



SEN Information Report

From the start of your child's educational journey at Reedness Primary we welcome everyone into our community. We have a positive and enthusiastic approach to ensuring that we meet the needs of all children including those with Special Education Needs and/or disabilities.

All pupils, whatever their specific needs, make the best possible progress in school. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. Our aim is to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or Disabilities being met in our mainstream setting. In order to do this many steps are taken to support them through their learning journey.

Reedness Primary works hard to ensure that all pupils:

- ❖ Have equal access to resources, interventions and provision.
- ❖ Can learn and make progress according to their individual development level.
- ❖ Have a wide and balanced curriculum which is differentiated to meet individual needs.
 - ❖ Are assessed using appropriate tools and guidelines.
 - ❖ Have access to Quality First Teaching in the classroom.
 - ❖ Have trained professionals to provide support.

'Teaching assistants make a good contribution to supporting children in early years and pupils who have special educational needs (SEN) and/or disabilities..'

(Ofsted 2018)

'Additional government funding to meet the needs of various groups of pupils is used very effectively. Pupils who have SEN and/or disabilities have their progress checked meticulously by the SEN coordinator. Support for these pupils is planned carefully. When necessary, additional external support is organised to meet pupils' needs.'

(Ofsted 2018)

'Leaders ensure that the new curriculum offers exciting and memorable experiences for pupils. The curriculum supports pupils' good spiritual, moral, social and cultural understanding.'

(Ofsted 2018)

'Those pupils who have SEN and/or disabilities make good progress from their starting points. The SEN coordinator identifies pupils' needs precisely and provides good training for teachers and their assistants. This leads to pupils making good progress.'

(Ofsted 2018)

We at Reedness Primary pay due regard to all relevant legislation and guidance including; the 0-25 SEND Code Of Practice (2015), the Equality Act (2010), the Children and Families Act (2014) The Special Educational Needs and Disability Regulations (2014) and the Special Educational Needs (Personal Budgets) Regulations (2014)

1. The different areas of needs explained

The new '0-25 Code of Practice' (2015) states that there are four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Area Of Special Educational Need or Disability	Relating to difficulties with:
<p>Communication And Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p><u>Attention/Interaction skills</u>: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><u>Understanding/Receptive Language</u>: May need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><u>Speech/Expressive Language</u>: May use simplified language and limited vocabulary. Ideas/ conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonic awareness still fairly poor and therefore their Literacy can be affected.</p>
<p>Cognition And Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p>Social, Mental And Emotional Health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self esteem
<p>Sensory and/ or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaption • Physically accessing the building(s) or equipment • Over sensitivity to noise/smells/light/touch/taste • Toileting/self-care

2. Regularly Asked Questions and Answers.

How does Reedness Primary identify children as having a Special Educational Need?

Children will be identified as having a Special Educational Need if they:

- Are performing below age expected levels
- Present with social, emotional, mental health or behaviour issues
- Have difficulty with communication including speech and language
- Have a diagnosed condition such as ASD/ADHD
- Have difficulty with concentration and attention
- Are brought to the attention of the class teacher/SENDCO by a parent

Children will be identified as having SEND through a variety of ways including the following:

- Thorough termly Pupil Progress Meetings held between teachers/SENDCO and Head teacher
- Concerns raised by teacher for example behaviour is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

If a learner is identified as having SEND, we will provide provision where necessary that is 'additional to or adapted from' the school curriculum, to overcome the barrier/s to their learning.

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry in Nursery through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through termly Pupil Progress Review meetings with the class teacher, SENDCO, Head/Deputy teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have a Special Educational Need and how will staff provide support?

Talk to us – We are here to help in any way we can. We follow the SEND Code of Practice.

In the first instance make an appointment with your child's class teacher. If you require more information, make an appointment with our SENDCO or Head Teacher who will be happy to discuss any concerns you may have. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you will do the same with us.

Our SENDCO will closely monitor all provision and progress of any child requiring additional support across school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

If a pupil has needs related to more specific areas of their education, such as, spelling, handwriting, numeracy etc. Then the pupil will be placed in a small focus group or intervention. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to the need and the

intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

What support do we have for you as a parent of a child with SEND?

Talk to your child's class teacher regularly so we know what you are doing at home and you know what we are doing in school. We hope that this will make sure that we are doing similar things to support your child both at home and in school. This is an opportunity to share what is working in both settings.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO and class teacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Individual support plans will be reviewed at least termly with your child and yourself.

How will the curriculum be matched to my child's needs?

We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as closely as possible to the level and strengths of the learner. For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENDCO, who may in turn seek advice from other local SENDCOs or specialist agencies such as speech and language therapists, educational psychologists, the autism team, physiotherapists and occupational therapists.

- Support staff may support your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How do we know if the support or strategies used have had an impact?

In school we will use individual support plans to set targets and review progress. We can use these targets to monitor pupil's progress academically against national/age expected levels and update or adjust the support plan. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off the SEND register when they have 'caught up' or made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning?

All members of staff in school have high expectations for all learners. Monitoring of progress by pupils takes place on a day to day basis by class teachers, and they are usually best placed to identify rates of progress. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and the Head teacher. Information about pupil progress is shared with parents at parent-teacher meetings and via an annual school report to parents which is sent home towards the end of the summer term. For some learners, more regular contact with families takes place, for example through informal conversations at the end of the school day or sometimes in home-school communication books.

For learners with SEND, Individual Education Plans will be discussed with parents each half term. For those pupils with EHC plans, an annual review will be held with the SENDCO and other involved agencies. Parents are welcome to seek additional appointments to discuss their child's progress with the class teacher or SENDCO as required. The school has an 'open door' policy, and class teachers are usually available for informal discussions at the end of each school day.

Learning is planned around the National Curriculum and at the start of each term, teachers provide information to parents outlining areas of learning for the term, as well as homework expectations. The school also offers a range of opportunities throughout the year for parents to 'learn about learning', for example literacy and numeracy workshops, curriculum and homework afternoons and information sessions.

How will my child be able to contribute their views?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. For review meetings, pupils' opinions are sought at a level accessible to the individual. For some learners this might mean that they are supported to meet with professionals; for others this might mean enabling them to contribute to meetings without actually attending by being given the opportunity to contribute their ideas in discussions with a familiar adult who acts as an advocate for them at any meetings.

We recognise the need to protect self-esteem and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. At Reedness Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

At school we have dedicated staff in charge of pastoral care (Head Teacher, SENDCO and ELSA), who are here to support your child in overcoming any difficulties that are getting in the way of your child's learning in the forms of emotional and social development. Our school also has a policy regarding the administration of medicines on the school site. Parents needs to contact the schools office to discuss this and if agreed complete a 'Parental Agreement for School to Administer Medicines' form. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a care plan may be put in place.

What specialist services and expertise are available at or accessed by Reedness Primary?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain your permission to pursue any kind of professional intervention.

The agencies used by school include:

- Attendance Officers
- Parent Support Advisor
- Sensory and Physical Teaching Service
- Cluster SENDCO forums
- Educational Psychologist
- Inclusion Team
- Marshlands Children Centre
- Youth and family support service

- Physiotherapy and Occupational Therapy
- CAMHS
- Social Services
- School Nurse
- Learning Support Service
- Behaviour Support Service
- Speech and Language/Occupational Therapy

What training have staff had or going to have?

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils with dyslexia
- Child wellbeing training
- How to support pupils with Social and Emotional needs.
- Gross and fine motor control
- Most of our TA's have had training in delivering reading, spelling/phonics and numeracy

All staff have regular training and updates of SEND conditions and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramps into school to make the building accessible to all
- A disabled toilet
- Wide doors throughout the school building

How will Reedness Primary prepare and support my child to join the school and then transfer to secondary school?

Transition into the school is carefully considered with the child's best interests as a focus. In addition to transition events for all pupils, families of pupils with SEND will be invited to meet with the Head teacher or SENDCO to share information about the child's needs and the provision which may be necessary.

Information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, a multi-agency meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately supported in the transition process. Following this meeting, the school will consider any provision necessary and, if appropriate, take steps to acquire any resources needed to implement the provision. The action plan is reviewed either prior to entry or shortly after. A range of transition measures may be put in place. These will be personalised to meet the needs of the pupil but may include additional

visits to the school, visits by school staff to the pupil's home or current setting, a transition pack containing photos.

For children moving on to a new educational setting, wherever possible we prepare pupils in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We have good links with our local high school, Axholme Academy, and work closely with their SEND department.

How are resources allocated and matched to children's special educational needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms, such as additional computers/tablets, writing slopes or alternative seating. For those children requiring provision additional to class-based approaches, funding can be used to facilitate a range of intervention programmes. These intervention programmes are flexible and adjusted to meet the needs of pupils. In some cases, funding might also be used to provide additional adult support (teaching assistants). Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in discussion with teachers and parents or specified on EHC plans).

The SEND budget is the responsibility of the Head teacher, SENDCO and School Business Manager. Regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. Additional funding may be applied for, following local authority guidelines and procedures, if sustained school provision is deemed to be insufficient to make

How is the decision made about what type and how much support my child will receive?

When a child is initially identified as having SEND, a discussion takes place between teachers, parents and pupil. At this meeting, barriers to learning as well as desired outcomes for the pupil will be discussed, and the provision or support needed to meet those outcomes will be agreed. School staff are usually best placed to recommend the nature of support needed, but occasionally the school seeks the support of other agencies for advice. Parents and pupils will be fully involved in discussions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to facilitate the decision making process.

Who can I contact for further information or if I have a complaint to make about the provision offered for my child with SEND?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office. They will be happy to advise you or direct you to somebody else who can.

What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

The first point of contact would be your child's class teacher to share your concerns with. You could also arrange to meet our SENDCO or our Head Teacher. You may also wish to look at our SEND Policy.

Who should I contact if I am considering whether my child should join Reedness Primary and how is the Information Report reviewed?

In this instance you can contact the school Admin Office to arrange a meeting with either the Head Teacher or our SENDCO to discuss how the school could meet your child's needs.

This Information Report will reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review will involve contributions from parents. All parents of children with SEND are invited to join us for a meeting to help us match our local offer to the needs of their children.

We hope these have answered any questions you may have but do not hesitate to contact the school if you have further questions.

3. Your SENDCO

My name is Mrs Amanda Deighton and I am the SENDCO at Reedness Primary

I can be contacted at: Reedness Primary School,

Reedness,

Goole,

East Riding of Yorkshire,

DN14 8HG

Telephone/Fax: 01405 704264

Email: Reedness.Senco@eastriding.gov.uk

What is my role in school?

I work closely with all staff in school, parents, outside agencies and colleagues throughout the area. I have the responsibility alongside the Head Teacher of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs, English as an additional language and Gifted and Talented pupils.

- Overseeing the day-to-day operation of our school's SEND policy.
- Coordinating provision for SEND children, making sure it is of the highest quality.
- Being a trusted point of contact for parents of children with SEND.
- Liaising with outside agencies that help children with SEND. (eg. Educational Psychologist, SALT, Pediatrics)
- Making sure that all paperwork is completed correctly and is up to date.

Parents can find the Local Authority's Local Offer on the following website:

www.eastridinglocaloffer.org.uk

The school's Local Offer and link to the LA Local Offer can be found on the following website:

www.reednessprimaryschool.co.uk

Role of the Head teacher

Mr. Jackson is responsible for:

- The day to day management of all aspects of the school which includes the support for children with SEND
- Giving responsibility to the SENDCo and class teachers, but is still responsible overall for ensuring that your child's needs are met
- The Head teacher must make sure that the Governing body is kept up to date about issues relating to SEND.

SEND Governors role

Mrs. Gunson is the SEND governor. She is responsible for developing and reviewing the SEND policy in collaboration with the SENDCo and makes sure the necessary support is given for any child with SEND who attends school.

4. Interventions

At Reedness Primary we provide a graduated response to each child's dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in English and Maths lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation.

Waves of Intervention available at Reedness Primary

<u>Area of need</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
Cognition and learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • In class TA support and in class targeted support • Increased visual aids/modelling etc • Visual timetables • Use of writing frames • Access to ICT • Guided reading • Motivation to build up positive self-esteem • Positive learning environment. 	<ul style="list-style-type: none"> • Booster lessons for SAT's • In class support from TA • Additional phonics sessions • Additional reading sessions • Observations by SEND Team • Parent discussions with SEND Team 	<ul style="list-style-type: none"> • Small group or 1-1 literacy/numeracy support • Test concessions • Advice from Educational Psychologist (EP) • Precision teaching • Individual Education Plan • Access to Educational Psychologist • SENDCO's monitoring to ensure appropriate intervention and access to learning.
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, for example key words and simplified language. • Increased visual aids and modelling • Use of symbols and pictures • Structured school and class routine • Use of puppets • Clear verbal instructions • Visual timetables • Clear verbal instructions/explanations which can be 	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language • ICT – use of keyboard during certain lessons • Social skills groups • Parents discussion with SEND Team 	<ul style="list-style-type: none"> • Small group 1-1 support for language, social skills group • Speech and language support/advice • Advice from EP/Specialist teacher • Referral to Speech and Language Therapist (SALT) • SEND Team assessment and monitoring to ensure appropriate intervention and access to learning.

	simplified along with visual support.		
Social, mental, and emotional health	<ul style="list-style-type: none"> • Whole school rules • Classroom rules • Whole school reward and sanctions systems • Opportunities for children to talk about any fears, confusion and guilt 	<ul style="list-style-type: none"> • Circle time in class • Support from ELSA • In class support for supporting behavioural targets, access, safety • Parent discussions with SEND Team • Behaviour logs 	<ul style="list-style-type: none"> • Small group or 1-1 for social skills • Individual reward system • Advice from EP/ specialist teacher • Time out • Referral to CAMHS • Support/advice from the Behaviour Support Service • Application for a Health Care Plan
Sensory and/or Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Pencil grips and mats for children to use • Staff aware of implications of physical impairment • Modification or organisation, routine and environment • A fully inclusive differentiated curriculum approach according to individual needs. 	<ul style="list-style-type: none"> • Additional fine motor skills practice • In class support for supporting access/safety • Parents discussions with SEND Team 	<ul style="list-style-type: none"> • Access and liaison with Occupational Therapist (OT) and with Physiotherapist • IEP's as needed • Identified key worker • A place for time out or exercise if necessary • Extra support or 1-1 support to access appropriate interventions

5. SEND Terms

There are many SEND terms which are commonly abbreviated. Here is a glossary to help.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment