



# SEND Information Report.

July 2017 UPDATE

## 1. The kinds of special educational needs that are provided for.

Shackleton Primary School is a Mainstream School with no Special Needs Units.

Shackleton Primary School's buildings are accessible to all children including those with physical special needs.

In line with the Special Educational Needs and Disability Act (2001), the school's inclusive policy caters for each need whenever possible.

Shackleton Primary School does have wheelchair access, ramps, a lift for the second floor and a disabled toilet in each teaching block.

## 2. Policies for identifying children and young people with SEN and assessing their needs.

On entry to Shackleton Primary School baseline assessments are used for all new pupils to identify areas of strength and weakness and the information gathered is analysed. We offer quality first teaching across the school and all children's progress is assessed and monitored in line with whole school assessment practices. Assessment is ongoing and in line with the SEN Code of Practice approach of assess, plan, do and review. The class teacher informs the parents or carers at the earliest opportunity to share concerns and enlist their active help and participation.

Where the school requires further help to identify specific educational needs we have a range of outside agencies we can call on.

See also: SEN Policy.

## 3. Arrangements for consulting parents of children with SEN and involving them in their education.

On the school 'Pupil Admission Application Form' in addition to basic information there are questions about the child's needs, medical conditions, likes and particular skills. Once the form is received, the head teacher talks with the parents /carers to ensure that all their concerns are

understood. This conversation is held either through a home visit or at school or both. When concerns surface during a child's education here the class teacher informs the parents or carers at the earliest opportunity to share concerns and enlist their active help and participation. The class teacher continues to liaise with parents/carers through daily informal contact, termly consultation meetings and by request. The SENDCos support the class teachers and where necessary plan and arrange meetings, assessments and observations from outside agencies and help set targets for the individual child.

#### 4. Arrangements for consulting young people with SEN and involving them in their education.

Learning targets are shared with all children and progress is discussed. Children give feedback in the process of learning through the manner in which they respond and participate, allowing pupil voice and helping to focus on the individual child. In many areas of learning a self-assessment process is used so that the teacher is told by the child how well they understood an item, and what the child wishes to learn next. Teachers focus on a child centred approach which highlights the child's strengths, enables them to say what they are interested in and what they would like their outcomes for the future to be.

#### 5. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

Progress against the short term targets set by the class teacher in the class provision plan and in individual education plans (IEPs) are recorded by class teachers and the next step planned. National Curriculum attainment is assessed and updated six times a year and interventions are recorded at the same time. Where an IEP is in place for children with more complex SEND needs there is a review each term that involves both the child and parent/carers.

#### 6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

We liaise closely with our feeder Nursery Schools. The Reception class teachers and SENDCO visit to meet children transferring to us and to exchange information about specific needs. All children joining the school in the Reception Class have a home visit so that they can meet the teacher and the head teacher in a familiar setting before they come to school and parents have the opportunity then to share information that will help their child to be happy and successful in school.

For Year 6 children we liaise closely with the secondary schools.

Transition arrangements include visits to us from secondary school staff and visits from our young people to the secondary school they will be transferring to.

Where a child has an Education Health and Care Plan, parents/ carers will be consulted about their wishes for the next stage of education. This is discussed in advance at the nearest review meeting to before transition.

All parents are advised to visit the schools available to them in order to make an informed choice. Children that are new to school are offered a tour of the school to meet new class

teacher before they start. They also have a welcome meeting to complete paper work and discuss any concerns or needs of the child.

### 7. The approach to teaching children and young people with SEN.

The overall well-being of all children is the central theme of education at Shackleton Primary School. All staff prioritise respectful relationships and developing understanding of each other. Learning is organised with a variety of settings, whole class, ability groups, mixed groups, pairs and individual. Children are encouraged to develop independent learning skills as far as possible and to take pride and responsibility for their learning.

### 8. How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

Differentiation of the curriculum and obtaining resources to support children with specific needs is done as part of regular teacher planning. Planning is done in year group teams so that resources and expertise can be shared.

### 9. The expertise and training of staff to support children and young people with SEN including how specialist expertise will be secured.

As a mainstream school we ask for specialist advice as needed. See also point 13 below.

### 10. Evaluating the effectiveness of the provision made for children and young people with SEN.

Effectiveness of provision is measured through children meeting their short term targets set out on provision plans and/or IEPs or through data analysis. The whole school assessment cycle is termly at each half term and we use SIMS to enable thorough analysis of progress. Strategies are reassessed and interventions improved where progress is less secure than expected.

### 11. How children and young people with SEN are enabled to engage in activities available with children and young people who do not have SEN

As a mainstream school with no SEN Units, all children with SEN are in mainstream classes with their peer group. The class teacher is responsible for planning learning opportunities across the curriculum that are inclusive. Class trips are inclusive, with additional adults and sometimes family members supporting specific children.

School Clubs are inclusive, although highly sought after such that not all children can attend all clubs or necessarily attend for more than one term.

### 12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

The emotional and social development of all our children has a high priority in the ethos of the school. Personal and social education pervades our curriculum. In addition our inclusion and learning mentors work with individuals and groups of children with identified barriers to learning using targets and strategies that are regularly reviewed. We have a group of older Key Stage 2 children who work with a member of staff to identify and resolve difficulties across the school which may lead to bullying. This group is called the Shackleton Anti-Bullying Ambassadors (SHABA).

### 13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families.

The SENDCO is responsible for involving outside agencies who can support learners in a variety of ways.

We discuss any referral with parents /carers first. Some services we use regularly are: Speech and Language Therapy; Child Development Centre, including Paediatric Services, Occupational Therapy, Autism Advisory Service; Educational Psychology Services; CHUMS Emotional Well Being and Bereavement Services; Ormiston, for children affected by a parent/carer in prison; Image – Self-esteem programme. We work with Social Services through our Safeguarding Procedures, led by the school's Head teacher and supported by our family worker.

### 14. Arrangements for children and young people who are looked after by the local authority and have SEN.

The Head teacher is our Children Looked After lead professional and she ensures Personal Education Plans are completed and reviewed in collaboration with the class teacher and SENDCO.

### 15. Further SEN Information.

The SEN team comprises:

Rebecca Sohanpal, Lead Special Educational Needs and Disability Co-ordinator (SENDCO)

Nicola Drinkwater, KS2 SENDCO (Mental Health)

Gail Massey, trainee SENDCo

The school SEN Policy can be accessed on the web site under 'School Policies'.

<http://www.shackletonprimary.co.uk/#/school-policies/4568466396>

The Local Authority 'Local Offer' can be found at:

[http://www.bedford.gov.uk/education\\_and\\_learning/special\\_educational\\_needs\\_-\\_sen.aspx](http://www.bedford.gov.uk/education_and_learning/special_educational_needs_-_sen.aspx)