support/differentiated work/intervention/pre-tutoring
- Learning Skills Coordinator Support
- In house nurture including Drawing and Talking
- Barnardo's mentoring support
- Talk Boost, narrative therapy, vocabulary enrichment and comprehension
- Outside agency involvement including NHS speech and Language team (SALT)
- Smart Moves intervention

Review:

As a child's progress is reviewed, the support given will be considered and, in consultation with the child/parents and carers, a new way forward will be planned, which in turn will inform any actions or new interventions for that child.

All our additional provision (internal or external) is discussed with children and their parents, so we can agreed on next steps and the outcomes we would like them to lead to. These are also discussed with any professionals involved.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

If a child has a specific need in this area it is referred to as speech, language and communication needs. Children who need support with social interaction may be referred to the ASD

Children with identified speech, language and communication needs have opportunities to work one-to-one/ small groups. This work includes 'Black Sheep' narrative therapy, Talk Boost, individual programmes devised by speech and language therapists.

The school employs a Speech Therapist for half a day per week who assesses children's needs and provides tailored programmes, working closely with our HLTA and TA.

2. Cognition and Learning

Children receive specific interventions if they have a particular learning need. If a child appears to have further issues with cognition and learning our school completes an Early Help Assessment and, if needed, refers to Educational Psychology to establish any specific needs. Children with specific learning difficulties such as dyslexia may be given coloured overlays when reading, support with spelling techniques and a multi-sensory approach to literacy.

3. Social, Emotional and Mental Health

Our HLTA supports children in this area, providing nurture, including Drawing and Talking and learning-skills support. Our school also has student voice embedded into our curriculum to ensure that all children's voices are heard. Our PHSE curriculum ensures children know how to keep safe, have knowledge of stranger danger, Cyber-bullying etc. Advice and referrals are made to CAMHS (Child and Adolescent Mental Health Services) as needed.

4. Sensory and/or Physical Needs

Children with physical or sensory needs will be supported as needed. Support may include an Intimate Care Plan and/or an Evacuation Plan agreed with school and home. Children with sensory issues may be given 'fidget toys' to relieve stress, have a specific comfortable place to sit, or have their timetable adapted in order to meet their needs. Our school has a disabled toilets with a hydraulic changing bed. Referrals to Occupational Therapy and Physiotherapy are made as required.

As of February 2020, we have 24 children receiving some form of SEN Support within school and/or are involved with outside agencies.

We have internal processes for monitoring quality of provision and assessment of need. These include pupil interviews, meetings with parents, data analysis, classroom observations, published and bespoke assessments and monitoring of work.

Working in Partnership with Children and their Parents

Involving and informing parents and learners is at the centre of our approach and we do this through:

- Informal and formal discussions with parent\carers about their child's needs via the class teacher, our HLTA, and/or SENCO and outside agencies such as the speech and language team.
- Opportunities for discussion for children who have an Individual Education Plan or EHCP.
- Parents meetings are held twice yearly. Our HLTA also offers support to parents in school, including parent\carers of children receiving SEN support.
- Every child has a written interview report shared with parents during the school.

Staff Development and Qualifications

We are committed to developing the ongoing expertise of our staff. Staff training needs are audited and actions taken. Staff qualifications include:

- Reading Intervention (1 member of staff)
- Maths Recovery (3 members of staff)
- Numicon Intervention Programme (2 members of staff)
- Drawing and Talking (1 member of staff)
- Smart Moves (2 members of staff)
- Early Literacy Support (1 member of staff)

Training Attended

In 2018-19 school was involved in a county Diminishing Disadvantage Programme ~ training included:

~ Parent support (PEEP) ~ (1 member of staff)

~ Talk Boost (1 member of staff)

~ Healthy Movers (2 members of staff)

In November 2019 our SENCO and head teacher attended a SEND conference in Manchester. The specific area of focus was ADHD with speakers from the ADHD Foundation in Liverpool. Neurodiversity was an important feature of the conference.

In October 2019 our SENCO attended an NHS event with representatives from physiotherapy, occupational therapy and speech, language and communication.

In January 2020 our HLTA (higher level teaching assistant) attended an LA hosted SEND event for parent\carers and staff.

In February 2020 our SENCO and head teacher attended a SEND conference hosted by NASEN.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes support to help them to gain independence and prepare them for adulthood from the earliest possible age.

Teaching Assistants support the teaching of all children, including those with special educational needs, and deliver targeted interventions for individuals and small groups.

School External Partnerships and Transition Plans

During the Summer Term 2019, we supported 2 vulnerable children with transition to their next phase in education. School works very closely with our partner secondary schools (Caldew, Carlisle, William Howard, Brampton and UCC, Penrith to ensure all vulnerable

children and children with SEND have a smooth transition into secondary school. The class teacher, SENCO, head teacher and HLTA passed over all documents and verbal information needed to the secondary schools to ensure children's needs were fully understood. We also arranged meetings in school where parents, teachers and secondary school staff could sit together and discuss a child's additional needs if further discussion and more detailed transition support was necessary. Two (from a group of 9) pupils took part in enhanced transition activities. Similarly, transition plans and parent-staff meetings were put into place for children with SEN who were moving phases as they started school, from feeder nurseries to school Reception.

Complaints

In the year 2018-19 no SEND complaints were raised within school or via the LA/Governors.

What has and has not worked over the year

During the academic year 2018-19 the outcomes of children receiving intervention out of the classroom was good and support is continuing.

- The impact of all teaching and support staff delivering daily small group targeted phonics/spelling/reading sessions continues to be monitored.
- Published interventions (Reading Intervention, Maths Recovery, Numicon Intervention Programme, and Early Literacy Support) continue to be used with identified pupils. Progress is discussed regularly with teachers, SENCO and other staff involved at staff meetings.
- Open lines of communication exist between home and school, built from strong, respectful relationships developed in the early years.
- School was involved in a government funded county project, Diminishing Disadvantage. The focus was in early years, specifically speech, language and communication, physical development and the positive impact of working closely with parent\carers.
- TAF meetings, with regular involvement of East Cumbria Family Support and Barnardo's Children's Centre to support vulnerable children/families including those with SEN needs. The work carried out during early help prevents vulnerability and needs escalating, rather reducing these through whole family support.
- The school's partnerships with outside agencies have continued to strengthen and we enjoy excellent, supportive and effective partnerships with Speech and Language Services, Barnardo's, East Cumbria Family Support and the Educational Psychology Service.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include opportunities to develop Smart Moves intervention have been planned for Spring and Summer term 2020. Opportunities to meet with other SENCOs in the cluster group will be explored. Intervention lesson observations, learning walks, further evaluation of data and

pupils and parent feedback will take place. Current interventions will continue. Children's needs will be monitored and interventions will be added/adjusted accordingly. We intend to develop improved IEPs and develop pre-tutoring of specific vocabulary across the curriculum.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Teaching and Learning Policy
- Marking Policy
- Equal Opportunities Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Special Educational Needs and Code of Practice 0-25 Years
- Special Educational Needs and Disability Regulations 2014