



Anns Grove Primary School

Special Educational Needs (SEN) Information Report

The purpose of this information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs, and/or disabilities (SEND).

According to the SEND Code of Practice 2015, A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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-16 institutions

Key contacts:

Special Needs Coordinator (SENCo): **Mrs Catherine Needham**

Headteacher: **Mrs Samantha Fearnough**

Governor responsible for SEND: **Mr Scott Glover**

Areas of Need Provided For:

At Anns Grove, we strive to provide for all children whatever their need may be. The broad areas of needs as specified by the Code of Practice are as follows:

- **Communication and Interaction** (this encompasses children with speech and language difficulties and / or children on the Autistic Spectrum Disorder (ASD))
- **Cognition and Learning** (this encompasses children with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia and children with moderate learning difficulties (MLD)).
- **Social, Emotional and Mental Health Difficulties** (this encompasses children with a wide range of social and emotional difficulties and can include: depression, anxiety, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment)



- **Sensory and /or Physical Needs** (this encompasses children with vision (VI), hearing (HI) or physical difficulties (PD). These are often age related and may fluctuate over time.

Identifying and assessing children with SEN:

Early identification of pupils with special needs is critical to their success (SEND Code of Practice). When pupils start at Anns Grove Primary School, we may liaise with local nurseries so that we are aware of any special educational needs of all pupils and those identified as requiring additional support.

This may be done by telephone, meetings, and letters or case notes. We also carry out home visits for all new starters so that we can understand any concerns that the family may have.

When at school, pupils may be identified through:

- Termly assessments/KS1 SATs results/ EYFS profile
- Referral by parents / carers
- Referral by teacher
- Referral by Outside agencies
- Failure to make the expected progress despite high quality teaching which is differentiated and personalised to meet the needs of the student

We make assessment of children's needs through:

- Targeted assessments
- Discussions with parents / carers, teachers, teaching assistant and, where appropriate, the child themselves
- Progress against personalised targets
- Tracking against interventions

Arrangements for consulting parents of children with SEN and involving them in their education:

At Anns Grove Primary School we share the view from the SEN Code of Practice that 'parents know their children best' (6.20). We strive to involve parents as fully and as openly as we can. This includes:

- Termly parents' evenings and / or
- Termly SEN reviews
- A written report at the end of each academic year
- Opportunities to talk to class teachers at the beginning and the end of each day
- Questionnaires
- Parent workshops
- From 2017, parents of children with SEND will be invited to help compile a One Page Profile for their child to ensure consistent support

Arrangements for consulting young people with SEN and involving them in their education:

- Children with SEN are asked their views in an age appropriate way to contribute towards SEN reviews
- From 2017 children with SEND will be asked to compile a One Page Profile in an age appropriate and supported way
- Pupil voice

Assessing and reviewing progress towards outcomes:

At Anns Grove when a child is initially identified as having a special educational need, the class teacher and parent will complete a Record of Concern. The SENCo will be informed and a plan will be put into action whereby the child will be monitored. The plan for support will follow a four-part cycle:

- Assess
- Plan
- Do
- Review

For some children this increased monitoring and improved Quality First Teaching will be enough to overcome some barriers to their learning. If not, we may refer to outside agencies such as School2School Support to offer further advice.

If your child is put on the SEN register, you will then be invited to SEN review meetings termly. We will discuss your child's: strengths, what is working well, what would be even better, outcomes and finally agree on the targets and support that your child will work towards with the support of parents / carers and staff. Again, the support will follow the four-part cycle. The progress of the child in any interventions will be tracked by teachers and teaching assistants and analysed by the SENCo to ensure that the support is having an impact.

The views of the child should be taken into account as part of this review. This may be done outside the meeting or for older children they may want to be involved in the meeting.

For children who are continuing to experience difficulties, we will use the Sheffield Support Grid to assess current provision and need. This may lead to a MyPlan document being created to further support their progress by engaging with all professionals involved with the child. After at least two cycles, the MyPlan may be submitted as an Agree to Assess for an Education Health Care Plan (EHCP) if all professionals agree that this should take place.

Arrangements at key transition points:

When children enter our setting, a home visit is carried out so that we can carefully discuss the needs of each child.

All children have transition time at the end of each academic year where they are given the opportunity to meet and work with their new class teacher. For most children this is enough however we also endeavour to ensure that children who may be more vulnerable or have special education needs can access additional transition times:

- From Reception into year 1
- From year 2 (KS1) into year 3 (KS2) the SENCo runs a transition group over a number of sessions to increase confidence in working upstairs and to discuss worries, concerns, excitement and to reassure children.
- From year 6 (end of KS2) to year 7 (KS3 secondary school) our Secondary colleagues come into school to teach the children as well as opportunities to visit their new school. Some children are invited on additional visits.
- Secondary SENCos are invited into the final SEN review to meet with parents.

The approach to teaching children with SEN and the adaptations that may be made:

At Anns Grove Primary School, all lessons are differentiated by the class teacher and it is the class teachers' responsibility to ensure that lessons are differentiated appropriately. In general, lessons may have a Mild,

Spicy or Hot challenge for the children to choose their own level of challenge. This can be extended to Extra Mild and Extra Hot and this can be directed if that is appropriate. Children enjoy knowing which challenge they are on and aspire to progress onto the next challenge.

- Differentiation could be implemented in terms of:
 - Content
 - Process
 - Product
 - Learning environment

Children with special educational needs will have a Support Plan which will help to personalise their learning further as they work towards specific targets. Personalisation is achieved through adapting the curriculum so that all students can achieve.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The first response should be high quality teaching targeted at a child's areas of weakness. Where progress continues to be less than expected we may put in place extra teaching or other rigorous interventions designed to secure better progress, where required. This includes:

- Stories for Talking
- Vocabulary Improvement Programme (VIP)
- Hotspotting
- 1:1 reading
- Toe by Toe
- IDL
- Nurture
- Shine
- Theraplay
- Specific speech and language support following a communication plan
- Fine motor skills (handwriting)
- Gross motor skills
- Life skills
- Targeted support at break or lunchtimes

The expertise and training of staff to support children with SEN and how specialist expertise will be secured:

All staff are involved in ongoing CPD to support their knowledge of SEN. Our locality are engaged in a package of CPD with the support of Fusion and Talbot special school. This has included:

- Autism and anxiety
- Lego-therapy
- Promoting mental health and wellbeing in the classroom and beyond
- Strategies to support short term working memory

Some staff are specialised in the delivery speech and language packages and support staff are deployed to suit the needs of the children.

Some staff are Team Teach trained.

School has two days of bespoke support from Fusion to enhance specific areas of need for that academic year.

Evaluating the effectiveness of the provision made for children with SEN

This is achieved through:

- The views of all stakeholders
- SEN reviews
- Assessments and tests
- Tracking data, including achievement, progress, behaviour and attendance
- Review of targets
- Multi Agency meetings.

Inclusion of children with SEN:

Wherever possible, pupils with special educational needs or disabilities are integrated with their peers in order to achieve the best balance of educational and social progress. Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their Pupil Plan, MyPlan or Education Health Care Plan (EHCP). Pupils with SEND are encouraged to participate in extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people's health and safety, wherever possible.

Support for improving emotional and social development.

Anns Grove Primary School promotes the teaching of social development and PSHE is taught termly. We celebrate and teach our learning powers which are:

- Curiosity
- Resilience
- Keep improving
- Concentration
- Cooperation
- Have a go!

Children in year 6 are trained as Peer mentors and Play leaders to support break times and lunch times. Our Learning Mentor is trained in delivering small group work including a Shine group, a Nurture group, Legotherapy and a Theraplay group.

Involving Outside Agencies:

If appropriate, the school may want to make referrals to outside agencies for further support. This may be to support the identification of a special educational need; to assess a child or to support our current provision.

Outside agencies that we may involve include:

- Early Years Inclusion
- Speech and Language
- Fusion – School2School support
- Autism Team
- Educational Psychologist
- Ryegate
- CAMHS (Children and Adolescent Mental Health Service)
- MAST (Multi Agency Support Teams)
- Primary Inclusion
- Hearing Impaired Team
- Vision Impaired Team
- Physiotherapy
- Behaviour Support

- Social Services
- Special Needs Department

Complaints:

Good communication is essential if we are to best meet the needs of our pupils and resolve any issues quickly.

If there are any concerns, parents are invited to contact the school as follows:

- Issues to do with pupils' wellbeing or learning are best resolved by the teacher or Inclusion Manager.
- If the issues are not dealt with satisfactorily, parents/carers may contact school leaders, the Head teacher and then the Chair of Governors. Advice on how to do this can be accessed through the school office.

Local Offer:

The school's Local Offer can be found here.

http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=OC_F8LI43AY&localofferchannelnew=10_4_1