



SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

All schools in the LEARNERS' Trust run the same systems for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN measure to prevent bullying:

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address

the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Methods used to identify pupils with SEN

We identify and assess pupils with SEN using the following methods:

- In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.
- As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Autistic Spectrum Disorders
- Dyspraxia
- Visual/ hearing Impairment
- Global development delay
- Downs syndrome
- Physical disabilities e.g. cerebral palsy

How we evaluate our SEN provision:

We evaluate our SEN provision by doing the following:

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEN Code Of Practice (2014)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice (2014)

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO, EMA co-ordinator and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the SENCO/EMA co-ordinator
- Informal feedback from all staff.
- Pupil interviews when setting new IEP targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Attendance records and liaison with Education Entitlement Service.
- Regular meetings about pupils' progress between the SENCO/EMA co-ordinator and the head teacher
- Head teacher's report to parents and governors

How we review and assess the progress of pupils with SEN

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through :

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation

- Further differentiation of resources,
- ELIP program
- Homework/learning support club
- IEPs – 1-1 interventions
- LSS learning support programmes

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not_all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be based on informed assessment and will include the input of outside agencies,
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - Our IEPs will specify how often the target(s) will be covered
 - Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENCO

- Discussion, wherever possible, with parents/carers.
- Discussion with another professional
(after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school's generic processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Regular reviews with parents/carers and children adopting a 'structured conversation' approach to gain their views on support and progress and to look at targets.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

Our approach to teaching pupils with SEN includes:

Children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work

and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

We adapt the curriculum for pupils with SEN in the following ways:

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning (where appropriate)
- Identify their own needs and learn about learning (where appropriate)
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- (For some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment. 1:1 adult support will also be put in place where appropriate and training will be given when specific support is crucial.

The following emotional, mental and social support is available for pupils with SEN:

We have the following within our support systems:

- *Full time Learning Mentor*
- *Tribe Time*
- *HoS Assemblies*
- *Family Support Worker*

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Our SEND Co-ordinator (SENDCO) is **Tim Athey**

Our Acting Headteacher is **Claire Cawthorne**

Next Review Date: July 2026

We use the services of the following specialists:

We seek to respond quickly to emerging need and work closely with other agencies including:

- CAF team
- Child Development Centre
- CAMHS
- Educational Psychology Service
- Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service (Inc Portage team) if applicable
- Multi-agency safeguarding hub
- Learning Support Services
- Autism Communication Team
- Speech and Language Therapy
- Early Help
- Inclusion Support Services

We currently possess the following equipment and facilities to assist our pupils with SEN:

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

The school aims to work in partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Offering family support drop in sessions, parent and toddler group, and also weekly coffee mornings.
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

- The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

Links with Other Services

- Educational Psychology Service : Contact Number : 01709 822580
- <https://www.rotherham.gov.uk/eps/>
- Specialist Inclusion Team:
- <https://www.rotherhamsendlocaloffer.org.uk/education-childcare/education-services/8>
- Speech and Language Therapist Services: Contact number: 01709 423230/ 423229
- https://www.therotherhamft.nhs.uk/Childrens_Services/Speech_and_Language_Therapy/Children_s_Speech_and_Language_Therapy/
- Virtual School for Looked After Children : Contact Number: 07500881654
- <http://virtualschoolrotherham.org.uk>
- Autism Communication Team: Contact Number : 01709 336404
- <https://www.rotherhamsendlocaloffer.org.uk/advice-support/autism-information-advice-service/1>
- CAMHS and Neurodevelopmental Team: Contact Number 01709 304808
- <https://camhs.rdash.nhs.uk>
- CDC: 01709 8200000
- https://www.therotherhamft.nhs.uk/Childrens_Services/Child_Development_Centre/Child_Development_Centre/
- Local Authority Local Offer <https://www.rotherhamsendlocaloffer.org.uk/education-childcare/education-services/9?categoryId=11&documentId=8>

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

- Educational Psychology Service
- Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service (Inc Portage team) if applicable

Our transitional arrangements for pupils with SEN include:

- We ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave and offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is

comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

Rotherham's local offer;

<http://www.rotherhamsendlocaloffer.org/s4s/WhereILive/Council?pageId=844&lockLA=True>