

Special Educational Needs and Disabilities (SEND) Information Report



Audience: Staff/Governors/Public

Frequency of Review: Annually

Date: April 2023

Postholder responsible for Review: SENCO

The Name of the SENCo: Miss Helen Crawford

Lead TA with responsibility for inclusion: Mrs Paulette Carlisle

The name of the Governor with special responsibility for SEND: Adazee Bradshaw

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

At Robin Hood Primary School we believe that all pupils should be encouraged to aim high, to excel and, in many cases, to exceed expectations. We aim to include all children in all activities of the school whatever special educational needs or disabilities they have.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools responsibilities for pupils with SEN and disabilities
- The Special Education Needs and Disabilities Regulations 2014, which sets out schools responsibilities for education health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCO is Miss Helen Crawford.

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Lead TA with responsibility for SEND is Mrs Paulette Carlisle

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day to day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach
- Advise on the deployment of schools delegated budget and other resources to meet pupils needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure records are kept up to date

The SEN Governor

The SEN governor will:

- Help raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and the SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupils' progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN Information Report

The kinds of SEN that are provided for

Robin Hood Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and 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 pupils' 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
- Widens the attainment gap

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

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

If teachers have concerns about a pupil they will discuss their observations with the parents and the SENCO, an initial concern form will be completed and this will be used to create initial targets.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupils and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 ensure that:

- Everyone understands the pupils' areas of strength and difficulty
- We take into account parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the next steps

Notes of these discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided a pupil will receive SEN support.

Assessing and reviewing pupil 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 or behaviour
- The individual's development in comparison to their peers and national data
- 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 and preparing for adulthood

We will share information with the school, college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition meetings will happen annually to support pupils as they move between Year groups and visits to the new classroom will be provided.

Meetings will happen with new settings and all records will be transferred to them. Transition visits will be arranged for pupils who would benefit from them.

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:

- Writing interventions such as writing conferences, handwriting support and fine motor support
- Reading interventions such as, X-code, 1:1 reading and reading support via our Little Wandle Letters and Sounds provision
- Maths interventions such as First Class @ Number
- SEMH interventions such as Lego therapy, Place 2 Be and play therapy

Adaptations to the curriculum and learning environment

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

- Adaptation of 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
- Allocation of our resources and staffing
- Using recommended aids, such as laptops, iPads, overlays, visual timetables, larger fonts 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 additional provision available for children who are struggling to access learning, even when the above adaptations have been made. This includes:

- The Hayroom for pupils working within the engagement model and those who require a specialised, bespoke curriculum.

- The Hub for pupils who require nurture support and for KS2 pupils who access flexible grouping for English and maths.

We work alongside the Inclusive Education Service who provide additional support for pupils with SEN.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupil progress towards their goals each term
- Reviewing the impact of interventions
- Seeking pupil voice
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils with EHC plans

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

All of our extra curricular activities and school visits are available to all our pupils. All pupils are encouraged to attend our residential trips in Year 2, Year 4 and Year 6. All pupils are encouraged to take part in sports day, school performances and workshop activities. No pupil is ever excluded from these activities because of their SEN or disability.

Support for improving social and emotional development

We have a nurture team which provides additional support for pupils with SEMH needs. We work alongside the Nottingham City R2i scheme which supports pupils with SEMH needs into the pathway for support. The nurture team offer a variety of interventions which help develop peer relationships and identify emotions and coping strategies.

We have a zero tolerance approach to bullying.