

SEN report at St Bartholomew's Primary School January 2019

What types of SEN do we provide for?

At St Bartholomew's Primary School we have high expectations of all in all areas and are committed to individual children reaching their full potential. We value high quality teaching and learning which is differentiated to ensure equal access to a broad and balanced curriculum that meets individual needs and abilities.

- We acknowledge and draw on parents/carers knowledge and expertise in relation to their own child
- We have successful communication between teachers, children with SEN, parents/carers of SEN children, intervention support and outside agencies
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have implemented a review cycle that allows us to monitor, review and plan for the next steps of development

We provide for children with a range of SEN needs.

Types of SEN

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

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

In January 2019 our SEN profile shows that we have approximately 30% of children identified as having SEND=48

This percentage is made up of the following groups:

- 12 % are identified as having SEN linked to Cognition and Learning Needs =6**
- 50 % are identified as having SEN linked to Speech Communication and Interaction Needs=24**
- 12 % are identified as having SEN linked to Physical and Sensory Needs=6**
- 26% are identified as having SEN linked to Social, Emotional and Mental Health=12**

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Written by Jessica Evans SENCo .

How do we identify and assess pupils with SEN?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of the parents and the pupil, as well as from teachers and further assessments.

Learners may 'fall behind' for a variety of reasons. These may include extended absences, attendance at more than one school, being new to English, or other worries that distract them from learning. The school understand that children who experience these barriers to learning are vulnerable. However this does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires additional special educational provision will be identified as having SEN.

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning opportunities normally provided as part of our 'high quality and personalised teaching'.

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When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review that becomes an ongoing cycle involving staff, parents/carers, children and other agencies, where appropriate.



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: This involves carrying out a clear analysis of the child's needs. It should consider all the relevant information from discussions with parent/carers, the child, the class teacher and information from assessments on the child's learning and progress.

Plan: At this stage the barriers to learning have been identified so that intended outcomes can be recorded with details of what additional support is appropriate to help overcome the barriers. Decisions and intended outcomes will be recorded on an Individual Education Plan (IEP) which will form the basis for half termly review meetings. When agreeing targets and outcomes on the IEP any specialist advice which may have been provided by external agencies, will be taken account of and included.

Do: Providing the support as set out in the plan, including extra support for learning, aids, interventions or meetings to support learning. The additional support and intervention will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be led by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and their parents/carers.

Review: Measuring the effectiveness of the support and impact on pupil progress within the agreed timescales. All involved, parents/carers, the child, teaching staff, teaching assistants, INCO, to contribute to the review to ensure any changes required to the support the child are identified. This stage will then inform the next cycle. Meetings between INCO and teaching assistants regularly to discuss and informally review progress of learners, parent/teacher consultations, termly Pupil Progress Meetings between class teacher and SLT will inform this review.

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<p>Who is our Inclusion coordinator (INCO) and how can he/she be contacted?</p>	<p>The Inclusion Coordinator is Miss Jessica Evans . You can always contact her through phoning the office on 01273692463 or leaving a message at the office or email: jessicaevans@st-bartholomews.brighton-hove.sch.uk.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>We are a fully inclusive school .We endeavor to include pupils in all of school life . We offer a broad and balanced curriculum with a range of teaching strategies. We seek to provide quality first learning with differentiated activities to match the needs of individuals . We can provide personalized curriculum for children who have certain needs.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p> <p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Involving parents and learners is important and we do this through:</p> <ul style="list-style-type: none"> • Pupil voice - We always consult pupils for their views on 'how's it going?' when a review is going to be held . This is termly and when a formal meeting is happening such as an Annual review. • Pupil conferencing • Open door policy for meetings to discuss progress/concerns • Planned meetings as part of assess, plan, do, review cycle • Termly Pupil Progress Meetings between CT/INCo/SLT to monitor progress and review impact of current provision, feedback to parents • End of year reports containing levels and explanation of age appropriate levels • Parent/Teacher consultation Evenings • Informal daily contact with class teacher at pick up/drop off, Home/school books, telephone contact. <p>In addition to this consultation children who are Looked After by the local authority or have a Special Guardianship Order (SGO) and have SEND receive support that is monitored through termly PEP meetings involving all agencies.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The interventions used will be those that are proven to make a difference for most learners.</p> <p>A baseline assessment will take place at the beginning of an intervention, to provide a measurable starting point to demonstrate pupil progress, and a target outcome set. Regular reviews, time frame will be dependent on the intervention, will take place to ensure that the intervention is having the intended effect. Should the progress not reflect the expected rate then consideration will be given to why and then appropriate adaption's made.</p> <p>Formal termly reviews will involve the child, parents/carers, as well as class teacher. Where difficulties continue despite high quality interventions and adaptations, advice and support may be requested from other professionals, with parental consent.</p>

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<p>How do we support pupils moving between different phases of education?</p>	<p>Our support for children with SEN starts before they start our school in Reception class . The Early Years coordinator or INco liaises with Nursery settings, BHISS and parents as soon as the list of new intakes is available.</p> <p>There is a carefully planned Secondary school transition for pupils with SEN which starts as soon as the Secondary school is allocated. This includes meetings with parents , INco of receiving school , mentors , visits , small transition groups and drop in and chat sessions.</p> <p>In the summer term we also plan for in school transition with time set aside for the current teacher to 'hand over' to the next teacher, again to ensure a smooth transition between year groups.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>We have a great PHSE curriculum which includes a unit called 'feeling good feeling safe' This focusses on giving children strategies and awareness on keeping themselves safe . If we feel children need further support we can offer them Mentor sessions in a group or 1-1.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>We are committed to developing the ongoing expertise of our staff. We have ongoing whole staff training during the year, on our five full training days and weekly staff meetings, and a proportion of this time is devoted to SEN issues. Over the past academic year this included training on feedback and marking; strategies for supporting learners with ASC; Behaviour Management and Speech and Language.</p> <p>In addition, if your child receives support from an external agency, their teachers and/or support staff will be involved with ongoing training and support from the individual service.</p> <p>A full list of the external agencies who we work with can be found in our Local Offer.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Individual Education plans are produced September/October and reviewed in Spring term with parents.</p> <p>Further provision may be made following this review.</p> <p>Interventions are reviewed across the school half termly by INCo .</p> <p>They are evaluated as they are completed to ensure expected progress has been made.</p> <p>The EP reviews regularly.</p> <p>Speech and Language programs are reviewed termly.</p> <p>LSS 1-1 programs are monitored weekly by LSS specialist teacher and reviewed half termly.</p> <p>Effectiveness is measured by standardized tests and teacher assessment as necessary.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>There is always an opportunity to talk with the class teacher and INco about provision .</p> <p>Parents /carers who wish to complain should make an appointment with the Headteacher or chair of Governors following our guidance in our complaints policy on the website .</p>

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Who can young people and parents contact if they have concerns?	If young people and parents have concerns and would like an outside agency to help AMAZE are always very helpful to support.
Where can the LA's local offer be found? How have we contributed to it?	The LA's local offer can be found on the Brighton and Hove council website. Our School has contributed the information about our school