



## SEND INFORMATION REPORT 2015-2016

INCLUSION TEAM : Una Holbrook – SENco, Inclusion assistant Linda Lord

SEND GOVERNOR: Miranda Thorpe

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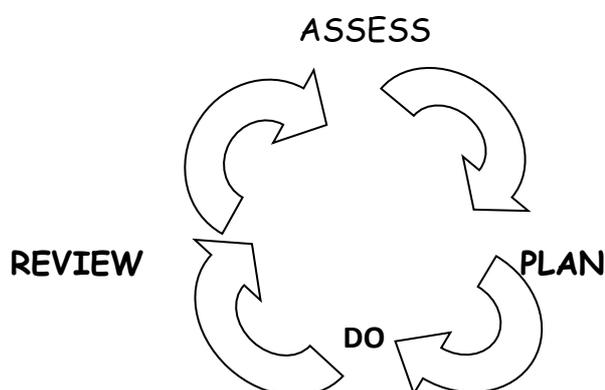
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Dedicated SEN time: SENCO 0.8 ft Tuesday, Wednesday, Thursday, Friday

### Whole school approach

High quality first class teaching and additional interventions are defined through our continual dialogue across the school contributing to our provision management approach. Children requiring interventions are discussed at Pupil Progress Meetings and children who have a higher level of need are placed on a School Based Plan. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (see Teaching and learning policy and Special Needs and disabilities Policy and Inclusion policy)

**Assess-** children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children may require specific assessments to track progress in smaller steps. Occasionally it may be necessary to assess children using a 'one off' formal SEND assessment e.g Dyslexia screening test, Speechlink, language link....

**Plan-** all children who have an Education, Health and Care Plan (EHC) or a Statement have a plan for their provision. In addition, a small number of children with more complex needs also have a school based plan. It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class. Advice on planning can be sought from the SENco and Pupil Premium Champion and interventions are discussed at Pupil Progress Meetings.

**Do-** It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using the specific techniques and strategies for include individual pupils. Teaching assistants are well trained in SEND and where they have particular expertise, we aim to match them with the children they are working with e.g Makaton, Attachment disorder.

**Review-** Children progress is regularly reviewed by teachers as part of an ongoing progress. At Pupil Progress Meetings the effectiveness of strategies and interventions are discussed. In addition, School based Planning meetings are held three times a year and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice.

Having consulted with children, young people and their parents all our provision (internal or external) is based on an agreed outcome approach.

## **SEND NEEDS**

Children and young people's SEND are generally thought of in the following four broad areas of needs and support:

### **1. Communication and interaction**

We are well supported from both CLASS (Language and Literacy and Autism support), ASD monitoring service, Speech and Language Service. We run Nurture groups, Lego Therapy and THRIVE ftc sessions. We use Makaton in School and Communicate in Print to aid children with speech and language difficulties. We use Speechlink and Language Link to assess children and plan appropriate programmes.

## **2. Cognition and Learning**

We use multisensory approaches as part of our quality first teaching and provide precision style interventions where appropriate. We have 2 specialist dyslexia teachers. They are able to advise on dyslexia strategies to use in class and can carry out the DST (dyslexia screening test) if required.

## **3. Social, Emotional and Mental Health**

We have a THRIVE ftc practioner who supports children with their emotional wellbeing. In addition we run Social Skills interventions and Nurture Groups. Where a child is displaying emotional or mental health issues that interfere with his or her learning other services such as CAHMS, ESBAS are sought.

## **4. Sensory and Physical**

Provision is put in place at the advice of Sensory Needs Service. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating arrangement. Advice from Occupational Therapy and Physiotherapy are followed up where appropriate.

(Reference SEND policy)

As of September 2016 we have 54 children receiving some form of SEN and Disability support.

We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, observations of interventions, work scrutiny, discussions at Pupil Progress Meetings and school based plan meetings and reviews. The children are regularly assessed as part of the school's ongoing process. The children are regularly assessed as part of the school's ongoing process. Additional specialist tests and assessments are carried out to identify

needs as required. External agencies are also able to provide specialist assessments as required.

**Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEND parent coffee mornings	SENCO - Una Holbrook	3 times a year
SEND meetings (school based planning meetings/PSP)	SENCO Class teacher Parents Other professionals involved	At least 3 times a year

**Staff development**

We are committed to developing the ongoing expertise of our staff.

Areas of expertise within the staff	Specialist Dyslexia Teachers Reading Recovery Early Numeracy Literacy and Speech , Language and Communication Makaton THRIVE ftc Lego Therapy TEALS Speechlink Pupil Voice Positive handling Phonics Phonology Autism Philosophy for children Sensory circuits (occupational therapy programme)
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This year we have put in additional training into Autism, Dyslexia and Speech and Language development (speechlink).

## **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We have a highly trained team of teaching assistants. Careful consideration is given to the expertise of staff and the needs of the children.

## **Finance**

Our notional SEND budget this year was £ 171,362.

The SEND top up funding for children on statements/EHC plans was £ 17,528

The expenditure breakdown of the income is as follows:

- Total support staff for children on EHC and Statements = £37,549
- Total cost of additional support £254,665 less £37,549 shown above = £217,116
- Overall cost including SENCO/Admin support = £296,542
- Commissioned external services = £12,982
- Educational Psychology Service/ASD = £980
- CLASS £1150
- ESBAS = £5095 (de delegated cost from County for central services) -
- SALT =£695
- Family Support Service /COPEs= £3,990
- Additional teaching resources/furniture = £402 +£340
- Training =£330
- Inclusion Quality Mark £955)

**Our actual SEND expenditure was £310,479**

## **School partnerships and transitions**

We have worked closely with our nursery school and pre- schools to ensure a smooth transition into school. Where a child comes into school with a high level of need, we have additional meetings and adapt their transition to school to meet their needs.

We work closely alongside Willingdon Secondary School and run a smooth transition programme for more vulnerable pupils. Where a child transfers to another school, we liaise closely with the receiving school providing additional support and taster days where necessary.

## **Complaints**

If a parent is concerned about anything to do with the education that we are providing at our school, they should in the first instance discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and making good progress, they naturally want to know if there is a problem, so they can take action before it seriously affects the child's progress.

Where parents feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parents have a complaint about the Headteacher, they should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents are unhappy with the outcome, they can make a formal complaint, as outlined below.

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint, and how the school has handled it so far. The parent should send this written complaint to the chair of governors.

The governing body must consider all written complaints within three weeks of receipt. The governing body has nominated 2 members to serve on the complaints committee to ensure that sufficient members are available to hold a meeting to discuss the complaint, and will invite the person making it to attend the meeting, so that s/he can explain the complaint in more detail. The school gives the complaint at least three days notice of the meeting.

After hearing all the evidence, the governors will consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parents satisfaction.

If the complaint is not resolved, a parent may make representation to the LA. Further information about this process is available from the school or LA. A further meeting is chaired by an independent person, who considers all the evidence and makes a judgement in an attempt to resolve the complaint.

If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of state for Education.

(Reference complaints policy)

### **Challenges this year**

We intend to closely monitor the new procedures we have put in place post the SEND reform 2014 and ensure high quality provision remains in place for all children. Embedding the THRIVE ftc approach through the school has also been a challenge and to support children's emotional development. Adjusting to the assessment without levels. Providing high quality provision with a reduction in external services.

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include

- Developing monitoring strategies to assess the effectiveness of interventions
- Whole school refresher training in Dyslexia and applying for Dyslexia friendly school status
- Thrive ftc training to be rolled out to all staff and to develop role for additional Thrive practitioner to support children with Social and Emotional and Mental Health difficulties.
- Continue to strive for IQM Flagship status
- Monitoring and publishing mixed ability teaching
- Developing Philosophy for Children to deepen thinking and communication skills.
- Enhancing break and lunchtimes for all children with new initiatives.

In preparing this report we have included staff and parents through the think tank meetings.

Relevant school policies underpinning this report include

SEND Policy

Inclusion Policy

Accessibility Policy and Plan

Teaching and Learning policy

Legislative Acts taken into account when compiling the report include:

Children's and Families Act 2014

Equalities Act 2010

Mental capacity Act 2005

This report was updated by U Holbrook

This policy was written 13.11.16

Ratified by Governors.....

Review due.....

Head teacher: Mrs Martin O'Donoghue

Special Educational Needs Co-ordinator: Mrs Una Holbrook

Chair of Governors: Mrs Miranda Thorpe

SEND Governor: Mrs Miranda Thorpe