

SEN Information Report

Singleton CofE Primary School

2022-23



1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Nurturing Individuals to Flourish

Growing Together

Rooted by God's Love

At Singleton CofE School we ensure every child has the opportunity to flourish. Through our small, rural learning community we are able to offer children a personalised approach to learning, enabling them to thrive.

Our staff make it a priority to build relationships with the entire learning community, getting to know each child as the unique individual they are, and each family around the child. We listen carefully and notice when additional support or strategies are needed.

Our children benefit from learning in both inclusive classrooms and from high quality first teaching, following our Growth curriculum.

We do not believe that a 'one size, fits all' approach to education works, we recognise that all learners need different methods, styles and approaches to make them feel safe and supported, and ready to learn. It is through communication, compassion and trusting relationships that we provide a nurturing approach to your child's development.

At Singleton we work as a focused, collaborative and research-informed team. We discuss children's wellbeing, achievements and evolving needs to best support every single child in our care.

Children who are identified as having a Special Educational Need (SEN) are at the heart of our school community, taught within the classroom environment and supported by all members of our dedicated team.

What kinds of SEN are provided for?

Currently at Singleton CofE Primary School we support a wide range of children with special educational needs. On our SEN register we currently support children from all of the 4 broad areas of needs:

- ◇ Cognition and learning
- ◇ Communication and interaction
- ◇ Social, emotional and mental health
- ◇ Sensory and Physical

More specifically we currently provide support for children with ASC, ADHD, specific learning difficulties (such as dyslexia, dyspraxia), SEMH and we have previously supported children with physical impairments. We adapt our approach around the needs of individual children and ensure staff training for specific types of SEN remains up to date and relevant to the needs of our cohorts.

How does school know if children need extra help?

At Singleton we are committed to the early identification of special needs so that provision can be put in place to help each child make good progress and overcome barriers to learning. There are rigorous assessments and tracking procedures in place across the school. The following are all taken into account when identifying Special Educational needs.

- ◇ Use of Boxhall Profile
- ◇ Observations of behavioural, social and emotional development
- ◇ Teacher assessment and experience of the pupil
- ◇ Foundation Stage Profile assessment results
- ◇ Assessment against age-related expectations, previous progress and attainment
- ◇ Standardised testing and assessments
- ◇ Assessments by a specialist service, such as Educational Psychology
- ◇ An existing Statement of SEN or Education Health Care Plan (EHCP)
- ◇ Another school or LEA which has identified or has provided for special/additional needs

We know when a pupil may need further help if:

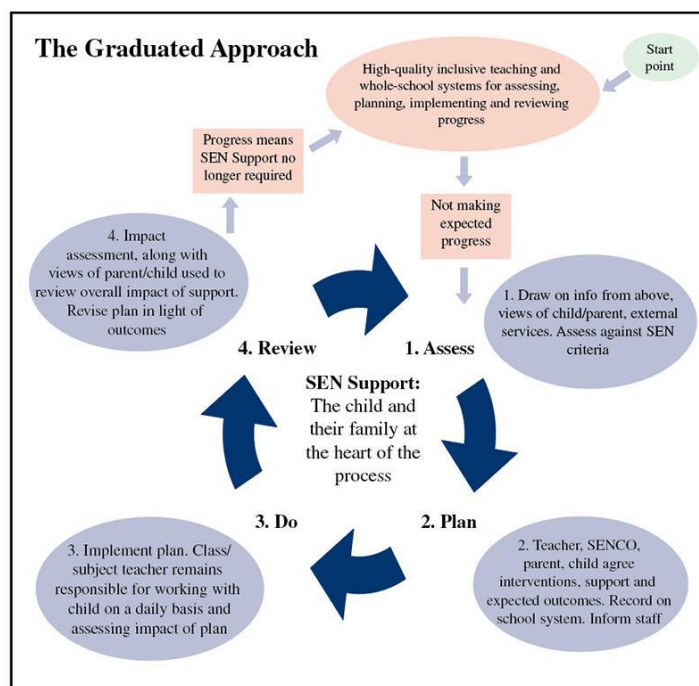
- ◇ Behaviour changes
- ◇ Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- ◇ Screening, as a result of a concern being raised, indicates gap in knowledge/skills
- ◇ Whole school tracking of attainment outcomes indicates a difference in the expected rate of progress, causing us to look deeper
- ◇ Observation of the pupil indicates that they have additional needs

What should I do if I think my child may have a special educational need?

We know that life has many twists and turns, including the unexpected. If you have any concerns regarding your child's progress or well-being, we will *always* be here to listen. Please speak to either your child's class teacher, or Mrs Greene (SENCo), so we can support you and your family. You do not need to wait for a Parents' Evening to do so, we operate an open-door policy and would encourage you to share your concerns and consult with us, as soon as you can.

What happens next?

Using the graduated approach, teachers, in conjunction with the SENCo, family and child at the centre, will follow these cyclical steps before a child is placed on the SEN register, allowing us to assess, plan, do and review each child's development. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.



When SEN Support is needed:

At different times in their school life, a child or young person may be identified as having a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Where pupils’ progress is significantly below age related expectations, despite high quality teaching and targeted support for the specific areas of difficulty, provision of SEN Support will be put in place.

How will school staff support my child?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEN is monitored through a number of processes that include:

- ◇ Classroom observations by the senior leadership team, the SENCO and external verifiers
- ◇ Ongoing assessment of progress made by pupils with SEND through pupil progress meetings
- ◇ Work sampling and collections of planning to ensure effective matching of work to pupil need
- ◇ Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND
- ◇ Pupil and parent feedback on the quality and effectiveness of interventions provided and communication of children’s Individual Learning Plans (ILPs)
- ◇ Attendance and behaviour records

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to learning.

We have 5 teaching assistants, 2 of whom are trained to deliver interventions (listed below) and these are usually run with a small group of children or on a 1:1 basis depending on the focus of the intervention. Two of our teaching assistants supports pupils with an EHCP, on a 1:1 basis. The teaching assistants are able to provide a therapeutic and individualised curriculum to match the needs of the pupils.

What expertise or specific training of SEND do our current team have?

Adults in our school have a range of certifications, from general teaching qualifications to specialist skills for delivering subject specific interventions. All staff are encouraged to actively engage with training. Training needs are identified through Professional Development meetings and as and when a specific need may arise. Whole school training is also carefully planned into the School Improvement Plan.

We are always developing our skills and aim to broaden our expertise in a general way to improve the quality and breadth of provision we are capable of delivering, and of course we also respond to the needs of each individual child and seek training that will benefit and support their specific needs.

- ◇ PREVENT Training
- ◇ Alphabet Arc
- ◇ ACE's Training
- ◇ Attachment and Trauma Training
- ◇ Restorative Practice
- ◇ Sensory Circuits
- ◇ Zones of Regulation

Which interventions and approaches do you currently use?

- ◇ **Nurture groups** – social emotional behaviour/mental health needs
- ◇ **Pre-teach** – children work in a small group to focus on new vocabulary/concepts before learning in the whole class environment takes place
- ◇ **Lego Club** – supports children with problem-solving and social communication skills
- ◇ **Handwriting Intervention** – we use a kinaesthetic and multi-sensory intervention to support handwriting development, this includes 'Write Dance' for EYFS/KS1.
- ◇ **Play therapy** – sourced privately on a need's basis
- ◇ **Read Write Inc Catch-up** – children benefit from intervention using the whole school phonics scheme programme to help children plug gaps and support ongoing progress
- ◇ **Precision teach** – personalised to the individual child to focus on quick acquisition of a skill e.g., reading sight words or fluently recalling multiplication facts
- ◇ **Sensory Circuits** – run by our TAs, children benefit from a daily circuit to support sensory needs and feedback
- ◇ **Alphabet Arc** – supports recognition of initial sounds and is used as a spelling tool
- ◇ **Toe-by-Toe** – targeted reading intervention for children in KS2
- ◇ **Frequent Readers** – children requiring more frequent reading opportunities are heard by one of our reading teachers
- ◇ **Speech & Language** – staff implement recommendations made by specialist speech and language advisors

- ◇ **Friendship groups** – children benefit from small, focused groups that work on the qualities of being a good friend
- ◇ **Forest School and outdoor learning** – we recognise the benefits of working outdoors and the proven, research-based findings that show children’s mental health and emotional-wellbeing are increased as a result
- ◇ **Zones of Regulation** – we develop children’s emotional intelligence by providing them with the tools to recognise their emotions/bodily responses and build in strategies to help them regulate
- ◇ **Mindfulness** – we will be supporting children to use a ‘mindfulness’ approach as part of their daily school life, focusing on breathwork, movement and touch
- ◇ **Growth Mindset** – from the academic year 2021-22 we will be implementing a school-wide approach to improve children’s self-esteem, belief and aspirations

In addition to the support we offer at school, we also utilise the local services and expertise to work together to discuss children’s learning needs. This includes working with: specialist teachers; educational psychologists; speech and language therapists; art therapists and teams including LBAT (Learning Behaviour and Advisory Team) and ASCT (Autism and Social Communication Team). All of these specialist professionals will work with your child to understand their needs and make recommendations as to the ways your child is given support at school and at home.

What further support may be needed?

For a small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will my child’s experiences and progress be communicated?

We will always share our thoughts and feelings about your child’s wellbeing and progress with you, and actively encourage you to do the same. Children’s Individual Learning Plans are reviewed and updated each half-term, these will be sent home, and you’ll be given one copy to keep, and one to sign and return. These plans will detail your child’s ‘SMART’ targets and include a review and next steps. We welcome your feedback and encourage you to discuss your child’s targets at home and with us.

Specific
Measurable
Achievable
Relevant
Time limited

Each child is actively involved in their Pupil Passports, detailing what they enjoy about learning and how they feel they could be best supported. Their passports are reviewed with them each term, reflecting their current needs and aspirations.

Each child at ‘SEN Support’ or with an EHCP will have a provision map that is drawn up by teachers which shows the support that is above normal High Quality First Teaching. This clearly lays out the provision the child is receiving in order to support their specific needs. Provision maps also set out outcomes that we are aiming for the child to achieve as a result of this provision.

Children with an EHCP, or children who are needing further support from specialists will be monitored using a ‘One Page Plan’, which is updated by their class teacher and supports their targets and on-going development.

All parents get the opportunity to meet with their child’s teacher/SENCO once a term to specifically discuss their child’s provision and the progress they have made towards achieving their outcomes. Where appropriate,

a child with SEN may also attend these meetings to ensure parents, teacher and the child are all working together to make comments on achievements and discuss any barriers experienced by the child so actions can be put into place.

We are always here to arrange further meetings and discussions and recognise that 'life' does not occur in a cyclical order. For children with an EHCP, we will also meet annually to review children's progress and outcomes.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on their EHCP.
- Review the provision to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.

How will my child's progress be measured?

Your child's progress is continually monitored by their class teacher and the support staff working with your child. In addition, their progress is monitored by these methods:

- Through pupil progress meetings with the class teacher and headteacher each half term
- Through standardised reading, spelling and maths tests
- Those children following a specific 'One Page Plan' are monitored against specific targets and these are adapted accordingly
- The progress of children with an EHCP are reviewed at Annual Review Meetings and review meetings throughout the year
- During Year 1, all pupils take part in national assessment and are screened in terms of their phonic knowledge
- At the end of Years 2 and 6, the children are formally assessed in Maths and English using Standardised Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally
- Interventions and specific whole class teaching techniques are monitored alongside scrutiny of children's recorded work and achievement data

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

All Class Teachers use a Risk Assessments for their classroom, immediate environments and access to communal areas such as toilets and eating areas. In addition, Risk Assessments are applied to all school trips and one-off activities. From these, steps are taken to ensure all children are able to be included in external activities. If there are specific requirements for pupils on the Intervention Register, we will undertake a specific risk assessment.

How accessible is the school environment?

Singleton Primary School is a single storey building and is fully equipped to deal with a range of needs. The majority of the building and playground is on one level making it easily accessible for wheelchair users and a disabled toilet accessible to all classrooms. In terms of learning we make the following adaptations to ensure all pupils' needs are met:

- o 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.
- o Adapting our resources and staffing
- o Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- o Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, over-learning.

This is not an exhaustive list and we always endeavour to change and adapt our practice based on the needs of the child; seeking additional professional advice about additional adaptations that can be made where appropriate.

What does transition look like for my child?

We recognise that transitions can be difficult for all children, including those with SEND and take active steps to ensure that any transitions are as smooth and sympathetically managed as possible.

For children joining our community either in year, at the start of a new school year or a new reception child; we welcome all new learners to our school and invite them to come on a tour where they can experience our daily practice and see what a happy and welcoming community we are. This is usually enough to give children the confidence that they will be happy in our school. However, we can and will adapt our practice to support individual circumstances as necessary.

If your child is moving to another school:

- We will contact the Special Needs Department and ensure the sharing of information about any special arrangements or support that need to be made for your child
- We will ensure that all records are passed on as soon as possible
- We will arrange meetings with key staff to share best practice for your child
- Where an EHCP is in place, additional meetings will be arranged

When moving classes in school:

- Information will be passed to the new class teacher in advance and a planning meeting will take place between the relevant class teams and the SENDCo
- Individualised transition work will take place led by the SENDCo where identified

In Year 6:

- Focused transition work will take place including life skills such as trial runs of taking the bus, etc.
- Liaison meetings with Secondary SENCOs and parents are started early in Year 6 once the children know where they are attending in Year 7
- Additional transition visits are made both as part of the secondary schools' vulnerable children programmes as well as with negotiation where more visits are required
- All information is transferred to the new school and there is a requirement that they sign to evidence that the transfer of information has been made

How is my child supported emotionally?

The emotional health and well-being of all of the children is paramount to their happiness and success in learning. We recognise that pupils with SEN can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PSHE teaching, additional interventions can be offered on a bespoke basis to address specific issues as they arise. In addition to nurture groups, which may take place in small groups or on a 1:1 basis, our School Improvement Plan for the previous year, 2021-22, focused on our whole-school approach to mental health and emotional wellbeing through the development of:

- ◇ Emotional intelligence and regulation through the Zones of Regulation

- ◇ Mindfulness and yoga
- ◇ Growth Mindset
- ◇ Forest School
- ◇ Learning opportunities taken outside
- ◇ Positive thinking, acts of kindness and gratitude work

What if parents have a complaint about their child's SEND provision?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. This may then be escalated to the SENDCo or the headteacher. They will then be referred to the school's complaints policy. 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

What are the contact details of support services for parents of pupils with SEND?

[Click here](#) to access the page for WEST SUSSEX service to support parents.

What are the contact details for raising concerns within the school?

Where pupils or parents have concerns, they can contact the following people for further advice or support:

- ◇ The class teacher(s)
- ◇ Emmalene Greene - SENCO
- ◇ Theresa Smyth - Headteacher

All of whom can be contacted through the school office.

Where can I access the local authority's local offer?

[Click here](#) to access West Sussex's Local Offer Page.