

SEN Information report for 2019-2020 – Lethbridge Primary School

Context

Schools must publish an annual report for parents and governors on the provision for Special Educational Needs and Disability (SEND) in the school.

SENDCO: Emma Corp ecorp@lethbridgeprimary.co.uk

SEN Governor: Irene Fernow

Number of pupils with SEN:

	October 2019
SEN support	66 pupils including 2 pupils accessing High Needs Short term funding from the Local Authority
Statement or EHCP	13 2 additional EHCPs were applied for during 2019-20 and were finalised by July 2019 1 parental statutory assessment request was supported by school to access high needs funding when EHCP was refused

The SEN policy should be read in conjunction with the SEN information report, both of which can be found on the school website. In addition please see the Positive Handling and Dyslexia Friendly policies.

The admission arrangements for pupils with special educational needs are found under the school's admission arrangements.

There is no specialist resourced provision within the school although the school does meet the special educational needs of a wide range of children, including:

- SPLD – specific learning difficulties, including dyslexia and dyspraxia
- Visual impairment
- Hearing impairment
- Down's Syndrome
- ASC – Autistic Spectrum Condition
- Speech and language difficulties
- SEMH (social emotional & mental health)

SEND is defined as: *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.*

This means that children who have SEN all find learning harder in some way than other pupils of the same age.

There are four main areas of need:

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

The Code of Practice describes a Graduated Approach to SEN where all pupils who are identified as having SEN will receive support through 'SEN Support'. The approach means that the needs of the child will be addressed through a four part cycle: *assess, plan, do, review*.

At Lethbridge Primary we use a Provision Mapping system where data from the school's main assessment systems is used alongside teacher judgements to identify any pupils who may have Special Educational Needs. The SENDCO may also be requested to undertake further assessment through observations, discussions, class monitoring, book scrutiny, meetings with parents or specific standardised tests. The assessment information is used to plan a programme of support individualised to meet a pupil's specific needs, this is then recorded in the Year Group Provision map where clear entry and exit data are highlighted to ensure any interventions are monitored for effectiveness. This system allows pupils to be tracked across the school and needs to be identified, planned for and met efficiently.

Where satisfactory progress is not made, despite interventions, the provision will be reviewed and further support sought where appropriate. At this point previously it was likely an Early Help Record would be set up if one had not already been in place. The Early Help system was used across the Borough to support and evidence provision for children with SEND. This year Swindon introduced a new system called Core Standards. The documentation and rationale for core standards can be found at <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/early-help-landing-and-content-pages/swindon-core-standards-for-send/>

The Core Standards system is still under development and review by the Local Authority however under the guidance of the SENDCO it is used at Lethbridge as a useful and effective tool for reviewing a pupil's needs and highlighting areas of provision to be used to support those needs. These can then be documented as part of the '*assess, plan, do review*' approach. In 2019-2020 the core standards were introduced to Lethbridge by the SENDCO and training and support was offered to all staff in order to implement them as effectively as possible.

The Early Help Process is still to support children, especially where concerns are in EYFS prior to the entry level of core standards, but also where a holistic approach is

likely to support the child and their family through possible multi-agency working for example.

Both Early Help and Core Standards are used so that provision and interventions can be monitored more closely. Part of the process may be to identify outside agencies who can be requested to become involved. Referrals can be made at any part of the process based on each agencies specific referral criteria. Parents are fully involved throughout this process through meetings with the classteacher.

The SENDCO is also available and meets regularly with parents throughout the year where further discussion is needed. Meetings mainly occur through a termly drop in clinic where parents are able to sign up for half hour appointments with the SENDCO and classteacher together to discuss progress and address any concerns through future planning. Core standards documents will be shared and discussed at these meetings. Early Help meetings to review Early Help Records may take place during the drop in clinic or may be booked as additional meetings as appropriate to individual pupil needs. A parent may choose to book an appointment at any drop in or may be specifically invited to attend where a need is identified.

At Lethbridge we work readily with a wide variety of outside agencies and seek specialist support whenever appropriate. We also look to our in-house expertise and share good practice through meetings, training etc. There is a transition system set up with all local pre-school feeders and we work closely with them to ensure smooth transitions for pupils with SEN. In addition there is a structured system for transition with one of the main Secondary School that our pupils move on to. This year our pupils moved to a wider range of secondary Schools and transition support was tailored to individual schools and pupil needs as appropriate. The SENDCO and other staff are invited to and attend additional meetings and liaison with parents as appropriate to individual need. This year we supported two pupils to transition to two different specialist settings in the Borough.

Additional transition arrangements at the end of each school year are also usually made for pupils with high needs within the school. Transition meetings are offered in July after shuffle up day (where pupils have visited their classteacher and classroom for the following year). The meetings are available for parents of pupils with high needs where the SENDCO, current classteacher, next classteacher and Teaching assistant (if appropriate) attend to ensure smooth transition. Due to school closures for Covid 19 these meetings were unfortunately not possible this year. Instead, the SENDCO made regular phone contact with parents of pupils with high needs and individual arrangements were made. The whole school had a transition programme whereby pupils spent the first week in September in their class from last year and this week was used for transition support to the next year group. Where appropriate and needed, individual support was put in place for pupils. Parents were able to

meet with classteachers in week 3 to discuss any ongoing issues and the SENDCO could then action any further support as needed. In addition, additional SENDCO drop in clinics were offered in the first term to ensure parents could access support where needed.

At Lethbridge Primary School we value each child as an individual. Whatever their difficulties we are committed to developing and extending their academic, social and physical capabilities, to enable them to have a sense of achievement and become productive members of the school and the wider community in which they live.

We aim to do this by:

- ◆ Meeting all children's needs
- ◆ Identifying children's needs as soon as possible
- ◆ Creating an atmosphere of encouragement, self-confidence and motivation
- ◆ Providing full access to a broad, balanced and relevant curriculum including Early Years Foundation Stage and the National Curriculum
- ◆ Making provision for all children to receive the support best suited to their needs within the constraints of the available resources
- ◆ Using a person centred approach whereby pupil views are sought and taken into account
- ◆ The pupil is at the centre of our work and we actively seek to work in partnership with parents or carers and take into account their views in respect of their child's particular need
- ◆ Reviewing interventions three times annually to assess their impact and monitor the child's progress
- ◆ Working closely with all agencies concerned to achieve a multi-disciplinary approach to the resolution of issues

External agencies

Throughout the school year the following external agencies have supported SEN pupils in the school:

- Educational Psychologist
- Speech and Language team
- School nurse
- Assistive Technologies Service
- SEMH Team
- TaMHs
- Social Communications and Interaction Difficulties Advisory Teacher
- Hearing Impairment Advisory Teacher
- Visual Impairment Advisory Teacher

- Parent support adviser
- Play therapist
- Play therapy Student

Resources are allocated to support any programme that has been planned. These may be in the form of additional adult support, specific intervention programmes, specific physical resources, or training for staff.

The SEN Code of practice is a statutory document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf It recognises that the focus of decisions regarding resource allocation needs to be on achieving desired outcomes. Consequently for pupils with High Level needs who are allocated additional funding from the Local Authority via Statutory assessment this funding is not calculated in hours of support. Each year, at an Annual Review meeting, desired outcomes are agreed and the resources are then used in the best way to work towards these outcomes. This will not necessarily mean additional 1:1 adult support for a pupil, even those with an EHCP (Education Health & Care Plan).

Staff development

Staff have attended continued professional development in the following areas;

Swindon Core Standards for SEND; ASC (autism) training and network meetings and support through the AET (autism education trust); ACES (adverse childhood experiences); Oak National Academy CPD (social stories); Hearing advisory teacher support and training; Medical needs training; Bereavement; SENDCO network meetings.

In addition a new staff member was recruited to fulfil a full time ELSA and PSA (parent support adviser) role. This staff member started their role at a very challenging time during the lockdown period but they were able to be in school offering tailored support for individual pupils who were particularly struggling during lockdown due to family bereavement or other family circumstances.

ELSA is a nationally recognised educational psychology led intervention which is designed to build the capacity of schools to support the emotional needs of their pupils. Over recent years there has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. ELSA recognises that children learn better and are happier in school if their emotional needs are also addressed. This new staff appointment means we can build on our previous provision and offer support around social and emotional needs for many more children within the school. Rainbow group nurture support has also continued to be offered one afternoon a week and across the year 8 children benefitted from this – the number was limited by the school closures for terms 3-6.

Play therapy provision has continued to be offered to 7 different pupils through the year by a qualified therapist and through fully supervised placement of a training play therapist.

How do we know we are meeting our objectives?

The effectiveness of our provision for children with SEN is judged by the governing body in a number of ways including a range of data to show the progress made by this group of children. This year the published data was not available due to the cancellation of statutory testing because of school closures. This is the only data that is moderated and standardised to be reported on formally.

However in school monitoring as described above through the assess, plan, do review approach ensures that pupils are tracked and progress was monitored for the 19 pupils with SEND who transitioned to Secondary.

For those pupils with EHCPs their progress is measured through both short (12 month) and long (key stage) outcomes. All pupils with an EHCP had their progress reviewed through the annual review process, including during the school closures period. All of these children had achieved the majority or all of their short term outcomes and as a result they had made good progress towards achieving their longer term outcomes.