# SEN Information Report

**The kinds of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia,
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy,
* Moderate/severe/profound and multiple learning difficulties

**Identifying pupils with SEN and assessing their needs**

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* 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
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, staff will relay their concerns to the SENCO using an SEN initial concerns form. The SENCO will then begin to work with the child concerned carrying out observations and discussions with teachers and parents. If the initial support put in place has no real impact then referrals will be made to external agencies. At this point, we will ascertain if the child has a specific education need or difficulty.

**Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

These discussions will inform the actions taken to support the child.

We will formally notify parents when it is decided that a pupil will receive SEN support.

**Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment and behaviour
* The individual’s development in comparison to their peers
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

**Supporting pupils moving between phases**

We aim to make any transition to or from any school as smooth as possible. We will liaise with any transfer school, nursery or pre-school that a child is moving from and we will share information with any school that a pupil is moving to. This may take the form of a Review Meeting attended by staff from both schools and parents/carers plus other professionals involved. Other ways of supporting transition such as Induction Days and visits by staff to a child in the transferring setting will be planned in consultation with parents and the setting that the child is moving from or to.

**Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

* School Start (speech and language)
* Language for thinking (speech and language)
* Nessy (Dyslexia)
* Number Sense
* Drawing and Talking
* Zippy’s friends
* Friends for Life
* Solihull approach
* Reading inference
* Zones of Regulation
* Superflex
* Lego Therapy
* Switch on Reading
* ELSA support
* 1:1 RWI Catch Up (phonics)

**Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**Additional support for learning**

We have 11 teaching assistants who are trained to deliver a range of interventions (see above).

Teaching assistants will support pupils on a 1:1 basis or in small groups as appropriate to their needs and the intervention that they are delivering.

We work with the following agencies to provide support for pupils with SEN:

* Educational Psychologist
* Jogo behavior support,
* CAMHS,
* school nurses team,
* Leading Senco support

**Expertise and training of staff**

Our SENCO, Hannah Bowden, is a very experienced teacher and member of the Senior Leadership Team.

They are allocated 2 day a week to manage SEN provision.

We have a team of 11 teaching assistants, including 1 higher level teaching assistants (HLTA) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in RWI Phonics, Attachment Awareness, ELSA support, Zones of Regulation and Manual Handling.

School staff also liaise with additional outside agencies, including: Educational Psychologist (EP), Community Paediatrician, Social Services, CAMHS, SALT, OT and School Nurse.

We use specialist staff for delivering Play Therapy, counselling and Behaviour Support.

**Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions after 6 weeks
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding annual reviews for pupils with statements of SEN or EHC plans

**Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Kingswood Centres as well as any other school trips. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

All pupils are encouraged to take part in sports day, school plays and all other special events that are part of school life.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEN are encouraged to be part of the school council
* Support from our ELSA trained LSA is available to all pupils as and when they need it.
* Children are an integral part of Termly Review Meetings where their views are listened to and valued.

We have a zero tolerance approach to bullying.

**Working with other agencies**

If a child needs additional resources or specialist support, the SENCo will make a referral to the appropriate agency after discussing this with the child’s parents/carers. Additional resources are also purchased or loaned if necessary. These might take the form of books, resources to use in the classroom, additional schemes for small group or individual work or adaptive resources such as touch pads for computers.

**Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCo Hannah Bowden in the first instance. They will then be referred to the school’s complaints policy - <https://img1.wsimg.com/blobby/go/6c5e82c7-5524-44b4-b65c-359121e0ba89/downloads/1c6ai5vus_423633.pdf>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**Contact details for raising concerns**

Parents who have a concern about their child or would like to discuss their child’s SEND provision should contact the class teacher or the SENCo in the first instance. If there are still concerns then a meeting may be arranged with the Head teacher.

Head Teacher: Mrs Emma McLean – 01327 830301 [head@pattishall.northants-ecl.gov.uk](mailto:head@pattishall.northants-ecl.gov.uk)

SENCo: Mrs Hannah Bowden – 01327 830301 [senco@pattishall.northants-ecl.gov.uk](mailto:senco@pattishall.northants-ecl.gov.uk)

**The local authority local offer**

We have developed our Local Offer alongside that set out by Northamptonshire County Council, which can be found here - <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/what-is-local-offer.aspx>

**Useful Links**

Educational Psychology Service:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/information-and-support-for-families.aspx>

Educational Inclusion and Partnership Team: <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

IASS – advice and support for parents of children with SEND:

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>