Completed by: Barbara Anderson SENCO, Helen Hepworth Armathwaite Community Primary School

# SEN Information Report

***January 2022***

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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 positive difference to everyone involved. We know that working together makes Armathwaite a genuine community school in which all pupils do well. We recognise and value neurodiversity, appreciating and working with learning differences to personalise and support all our learners.

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 their 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, Nuffield Early Language 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 and Emotion Coaching
* 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:

# Communication and interaction

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

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, Nuffield Early Language Intervention and individual programmes devised by speech and language therapists.

The school employs a Speech and Language Specialist for half a day per week to assess children’s needs and provide tailored programmes, working closely with teachers, our HLTA and TA.

# 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.

# Social, Emotional and Mental Health

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

# 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 January 2022 we have 16 children receiving some form of SEN Support within school and/or 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 for all children with additional meetings arranged for children identified with SEN when needed. Our HLTA also offers support to parents in school, including parent\carers of children receiving SEN support. This includes IEP meetings.
  + Every child has a written interview report shared with parents during the school year.

# 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)
    - Emotion Coaching (1 member of staff)
    - Smart Moves (2 members of staff)
    - Early Literacy Support (1 member of staff)
    - Nuffield Early Language Intervention (3 members of staff)
    - Talk Boost (1 member of staff)

# Training Attended

# The Covid pandemic has impacted on training opportunities. All training over the past year has taken place virtually.

# In March 2021 our SENDCo attended a SENDCo Network meeting which introduced the new SEND Toolkit.

# Between October and January three members of our Early Years staff team were trained in NELI (Nuffield Early Literacy Intervention), a government funded EEF informed initiative to develop early language and communication skills.

In November and December 2021 our SENDCo participated in a DfE-funded project delivered by Whole School SEND, designed to support the development of SEND within the Local Authority. A series of 5 training sessions took place. Our school became a member of the National Association for Special Educational Needs.

In December 2021 school was invited to join a SENDCo cluster group which will meet termly for training sessions, information and ideas sharing and support.

# In December our SENDCo attended a SENDCo Network meeting, focusing on developing SEND support amongst schools.

In January 2022 three members of staff were trained to use Lexplore’s eye tracking technology which supports precise identification of reading skill levels.

# Staff Deployment

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

HLTA and 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 2021, we supported 1 vulnerable child with transition to the 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 are supported as they make the transition from primary to secondary school. This includes additional visits (Covid restrictions permitting).

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 school to ensure the child’s needs were fully understood. We also arranged an outdoor, Covid-compliant meeting at school between the child, staff from our school and and staff from the secondary school to share information, air any concerns and provide reassurance for the child.

# Complaints

In the year 2020-21 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 2020-21 and into the 2021-22 academic year education has been significantly impacted by the Covid pandemic which resulted in an extended period of school closure for all but vulnerable children and the children of key workers. For SEND children not attending school, home learning was provided via the Seesaw learning platform, with daily support from our Intervention Team which enabled our SEND learners to access it. Weekly resource packs also supported home learning. The support from staff and regular contact with school helped to provide consistency for our SEND learners, it helped maintain open lines of communication between home and school which have been built from strong, respectful relationships developed in the early years, benefitted parental mental health and well-being and led to a smooth transition back into school.

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/maths sessions continues to be monitored.
* Published interventions (Reading Intervention, Bud’s Group, Maths Recovery, Numicon Intervention Programme, Smart Moves, Nuffield Early Literacy Intervention, Talk Boost) continue to be used with identified pupils. Progress is discussed regularly with teachers, SENCO and other staff involved at staff meetings.
* School is involved in a government-funded initiative, the Nuffield Early Language Intervention, which focuses on the early years, specifically on speech, language and communication.
* TAF meetings, with regular involvement of East Cumbria Family Support and Eden Carers 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, Eden Carers and the Educational Psychology Service.

# Further development

Our strategic plans for developing and enhancing SEN provision in our school include opportunities to develop Nuffield Early Language Intervention which have been planned for the Spring and Summer terms 2022. Opportunities to meet with other SENCOs in the cluster group will be capitalised on. Intervention lesson observations, learning walks and further evaluation of data will take place, with pupils’ and parent feedback part of this process. The use of Lexplore’s eye tracking technology will be developed and the results used to further inform the customising of interventions to best address each pupil’s needs. Current interventions will continue. Children’s needs will be monitored and interventions will be added/adjusted accordingly. We intend to further 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