



“Put your heart and soul into everything that you do.”

Purpose. Passion. Success.

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, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dysgraphia
- 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
- No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Identifying pupils with SEN and assessing their needs

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services

- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated regularly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

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 educational need or difficulty.

Consulting and involving pupils and parents

The school aims to work in partnership and coproduction of with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, particularly those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Holding regular review meetings

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 will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education, and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

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 adapted for individual pupils.

We will also provide a range of interventions which include

- School Start (speech and language)
- Colourful Semantics
- Incredible 5 Point Scale
- Language for thinking (speech and language)
- Nessy (Dyslexia)
- Number Stacks
- Drawing and Talking
- Zones of Regulation
- Superflex
- Lego Therapy
- ELSA support
- 1:1 RWI Catch Up (phonics)
- Toe by toe
- Stareway to Spelling
- Plus 1 maths
- Power of 2 maths

Adaptations to the curriculum and learning environment

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

- Adapting 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.
- Adapting 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 behaviour support,
- CAMHS,
- school nurses' team,
- Leading Senco support
- Occupational Therapy
- Speech and Language Services

- Target Autism
- NHS community Paediatricians
- Intervention and Inclusion Support Team
- Service Six
- 0-19 team
- MHST
- SEND Specialist Team

Expertise and training of staff

Our SENCO, Joanna Miller, is an experienced teacher, DSL and member of the Senior Leadership Team.

The SENCO is allocated 3 days a week to manage SEN provision.

We have a team of 11 teaching assistants, including 2 higher level teaching assistants (HLTA) who are trained to deliver SEN provision.

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

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, Head teacher and subject leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating the impact of targets on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors
- Regular SEN year group meetings
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Using provision maps to measure progress
- Holding annual reviews for pupils with 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 Frontier Centre 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 Joanna Miller 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@pattishallschool.co.uk

SENCos: Miss Joanna Miller – 01327 830301 senco@pattishallschool.co.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>