

Middlethorpe Primary Academy

SEN Information Report

2019 – 2020

1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on our blog site, detailing our philosophy in relation to SEND.

There is a full document detailing our school offer for SEND pupils- **The Local Offer for Middlethorpe Primary Academy** also on this blog site.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder

Our SENCO is Miss S. Storr.

Our team of teaching assistants and early have extensive experience and training in planning, delivering and assessing intervention programmes. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.

The school works closely with other local schools and Enquire Learning Trust Schools, sharing training opportunities.

The SENCO meets with staff to review and plan for the additional learning requirements of all of our children.

Our school's Equalities / Accessibility Plan is included on the website site and outlines adaptations made to the building to meet particular needs and enhance learning.

2. What are school's policies with regard to the identification and assessment of children with SEN?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into

school life or make a successful transition to Secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher / SENCO would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class / on playground to record behaviours, considering involvement of others / environmental factors and an intervention devised taking into account all information gathered. (All of this should be recorded on CPOMS)

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At Middlethorpe Primary Academy a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- Phonological Assessment Battery (PhAB)
- Meares-Irlen Assessment (or Intuitive Overlays)
- Basic Number Dyscalculia

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Boxhall profile
- Observation schedules e.g. for behaviour, concentration, attention.
- British Picture Vocabulary Scale (BPVS)
- Assessment of Hand and Fine Motor Skills.

In addition, school commissions the services of an independent Educational Psychologist.

Further information relating to identification and assessment of children with SEN can be found in our SEN Policy document (available on this website site) and our

The Local Offer for Middlethorpe Primary Academy

3. What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEN?

- evaluation of Individual learning plans 3x yearly
- use of assessment information/progress rates etc. pre- and post-interventions
- use of attainment and progress data for children with SEN as part of the whole school tracking of children's progress – 3x yearly
- monitoring by SENCO

b) What are our arrangements for assessing and reviewing the progress of children with SEN?

- our school's Assessment Policy on the website site outlines the range of assessments regularly used throughout the school

- evaluation of Individual learning plans 3x yearly
- tracking of pupil progress in terms of depth of learning levels – 3x yearly
- a cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Specialist Advisory service
- an Annual Review is held for children holding Education Health Care Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- when assessing children with SEN , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a child’s progress are discussed with the SENCO and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

c) What is our approach to teaching pupils with SEN?

- The fundamental aim of our school and the very reason for our existence is to enable each child to be all that they can be. To embrace and fulfil their unique potential and unlocking potential and removing barriers to learning is the promise and commitment of our school.
- We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children’s motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage – information relating to results obtained over recent years is available.
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head, SENCO and all staff members have important day-to -day responsibilities.

All teachers are teachers of children with SEND

- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child’s SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children’s understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical

and practical activities; they help children to manage their behaviour and emotions in order to take part in learning effectively and safely.

- At Middlethorpe, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum.

d) How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style, lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- School always acts upon advice received from external agencies (e.g. enlarging of print for Visually Impaired children; most advantageous positioning of Hearing Impaired children within the classroom and use of aids as recommended; use of laptops for children with recording and visual needs; use of coloured overlays and exercise books for children with Meares-Irlen syndrome; use of brain breaks, dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities.
- We endeavour to ensure that our classrooms are Autistic Spectrum Continuum friendly including use of visual timetables and personalised timetables as necessary, quiet workstations, areas of retreat and labelled resources.
- We endeavour to ensure that all classrooms are speech and language friendly.
- Group rooms are available to provide quiet work areas for 1:1 or small group work.

e) What additional support for learning is available for children with SEN?

- There are currently 216 children on roll. We have 12 teaching assistants and nursery nurses employed in school, providing a high staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a

number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis.

- We follow the Code of Practice for SEN – ‘Support and Aspiration – a new approach to SEN and disability.’
- We teach a differentiated curriculum to ensure that the needs of all children are met. We implement individual learning plans.
- Different intervention programmes are in place for children who require additional support.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from Support Advisory Service). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs
- in school and at home specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, use of ‘brain breaks’, access to area of quiet retreat

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- All extra-curricular activities are available to all our children.
- Before and after school care is available to all our children.
- School trips and all the residential trips are available to all children.

g) What support is available for improving the emotional and social development of children with SEN?

- Specialist advice from our teacher for children with social communication / interaction difficulties – Barnardos.
- Specialist advice from our Educational Psychologist.
- Specialist advice from colleagues at Young Minds Matter.
- 1:1 sessions and group work for emotional and mental health

4. What is the name of the SENCo and contact details for the SENCO?

Our SENCO is Sue Storr who can be contacted via school office 01472 698185

5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- Our SENCo has 14 years’ experience in this role.
- She has 1/2 day per week to manage SEN in the school. Time is also given as required for training or meetings.
- TAs / nursery nurses are trained to deliver a range of interventions.
- 5 members of staff are trained as paediatric First Aiders.
- Care plans are prepared by the School Nurse with regard to asthma, epilepsy, diabetes and anaphylaxis.
- Any paperwork that would help staff support any child is shared with all staff.
- General support and advice from SENCO - e.g. with regard to the implementation of specific programmes, creation and monitoring of Individual Learning plans, tracking of children with SEN particular support is given to Recently Qualified Teachers and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the Special

Educational Needs Co-ordinator will pursue relevant training, in the first instance, for the class teacher and support staff concerned.

- Our Special Educational Needs Co-ordinator attends “Special Educational Needs Co-ordinator Cluster Meetings” locally and within “The Enquire Learning Trust” throughout the year. Affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- At the close of each school year teachers hold meetings with the class’s next teacher to discuss SEN information in preparation for the following year.
- The SENCO meets with the SLT to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children. Our SENCO organises training on a needs basis and also staff may request specific training.

6. How is equipment and facilities to support children with SEN secured?

- Through discussion with specialist agencies involved.
- Through discussion with parents.
- Through discussion with our SLT.
- Equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of coloured overlays/exercise books for children with Meares-Irlen syndrome; provision of equipment e.g. brain breaks for children with sensory issues
- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required).
- Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairment.

7. What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?

- Throughout the year there are 2 Parents’ Evenings and there is an end of year annual report to parents.
- Parents are invited to Individual learning plan meetings on a termly basis – ILPs are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting
- Our parents appreciate the ‘open door’ policy whereby the SENCO is easily contactable via the school office/telephone/email.
- Parents may be invited into school to discuss their child’s progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child’s SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.

- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with specialist support teachers from SAS)
- The progress of children holding an Education Health Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to secondary school is considered with discussion involving parents and the LA. At Y6 transfer reviews the SENCO of the receiving secondary school is usually invited to attend.

8. What are the arrangements for consulting children with SEN about and involving them in their education?

- Individual learning plan targets are reviewed with children (age appropriate).
- Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary (age appropriate) to think of areas for development and how best to develop in these areas in school and at home.

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved the complaint is dealt with by the SENCO or by a senior manager. If there is still no resolution the Principal should become actively involved if the matter is still not resolved, the complainant **must** put their complaint **in writing** to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures.
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Enquire Learning Trust.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school commissions the services of an independent Educational Psychologist from Applied Psychologies. We have regular visits from a member of the SAS team.
- School implement specific programmes recommended and contribute to the monitoring of progress and reviews of children.
- School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- Our School Nurse is available for advice and attends meetings in school on request following referrals to the service made by school.

- Liaison meetings with the local pre-school groups are held in the summer term before children enter our Reception classes. Liaison with receiving secondary schools takes place from June for SEN and vulnerable pupils in year 6 to support transition. Children with special needs will undertake an enhanced programme of transition visits if moving onto Humberston Academy. The SAS (Specialist Advisory Support team) regularly meets with the SENCO for advice and guidance to meet specific needs. Meetings with the Hearing and Visual teams regarding individual children are arranged as necessary.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

1. Communication & Interaction (Autism) - the LA working with Barnardo's.

All referrals for the autism service should continue to be sent by schools to the SAS Team. Any queries, please contact Helen Love on 01472 355365.

2. Physical & Medical Difficulties – the LA working with Barnardo's.

All referrals for support for pupils with physical difficulties should be sent by schools to the Barnardos office via email nelincs@barnardos.org.uk using their referral form. For any queries please contact the office on 01472 355365.

3. Severe & Complex Communication Difficulties - provided by the Speech and Language Therapy Service. - Tel: 01472 302591

All referrals will need to be completed by the referring school or setting and sent directly to the relevant service as above.

Access to the specialist SALT service is determined by the LA and SALT and is not open to direct referral from schools and settings.

The following services (numbered 4-7) are managed directly by the Local Authority and funded via the Schools Forum.

4. Education Team for Hearing (ETH) 01472 323465

Contact: Karen Jacklin karen.jacklin@nelincs.gov.uk

Admin: Fiona.neilson@nelincs.gov.uk

5. Education Team for Vision (ETV) Tel : 01472 323465

Contact: Tom Saunders tom.saunders@nelincs.gov.uk

Admin: michelle.popkin@nelincs.gov.uk

6. Health Care-

CAMHS- <http://www.lpft.nhs.uk/our-services/camhs/north-east-lincolnshire>

7. Community Nursing Team-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215708/dh_124900.pdf

8. Children's Occupational and Physiotherapy Therapy

The Children's Therapy Team has two Managers:

Fiona Clawson and Sarah Howard, who are based at the Diana, Princess of Wales Hospital Tel: 01472 302591

9. Children's Speech and Language Therapy

Please see our website: www.nlg.nhs.uk or contact our Department (01472 302591) for a copy of the referral form.

10. Child Development Centre (CDC)

Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA
(01472) 874111 ext. 7100/7102

Core offer for children:

Assessment, advice and support for families and carers of children from birth to 5 years old who have severe or complex additional needs.

11. Educating children with health needs

<http://www.education.gov.uk/aboutdfe/statutory/g00219676/health-needs-education>

12. Health Visiting Service

Visiting Service Manager can be contacted on 01472 255212. Alternatively you can contact either: The Patient Advice and Liaison Service (PALS) 01472 625222 or 01472 326426 (NELC).

You can get further advice and help with your concerns and complaints from: Care Quality Commission, Finsbury Tower, 103-105 Bunhill Row, London, EC1Y 8TG - email: enquiries@cqc.org.uk - General enquiries Tel: 03000 616161.

13. School Nursing

You do not require a referral, you just need to contact the school nursing team at: William Molson Centre, Kent Street, Grimsby, DN32 7DJ. Tel: 01472 325295.

14. Wheelchair Services

For eligibility criteria and categorization schedule please contact Wheelchair Services Department, Diana, Princess of Wales Hospital, Scartho Road, Grimsby, DN33 2BA or Tel: 01472 874111.

15. Children's Disability Service

If you wish to know more about what support is available for a child or young person with additional needs, please contact the Children's Disability Service (CDS) on 01472 325607

16. The Carers' Support Service (The NEL Keyworker Service, part of the Children's Disability Service)

If you are a Carer in North East Lincolnshire, please register with the new service by calling 01472 242277 or e-mailing info.nel@carerssupportcentre.com

17. Children's Centres The FIS Team Tel: 0800 18 303 17

18. Educational Outreach Support

This service is accessed by educational settings by contacting the Early Years Teacher: Paul Cook: paul.cook@nelincs.gov.uk or paul.cook6@nhs.net, Child Development Centre, Diana, Princess of Wales Hospital, Scartho Road, Grimsby DN33 2BA. Tel: 01472 874111 ext.7102 or 07917455025.

This is a selection of support available- see LA offer for more details

12. What are the contact details of support services for supporting children with SEN in transferring between phases of education?

Refer to individual schools concerned in the transfer.

13. Where is the Local Authority's Local Offer and school's Local Offer published?

On our school website site and N. E. Lincs council website.

Focus:	What will you focus on – Equalities/accessibility plan		Leader: Principal		
Preferred future	The primary aim of Middlethorpe Primary Academy School is to enable all pupils to take part as fully as possible in every part of school life by developing each child 's self-confidence, recognising their strengths and encouraging them to achieve their full potential.				
Objective	Aspect of Duty	Action	Responsibility	Resource	Timescale
ALL SEND pupils are to make progress to be at least in line with SEND pupils nationally. Those with high needs if not in line with National to have made good progress from starting point.	Advance equality of opportunity	All staff to have training on new Personal Support plans. All staff to engage in quality first teaching for SEND pupils.	Headteacher SENCO- S. Storr All teaching staff	Data tracking Observations Pupil conversations Individual staff CPD	Ongoing start date Sept 2014
All pupils to make at least two levels of progress across KS1-2 in English and Maths regardless of ethnicity, gender or language	Advance equality of opportunity	All pupils regardless of gender, faith, culture or socioeconomic background make good progress during their time at school and achieve outcomes at least as high as other similar pupils nationally	SLT	Data tracking Observations Pupil conversations Individual staff CPD Pupil progress meetings	Ongoing start date Sept 2014

Plan to be monitored within school improvement plan