

High Ercall Primary School and Nursery SEND Report 2015-16

Please read this report in conjunction with the information in our SEND offer on the website.

At High Ercall we continue to value the contributions made by all children, professionals and parents to help develop our inclusive school community.

In assessing the success of our SEN policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEN Governor is Mrs J. Meredith and the SENCo is Mrs S. Roberts. They meet termly for updates and keep the Governing Body updated. This forms part of the termly Governor Review programme, which is led by the Termly Development Plan.

The school has a SEND policy that defines our aims and objectives and this is available to any parent on request. The policy is currently being updated in line with the new Special Educational Needs and Disability Code of Practice 2014, and other documentation including the Children and Families Act 2014 and Supporting Children with Medical Conditions 2014.

Identification and Provision

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice (by parent or teacher).

- If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, an individual provision map will be drawn up to detail school intervention. This will include recommendations from other agencies.
- Where despite careful planning, action and review, the child continues to make little or no progress, we work alongside parents and other agencies to consider an application for an Education, Health Care Needs assessment

Marking forms a large part of ongoing assessment, and involves the children in identifying their next steps in learning. Alongside this, assessments using the new National Curriculum are in place to build up an accurate attainment profile of each child. This will include reviewing progress towards SEN targets, and identifying next steps. Children with identified specific needs, with a statement or EHCP, or at 'School Intervention' have an individual provision map which identifies specific targets, and action. This is reviewed each term with parents, or sooner if targets are met. The children are involved at an appropriate level through discussing targets.

Involvement of Parents

Parents are welcomed into school and will have the opportunity to attend a parent – teacher meeting each term by the Key Stage Two class teachers where they can ask questions about their child(s) school life and have the opportunity to share information. There are regular parent learning events in school to enable all parents to share in their child's learning at school. Class teachers are available throughout the week to talk to parents about their children. The headteacher is also always available to discuss any concerns.

Parents are regularly informed of events within school through the Weekly newsletter and the website. There is always a member of the senior school staff available on the school playground before and after school to listen to parents' views.

Involvement of pupils

At High Ercall, we value the opinion of our pupils and allow regular opportunities for the children to discuss their learning. Children are involved in peer and self assessing regularly, and respond to marking to improve their learning. Targets are shared with children, including specific targets to support pupils' learning.

All children have the opportunity to be part of the School Council. Circle Time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. This activity may be incorporated for any subject but will occur weekly.

Teaching and Learning

Learning Support Assistants support alongside the class teachers implementing identified targets for each child on their provision map and offering general classroom support. The majority of support is given in the core subjects namely numeracy and literacy.

A list of recent training attended by TAs is available to read on the School Offer.

A significant focus of SENCo work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies.

All teaching and learning is adapted to meet the needs of pupils, through differentiation; use of resources, including special resources such as sloped writing desks; adaptation of the timetable and curriculum and adapting the learning environment as necessary.

Progress of Pupils with SEN and LAC

All the children who are currently receiving support are making progress and meeting their individual targets set out in their Individual Education Plans. Each term the progress of children with SEN is reviewed, with targets set in September, January and May, taking into account the results of standardised reading scores and teacher assessment.

Social and emotional development is reviewed at parent conversation meetings, and ongoing as part of regular pupil assessments. Pupils with SEND, are supported through specific targets, and the deployment of staff to ensure that their needs are met. All children have equal opportunities to activities, including clubs and opportunities within the wider school community.

Changing phase of education

The Nursery is now part of the school, and so there is good transition and transfer of information, particularly for pupils with Special Educational Needs or disabilities. This would involve parents, teachers, pupils as appropriate and other professionals where necessary.

For pupils transferring to Key Stage 3, the school SENCo liaises closely with parents alongside Year 7 tutors and Secondary SENCo to ensure that all information is transferred. When necessary, additional transition session will be organised to support pupils.

External Personnel and Other Agencies

Over the past year we have liaised with the Special Needs LA Advisors, the Occupational Therapy Team, Hearing Impairment team, Behaviour Support Team, Speech and Language therapists, early intervention support for Early Years, school nurse, Parent Partnership, Health Visitors and outreach support from Houghton Special School. Support has included individual assessments and targets with strategies, training for teaching assistants and meeting with parents.

It may be necessary at times to complete a Common Assessment Form (CAF), and call a Team Around the Child (TAC) meeting to ensure that all the needs of the child are being met. This will involve all agencies, including social support and health care workers, as necessary.

Inclusion

All pupils with SEN and /or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips.

Accessibility

The Disability Accessibility Plan is available to read on the website. The school is fully accessible for pupils with SEND. This includes ramp access to the older parts of the school, and adapted toilets. Further modifications would be made if necessary to support a new pupil.

Admissions

The school admissions policy is operated by the Local Authority.

The school operates the admissions for the Nursery. The admissions criteria gives priority to pupils who are Looked After, with a statement of special needs or disability where admission to the nursery would best suit their needs.

Both admissions policies are available on the school website.

Equality

We are committed to inclusion and equal access for all regardless of special needs or disability.

Complaints

Any complaints are dealt with according to the school complaints policy.