

Elveden Church of England Primary Academy

SEND information report 2015-2016

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Teaching and Learning

Inclusive classrooms

Elveden Church of England Primary Academy is an inclusive school and we endeavour to do our best for all of our children. All of our teachers are teachers of children with Special Education Needs (SEND). They all follow the school's SEND policy and know about ways in which their classroom organisation and their teaching may need to be tweaked to accommodate children with a range of SENDs.

The SEND Code of Practice (2015) is the legal document which describes how schools should support children with SEND. According to that document:

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

Some children may have a disability, a diagnosis of ASD, a sensory difficulty or a medical problem but these children are not included on the SEND register unless there is a learning difficulty.

Bullying of children with SEND

As a school, we have a policy of zero tolerance towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children either are not aware they are being bullied or they struggle to communicate their experiences. The playground and school are always supervised during playtimes and lunchtimes and members of staff, often the class teachers and members of the senior leadership team, are always available to listen and intervene where there is any suggestion of bullying.

We teach children that stopping bullying is everyone's responsibility and encourage them to come forwards if they think another child is being bullied. We will also investigate complaints of bullying from parents.

In the year 2015-2016, we had no complaints of bullying of children with SEND.

Identifying children with SEND and assessing their needs

Parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All teachers regularly talk to the parents of the children they teach and keep them informed about any concerns. Concerns may also be raised at termly pupil progress meetings when teachers and senior leaders sit together and identify children whose progress is not as anticipated.

Initially, the teacher will use their knowledge of the child to change something about the child's learning opportunities in order to see whether the child begins to make better progress. Often, this will solve the problem and no further action will be required.

Some children, however, need something which is '*different from or additional to*' the opportunities offered to all children in the class. These children are often identified according to the latest Suffolk documentation which gives clear guidance as to when children have additional needs. With their parents' permission, these children are discussed with the SENCo. If the SENCo and teacher together think there is an additional need, the parent is invited to a meeting and together we agree whether or not to put the child on the SEND register.

Most children on the SEND register are accommodated at 'SEN Support' (SENS). These children have targets which they are supported in meeting. The support may take the form of an intervention, additional adult support, access to ICT or some change to their environment: the support is individual to the child in order to help them to meet their targets. There is a monthly meeting to discuss progress with parents.

A very small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). These have replaced statements. Most of these children are likely to be referred to a specialist school at some point. Children with EHCPs have a record of support and a termly meeting to discuss progress in the same ways as children on SENDS.

More information on SENDS and EHCPs can be found at the Schools' Offer which answers over 300 questions put by parents.



Profile of SEND 2015-2016

During the academic year 2015-2016 we had 6 children on our Special Educational Needs (SEND) register which was around 7 % of our school population. Nationally, around 16.6% of primary school children are currently identified with SEND. 2 children in the school had a statement. The types of special need our children have, listed under the broad categories of SEND as defined in the 2014 Code of Practice, include:

- *Communication and interaction*: autism, speech and language difficulties
- *Cognition and learning*: dyslexia, global delay and moderate learning difficulties
- *Social, emotional and mental health*: challenging behaviour linked to social and emotional difficulties, attachment difficulties
- *Physical & sensory*: visual processing difficulties; auditory processing difficulties
- *Medical conditions*: diabetes

Working with children who are looked after by the local authority

In 2014-2015, we didn't have any looked after children in school. These children would have access to the same processes and support as all other children.

Adaptations to the curriculum

Children with SEND need provision which is different from and additional to their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to allowing access to additional resources, doing different activities or doing the same activity as others but with additional support. All teachers plan in this way for the whole class and consider the needs of their SEND pupils when identifying the best pathways through learning.

In addition, whole school strategic planning supports children with SEND. This is laid out in more detail in the school's accessibility plan (see Appendix A).

Looking after children's social and emotional well-being

We recognise that children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, hard to manage behaviours, through self-harming or through withdrawn, introverted behaviours.

All teachers are very aware of the social and emotional needs of the children in their classes and accommodate individual needs. This might be by having additional access to the teacher or a familiar teaching assistant, through a social skills intervention such as Lego Therapy, through individual reward systems, meet and greet, break cards or another intervention that meets the child's individual needs.

If the work we do in school proves not to be effective, we can engage outside services or refer to a pupil referral unit (PRU) or, through the GP or school nurse, to the Child and Adult Mental Health Service (CAMHS). We also employ a counsellor and a family support practitioner to work with children and families needing additional support.

Evaluating the effectiveness of our work with children

All of the work we do with our children is carefully monitored. Overall progress is discussed at half termly pupil progress meetings and any causes for concern are highlighted. In addition, all staff are asked to complete intervention monitoring sheets which record the progress made by individual pupils and allow us to decide whether the intervention is effective or not. Ineffective interventions are stopped or are altered so that they become effective.

Overall, children with SEND made expected progress and met the individual targets that had been set for them.

Tracker

Progress Breakdown Y1, Y2, Y3, Y4, Y5, Y6 - All SEN (3 pupils)

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All Pupils (3 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	2 (66.7%)	0 (0%)	1 (33.3%)	1.0 (33.3%)
Progressed by 4 steps	0 (0%)	2 (66.7%)	0 (0%)	0.7 (22.2%)
Progressed by 3 steps	1 (33.3%)	0 (0%)	0 (0%)	0.3 (11.1%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (33.3%)	0.3 (11.1%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	1 (33.3%)	1 (33.3%)	0.7 (22.2%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 2 achievemnet

Steps Attainment Summary

Y1, Y2, Y3, Y4, Y5, Y6 - All SEN (3 pupils)

Year 2 (3 pupils)	Number of Pupils (%) assessed in each Band as at Year 2 Summer 2					
Subject	Band W	Band 1	Band 2	Band 3	Band 4	Band 5
Reading	1 (33.3%)	1 (33.3%)	1 (33.3%)			
Writing	1 (33.3%)	1 (33.3%)	1 (33.3%)			
Mathematics	1 (33.3%)	1 (33.3%)	1 (33.3%)			
All	1 (33.3%)	1 (33.3%)	1 (33.3%)			

Year 6 achievemnet

There were no pupils on the SEND register.

Access to extra-curricular activities

The school offers a range of extra-curricular activities, both during and after school. Children on the SEND register are actively encouraged to attend clubs which enable them to learn new skills and to develop confidence. We are pleased at the number of children who have at least tried to participate in extra-curricular activities.

Working with parents and children

The school operates a Person-Centred approach to involving children in their education. All children on the SEND register, and any other child that it is felt appropriate, complete a One Page Profile at least annually, which enables them to record information about what is important to them as well as recognising their strengths and weaknesses. Where appropriate, this information is supported by a teacher.

Some children, in addition to this, may also have an individual support plan which is also updated half-termly in a meeting involving the parents and child if appropriate. At the meeting, the child's progress towards their targets is discussed and the parent is involved in deciding what the next steps might be and what kind of support will be necessary for the child to achieve these outcomes.

In addition, parents are invited to share their views on the school's provision via an annual questionnaire and some face to face meetings.

Working with Children

All children in the school, including those with SEND, have targets which they work towards and the school marking policy explains how teachers give children feedback to help them to move towards their targets.

All children, including those with SEND, are regularly invited to complete a short questionnaire in order to capture a snapshot of children's views about learning, friendships, opportunities to access extra-curricular activities and their feelings of being safe in school. These are collated and considered, alongside the parent questionnaires, when we draw up the next SEND action plan.

As part of their one page profile and their individual support plan, children are asked to think about their futures, although we know these are likely to change. We want all of our children to have high aspirations and to plan for possible futures. If we know about children's hopes and dreams, we can sometimes direct them towards local opportunities for developing their skills and interests.

Working with Families

It is much harder now for families to seek help. The national cuts in funding to Local Authorities have meant that the threshold for engagement with services that support families has risen. We have employed a Family Support Practitioner (FSP) from September 2015 at our partner school, Forest Academy, who has helped with early intervention, given good advice or sometimes just to be a friendly, non-judgemental listener who is happy to sit and chat with a cup of tea. We have, and continue to invest in support and training for this role.

Although there is not necessarily any link between the families she works with and SEND, the FSP is knowledgeable about SEND and sympathetic to the additional stresses on a family when a child has additional or special needs.

SEND administration

Transition arrangements

Transition into our school, from our school, and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements. However, we need to do additional planning and preparation for some of our children who become anxious when faced by change. This might include additional visits, taking photographs, doing work about what they can look forward to in the new class or school, addressing concerns etc.

Involving outside agencies

Outside agencies the school worked with during the year were mostly from Suffolk County Council or the local health authority: educational psychologists, County Inclusive Resource (autism outreach services), specialist county SEND team (SENDAT), Priory Outreach, speech and language therapists and occupational therapists as well as the school nursing service. We also have access to a privately employed counsellor/play therapist.

The school is a member of the Mildenhall SEND hub which is a collaboration of 10 local primary schools working together to support children with SEND. We benefit from sharing information and resources, networking meetings, annual conferences and the support of the Hub coordinator.

Training and expertise of staff

All of our teachers are teachers of children with SEND and have a broad understanding of the needs of children with SEND. All of the staff have been provided with information regarding a wide range of SENDs and how they can adapt their teaching to support these. Staff have also received training in ASD, sensory difficulties and auditory processing disorder. One member of staff attended drawing and talking training. All staff are Elklan trained and we are a 'communication friendly' school.

The role of the SENCo is to provide additional information and support to enhance teachers' knowledge and expertise. In addition the staff have access to a library of information books and, where applicable, teachers are directed to websites which are particularly useful for information about different SENDs. If necessary, we can call on additional services to support our work with the children.

Funding

Elveden Church of England Primary Academy receives funding from the Department for Education, some of which is intended to support children with SEND. For children who have particularly high levels of need and support, we apply for top-up funding (High Tariff Needs Funding) from Suffolk. In 2015-2016 we received £9,167 of this funding which was used primarily to employ additional teaching assistants to work with these children with high level needs.

Complaints Policy

We work hard to support all of our children, but sometimes parents have concerns which they don't feel are addressed. If you have any complaints, please follow the complaints policy as outlined on our website, but can be summarised as follows:

Step 1: informal discussion with class teacher

Step 2: informal meeting with headteacher

Step 3: formal written complaint to headteacher

Step 4: referral to governing body or the local authority

Strategic management

Below is a list of people in the school who are particularly concerned with the organisation of SEND in the school. They can all be contacted via the school office:

SEND governor- Paul Brooks

SENCo: Zoe Huff

Head teachers: Lorna Rourke and April Grimes

The way in which we identify and work with our SEND children is clearly explained in our SEND policy. In addition, the school has worked with Mildenhall SEND hub to create an extensive library of questions and answers about SEND. The questions were asked by parents of member schools. You can access the School's Offer at:



The school forms part of Suffolk's local offer which can be accessed at