

SEN and D Information Report 2016/17

What types of SEN do we provide for?

At Peel Hall Primary School, within this last academic year we have provided provision for a range of children with differing needs; these include:

- Children experiencing academic learning difficulties.
- Children experiencing social and emotional difficulties such as children with ADHD, Autism and some mental health issues etc.
- Children with a range of medical conditions.
- Children with physical disabilities and children with behavioural difficulties

How do we identify and assess pupils with SEN?

The way in which we identify and assess pupils with SEN is in the first instance through a monitoring process, where if a concern is raised about any child's needs we investigate that concern, the first person that concerns are raised with is the child's class teacher who will then speak to the SENCO who in turn will seek advice if necessary from other agencies such as the educational psychologist, the CAMHs team, the school nurse or behaviour outreach teams. The concerns that have been raised within the last academic year, have been related to pupils' performance, mostly with regard to the more academic areas of the curriculum, or they have been concerns that parents have raised regarding how their child behaves at home or it has been a concern raised by agency staff that the school work with, such as social services or health with regards to children meeting developmental milestones.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

The special needs co-ordinator (SENCO) for the last academic year has been Mr. Smith; he has also been the Year six teacher. From September 17, he will remain all of the aforementioned, but will also be the Key Stage Two lead as one of the assistant head teacher's. He can be contacted by ringing the school on 0161437 2494, a message will be taken and Mr. Smith will return calls as soon as possible.

What is our approach to teaching pupils with SEN?

Our approach to teaching pupils with SEN has been very much our approach to teaching our mainstream children. There is an expectation that all children can achieve and we aim to ensure all children attain at least national expectations. How we help the children with SEN to be the best they can be though differs according to what their need is. The journey that the children have been exposed to in terms of their learning means that individual education plans, individual behaviour plans, care plans and risk assessments have been put in place for each child. Some children have only required one of these aforementioned procedures to be put in place whilst other children have had some or all of the procedures put in place. Within the last year we have liaised with parents children and other

agencies through regular meetings, so as always to act in the best interests of each child with SEN.

How do we adapt the curriculum and learning environment?

Within the last academic year for children who have experienced some kind of SEN, we have expected all children to participate in all curriculum areas and activities that are statutory and non statutory. However in order for the SEN pupils to access all areas of the curriculum we have had to make adaptations to how the curriculum has been delivered. Within the last academic year we have done this by providing physical resources for some children, providing personal spaces for children, supporting the children through very structured teaching, by delivering specific interventions during the afternoons for some children using teaching assistants that have been trained to deliver such interventions. Some children have had 1-1 support both inside the classroom and outside of the classroom depending upon what the child's needs have been. For some children with specific learning difficulties these children have been timetabled to work with a special needs teacher, either in small groups or on a 1-1 for short periods of time each day. Some children with social and emotional difficulties have worked with a play therapist or had play therapy with a trained teaching assistant at certain times each week.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

At Peel Hall we have enabled pupils with SEN to engage in activities with pupils who don't have SEN by making sure that our school ethos of inclusivity and working together for success has never been undermined. We have made explicit to parents and children why they are being grouped or withdrawn, but only for short periods of time each day, unless a specific need of a child dictates that to integrate the child fully would cause them more distress. Although for those children who have found it difficult to work in class, we ensure that they experience working with different children by withdrawing those pupils without SEN to work outside of the classroom with children with SEN. There is no segregation made by the school. All children with SEN have had appropriate provision provided based on the child-centered approach we have.

How do we consult parents of pupils with SEN and involve them in their child's education?

Over the last academic year, we have consulted both informally and formally with parents. Where a child's needs, require interventions to be escalated then meetings become more formal and have involved people from other agencies. This is so each professional and parent works in partnership to address the needs of the child. Due to the cycle of assess, plan do and review, meetings occur at regular intervals and are minuted so that all parties have been able to agree a way forward that acts in the best interests of the child. The SENCO and Head Teacher are both integral to all meetings unless, as has been the case this year,

the Head Teacher may delegate responsibilities, where a conflict of interests may occur, to his Deputy or another senior member of staff.

How do we consult pupils with SEN and involve them in their education?

Where it is possible to seek out the views of the child with SEN, we have done this through structured informal meetings again, which are minuted with the child and we listen to their views and consider them carefully. This does not mean the children always get what they want, but it does mean that as a school we have acted with consideration, taking their views into account. For some children this year, we have also used other professionals and parents to obtain the views of pupils, so that we have been able to make informed judgements.

How do we assess and review pupils' progress towards their outcomes?

Every half term, over the last academic year, we have reviewed pupil outcomes. These outcomes are based on teacher observation and formal testing where possible as well as discussions with the child and/or parent/carer. These meetings look at how well the pupil has performed against National Expectations as well as specific success criteria for the individual pupils based upon their needs. Some meetings have just involved the class teacher reviewing progress with specific families; while some reviews that involve other agencies include meetings around the child to help identify the progress each SEN pupil is making. These meetings will include the SENCO, class teacher and in some cases the Head Teacher with both, parents/carers and pupil. In all meetings the school has used a range of information to show the strengths of the pupil and have involved parents and the young people concerned in the process.

Due to the fact that our children make significant progress against their personal targets, it sometimes does, and has made it difficult for the school to obtain the additional support that it would like to obtain for some pupils, but this is because the pupils are seen to be making good progress against a threshold criteria that is not administered by the school. The good thing is that it shows children with SEN are having their needs met very well by the school.

How do we support pupils moving between different phases of education?

For children moving within school to a new year group or to a new phase, pupils with SEN are and have been within the last academic year supported by teachers ensuring accurate records are passed on to the next teacher. Teachers have had specific transition meetings with each other, where they have discussed issues such as what the child's interests are; what their preferred learning style is and what the child's strengths are and areas for development are. The teachers have shared previous individual education plans or behaviour plans with each other and discussed what provision has been the most effective for the pupil concerned.

Pupils have also experienced individual transition plans which have involved pupils being introduced in structured ways to their new classroom environments or their new teacher by having additional visits to the class or teacher they are

moving to. This gives both the teacher and the pupil some considerable time to build up positive relationships, which enhance learning later on.

For those children that have moved to high school with SEN, the provision is very similar to the aforementioned. Additional transition time has been given, the school SENCO has passed on information to the SENCO at the high school and records are and have been delivered to the receiving schools so that they can begin to build up a picture of the pupil concerned.

How do we support pupils preparing for adulthood?

Over the last year, the way in which we prepare our SEN pupils for adulthood, although we are a primary school, is very much the way we prepare our non-SEN children, that is we prepare them through our behaviour management policy that we all have to abide by rules and regulations that helps us ensure we deliver on our responsibilities, as well as entitling us to certain rights. We ensure all children are encouraged to be ambitious in terms of how they can be the best they can be, by holding celebratory assemblies, rewarding children for their best efforts. We also try our utmost through liaising with parents and rewarding children that attendance and punctuality are crucial for adult life and that good practices started at an early age are key to success.

The most important thing we do, and have done over the last academic year, in preparing our SEN children and Non SEN children for adulthood is to teach them through the formal and the hidden curriculum, that as individuals they are all valued and respected, and this leads to our children being very supportive of each other. They recognise and value that each individual has strengths albeit not always in the academic arena.

How do we support pupils with SEN to improve their emotional and social development?

For all children at some point they experience social and emotional issues, which need to be addressed. This year this has been achieved as it always is, by providing the children with key workers that they can talk to. All staff treat the children with respect and a calmness that helps them understand they are being listened to. For some children where their needs have been more demanding specialist support and advice has been bought in by the school, and the school has acted upon that advice. For some children they have worked with specially trained TA's, or they have had specialist support from a play therapist or specialist teacher to help them improve their emotional and social needs. The impact has been that the school has been a calm learning environment and where incidents have occurred practiced systems have been put in place so as to meet the needs of all children. Following incidents where a pupil has shown a social or emotional need, the follow up includes and has included a review of the incidents with the class teachers and pupils so that any lessons can be learned and additional adaptations made where necessary.

What expertise and training do our staff have to support pupils with SEN?

This last academic year all school staff have had specific training from the educational psychologists that works with the school, on teaching children with specific learning difficulties, children on the autistic spectrum as well as training staff in precision teaching.

Some staff have also had some specific behaviour management training related to the pupils within their class, some staff have had specific advice given in relation to specific situations and some staff have had Team teach training.

How will we secure specialist expertise?

In order to maintain our specialist support, each year the school allocates an amount of money to staff training in the form of continuing professional development. It also plans and has planned by budgeting for the continuation of the educational psychologist and behaviour support. We also work with a cluster of schools and we draw on each other's expertise. In addition to the aforementioned, we also allocate a budget for SEN, which allows for planned resources to be bought in.

How will we secure equipment and facilities to support pupils with SEN?

Each year an allocation of funding is given to the SENCO for managing this aspect area of the curriculum. From this budget allocation the SENCO identifies any support and equipment that is required. Human resources are budgeted and allocated by the Head Teacher in consultation with the SENCO and they are planned to ensure all children are supported effectively. Any physical resources that are required for a particular child are acquired as far as possible and as soon as possible, when a particular need is identified. On top of additional needs funding for additional staff in the form of teaching assistants or special needs teachers, which comes out of the school's main budget, Governors have agreed a further £30,000 to support resource provision.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

At Peel Hall we work effectively with other agencies and we seek advice and support from other agencies such as the school health service, speech and language, occupational health and CAMHS so that all children that have additional needs have their needs met. We also liaise with the LA to obtain additional funding for those children who have specific needs. Currently for the academic year 17/18 we have additional funding to support two children within our school

How do we evaluate the effectiveness of our SEN provision?

When it comes to SEN provision, one measure that we use to evaluate the effectiveness of our SEN provision is pupil outcomes, this is based upon not only whether or not those children meet national expectations, but whether or not those children meet or exceed their personal targets and therefore can be seen to

have made progress. The other way that we evaluate our provision is through pupil and parental voice activities and feedback. Finally, we evaluate our SEN provision by the number of exclusions fixed or permanent that we make. As an inclusive school we are very proud of our track record.

How do we handle complaints from parents of children with SEN about provision made at the school?

Any complaint is taken seriously; we understand as a school that you want the very best for your child. The school complaints policy is available for you to peruse on our website under policies. However, the first step is always come in to school and speak to the relevant member of staff in the first instance. Usually complaints are dealt with informally, but all are logged.

Who can young people and parents contact if they have concerns?

All of our children know that they can talk to any member of staff about their concerns. However, some children with certain needs have key workers allocated and they know who they are. If a parent has a concern they should speak to the class teacher or the SENCO in the first instance.

What support services are available to parents?

All parents will know what their child's diagnosis is and therefore can contact any of the appropriate agencies. Parents can also ask for support from Early Help. Within school we also have a family worker who works in our school on a Monday, she will also be help in sign posting parents to the appropriate support.

Where can the LA's local offer be found? How have we contributed to it?

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

Governors on the Curriculum Committee ratified this statement on the 20th September 2017.