

## Horton Grange Primary School

### SEND report



#### **Introduction**

At Horton Grange Primary School we welcome all children regardless of their ability or needs. The staff, governors, pupils and parents work together to make Horton Grange Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. Our mission is 'to develop as lifelong learners and successful citizens'. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop basic skills (for life and learning) and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to diminishing the difference between SEND and non-SEND pupils. This may include short-term intervention learning, behaviour or social skill programmes developed to personalise learning. We have high aspirations for all our pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

We provide a range of educational experiences and pastoral support to all our children with SEND and they make very good progress.

There are a number of reasons why a child may be identified as having SEN:

They are having significant difficulty with their learning or making less progress than would be expected

- They have a specific learning difficulty, for example dyslexia
- They have social, emotional or mental health difficulties
- They have speech, language or communication difficulties
- They have sensory and or physical needs, for example a hearing impairment or physical development need (medical needs are not usually SEND - please refer to Managing Medical Condition Policy.)

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Horton Grange Primary School please contact us on 01670 353503 or e-mail us at [admin@blythhortongrange.co.uk](mailto:admin@blythhortongrange.co.uk) Our school SENCO is always happy to talk to parents and families about how we can meet the needs of the children. Other useful policies which you may want to look at include our SEND policy, Accessibility policy and Anti Bullying policy all of which can be found on our website.

**SENDCO** : Mrs Claire Jameson

Other members of staff who you may also talk to about your child's needs are:

**Headteacher:** Mrs Nichola Irving

**Heads of school:** Mrs Amanda Morgan and Mrs Sarah McGuire

Your child's class teacher

**Lead behaviour practitioner:** Mrs Charlotte Kerr  
and Mrs Emma Brownrigg

**SEND Governor:** Mr Simon Ward

### The kinds of Special Needs for which provision is made at the school

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

#### **The difficulty or disability may relate to:**

- communication and interaction
- cognition and learning
- social, mental and emotional needs (national change in 2014 with removal of 'behaviour' from this categorization).
- sensory or physical conditions.

**Special Educational Provision** is that which is additional to or different from that which is made generally for most children in school. However, this may still be in a group or class context.

**Assessment** is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

**Adequate progress** is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but may be less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

#### Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. A key principle is that there should be no delays in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour concerns. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

In practice this means assess, plan, do and review. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. A pupil profile is devised with clear targets. Children and parents are involved in the pupil profile development and review.

#### Provision

**Class Teachers** have responsibility for enabling all pupils to learn. To achieve this they:

- identify those children who require additional or different support in order to make progress
- plan appropriate work / activities for their pupils ensuring all children are provided with a broad and balanced curriculum. (See Learning and Curriculum for curriculum overviews)
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- use collaborative learning approaches to support learners of all abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress

- provide all children on the SEN register with a pupil passport identifying need and provision
- set targets on pupil passports and discuss these with parents and pupils
- celebrate achievement
- use resources effectively to support learning
- attend relevant CPD

### **Support Staff**

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions (from directed programmes) to close the gap for children experiencing difficulty
- attend relevant CPD to support their role
- Promote the inclusion of all children in all aspects of life at school.

### **INTERVENTION:**

Intervention is carried out by the school and is 'additional to, different/ modified from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn or within the class
- focused work to be completed at home
- overlearning / precision teaching throughout the day
- peer support
- accessing alternative provision (The place, PRU, different year group, The Dales)

Interventions and provision are evaluated termly. Any necessary changes are then made to ensure children's needs are fully met.

### **FREQUENCY & TIMING OF SUPPORT**

This is arranged and timetabled by the SENCO / Heads of School/ phase leaders and class teachers. Following the outcomes of Sutton Trust research Teachers, generally but not exclusively, coordinate the intervention so that they can adapt provision according to need.

### **ORGANISATION OF SUPPORT**

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing quality first teaching across the school to ensure that all lessons meet the needs of all pupils. The school adopts a flexible approach to support provision in order that a child's individual needs can be met.

The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom from class teacher or support assistant
- Focused withdrawal support from the classroom for time bound specific intervention e.g. Speech and language or OT input

We encourage emphasis being placed on learning within the normal peer groups and using outcomes of Sutton Trust research teach in mixed ability groups or when appropriate ability groups . In some cases such as RWI ability groups operate in order to target learning. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

### **The Place**

Bespoke pastoral support is enhanced by provision in 'The Place' which adopts a 'Thrive' approach and works to address gaps in social and emotional development and provides provision where children can be listened to regarding worries such as bullying. This operates on a 1:1 and small group provision basis throughout the day addressing outcomes of personal action plans. Groups also operate throughout the lunch time period. Lead members of staff in this provision have received intensive training. Intervention is time bound and informed by detailed assessment of need.

### **External Services**

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, school will engage with relevant external services by buying into the Local Authority (LA) **Service Level Agreement (SLA) for SEND**. Some referrals not covered under the SLA will be made into the **South East Locality Hub**. This is triggered when:

- a child continues not to make adequate progress
- continues working at age bands substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills

- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried. It may be that in order to provide an appropriate level of support extra funding will be applied for. The Short Term Additional Resource (STAR) School can request STAR to support an individual learner with a specific time limited intervention. This funding can only be sought to address a short term need which is likely to be eliminated or significantly reduced following a specific targeted block of work. School are expected to use their notional funding to provide support up to the first £6,000. Children at this point will require a SEND Support Plan.

**The external specialist may:**

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child
- provide reports to support an application for High Needs Funding

**Statutory Assessment: EHC Plan (Education, Health and Care Plan)**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. It is expected that children will have complete at least 2 cycles of APDR reflected in their support plan. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. (Consideration of Statutory Assessment COSA). The request is made to the Local Authority which in our case is Northumberland. Northumberland's SEND Local Offer can be obtained from Northumberland County Council.

<http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

**The Local Authority will need to have:**

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place

**This information includes where relevant:**

- intervention records and Pupil profiles for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels / age bands and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. Parents may wish to contact **Northumberland SEND information, advice and support service on 01670 623555** or [Alison.bravey@northumberland.gov.uk](mailto:Alison.bravey@northumberland.gov.uk) to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

There are also a range of SEND information leaflets downloadable from <http://www.education-northumberland.com>.

### **Recording**

Records are kept on each child. They are stored in individual files in a lockable filing cabinet in the SENCO office. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files. Individual pupil profiles are also retained as working documents by the class teacher. A master copy is stored school's internal ICT network. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. Intervention plans are used to record a child's achievement against their personal targets. The SENDCO, phase leaders and Heads of School monitor this process. The register is reviewed and updated termly.

### **The SENDCO**

Mrs Jameson is the SENDCO. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCO will also be responsible for overseeing the maintenance of the Special Needs Register. Being a very large school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. (See Staff Meeting / INSET log) When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.

### **SEND Governor**

The SEN governor (Mr Simon Ward) will:

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

### **Resources**

A wide range of materials are provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteachers letters, newsletters, annual reports, SEND reviews and informal discussions and Mrs June Carlisle (parent liaison). We endeavour to create positive links with our parents and are happy to meet. Appointments can be made at the school office. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. Initially, when a child's special needs are identified parents will be invited into school to discuss and where appropriate permission obtained for further referral. Parents are consulted regularly at the termly parental consultations and review discussions. Phone, text and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

**School Agency Partners include:**

- Education Psychologist Child Development
- Centre Child and Adult Mental Health Service (CYPS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Social, Communication Outreach Service
- Hearing Sensory Support
- Visual Sensory Support Learning
- Difficulties and Disabilities

Children in the care of the local authority are fully supported through regular meetings with relevant organisations.

**Pupils**

There is the expectation that all pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- comment on how they feel they are progressing when the Pupil Profile is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation . Pupils are involved in the learning process at all levels. Through

thorough marking, using feedback and response, they are aware of their next steps and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision at review meetings. Personal Mentoring meetings also provide an opportunity for personalised provision in line with the school Assertive Mentoring System.

### **Complaints**

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed. It is available from the school office and can be downloaded from the school website.

### **Transition**

Links are made with our transfer schools in to share information to ensure smooth transition. In some cases additional transition sessions will be needed. Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school Staff familiarising themselves with individual needs.

### **The Local Offer**

Every local authority must publish a Local Offer. The SEND Code of Practice says that the local offer should: *provide clear, comprehensive accessible and up to date information about provision and how to access it... make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review (paragraph 4.2)*

You can find the Local Offer for Northumberland at <http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Updated Sept 2019