

BEECHDALE NURSERY AND CONSETT INFANT SCHOOL FEDERATION



Governor Annual Report on the Delivery of
Special Educational Needs Provision
2021 / 2022

The Special Educational Needs Policy will be reviewed and amended in September 2021.

SENCO :Julia Graham

SEND Governor: Jill Stephenson/Judith Davison

Identification, Assessment and Provision

At the heart of the work of Beechdale Nursery and Consett Infant Federation (BCFED) there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Provision

We will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

If a child has an identified Special Educational Need prior to starting Beechdale Nursery or Consett Infant School then information will be sought from the other agencies involved. For a child who is in an early years setting, including our own, information may be transferred through an SEN Support Plan and or Education, Health and Care Plan from the setting to our school. All information will be used by the SENCO and class teacher to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice from the EMTAS team will be requested if required.

In order to help children who have special educational needs, we will adopt a graduated approach that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record any initial concerns on a SEN short note form during a meeting with parents. The SENCO/HT will have responsibility for ensuring that the records are kept and available as needed. If we refer a child for a statutory assessment, we will provide the LA with a record of our work with the child including the arrangements that have already been made.

Inclusion

In our school we aim to offer excellence and choice to **all** our children, whatever their ability or needs. We have high expectations of **all** our children. We aim to achieve this through the removal of barriers to learning and participation. We want **all** our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Provision in Early Years

In the early years settings, practitioners will work closely with parents to ensure they build upon children's previous experiences, knowledge, understanding and skills.

SEN Short Note

Individual children's progress throughout the Foundation Stage is monitored carefully. Where a child is not making progress generally or in a specific area, parents will be invited into school to discuss their child and a SEN short note form will be completed. On this details of how the child will be presented with different opportunities and/or approaches to learning will be recorded and a time scale for checking progress agreed. If progress continues to be inadequate after this time, parents will be invited back to fill in a SEN Support Plan with early years staff.

SEN Support Plan

The child's teacher seeks help from the SEN Coordinator and a meeting with parents is organised. The teacher and SEN Coordinator collect all known information about the child and seek additional information and involvement from the parents during this meeting. The child is placed on the school's SEN register.

During this meeting, the SEN Coordinator, child's teacher and parents will discuss and decide together the 'action' to help the child's progress, e.g. extra adult support, special equipment, individual or group support etc. Strategies are decided and are recorded on the SEN Support Plan. This will show:-

- Specific short term targets
- Teaching strategies to be used.
- The provision put in place.
- When the plan will be reviewed.
- The desired outcomes of the action.

The plan will be discussed with the child, if appropriate.

The SEN SP's will be reviewed at least two times a year and the parents' will be fully involved with these meetings.

If a child continues to make little or no progress, continues working in a curriculum area substantially below that expected or has emotional/behavioural difficulties which interfere with learning, despite having received an individual programme and/or concentrated support, the advice of outside agencies will be sought.

Referrals will be made to the relevant external support services following a decision made by the SEN Coordinator and the child's teacher in close consultation with the parents.

The support services use the records held in the school to gain background information before working with the child to advise on new and appropriate targets and strategies for the child's SEN Support Plan. The SEN Support Plan will be discussed with the parents and the child where appropriate. They will be reviewed at least three times per year and the parents' will be fully involved with this process. Additional funding may be sought from the LA using the appropriate request form.

Provision at Key Stage 1

SEN Short Note

Where a child is not making progress generally or in a specific area, parents will be invited into school to discuss their child and a SEN short note form will be completed. On this details of how the child will be presented with different opportunities and/or approaches to learning will be recorded and a time scale for checking progress agreed.

When a class teacher or the SENCO identifies a child requiring a SEN short note, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through the SEN Short Note will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:-

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which do not improve by implementation of the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

To help identify children who may have special educational needs which haven't been identified during Early Years, progress will be measured by:-

- Ongoing teacher assessment and observation.
- Outcome of Baseline assessment and Foundation Stage Profile Information.
- Performance against National Literacy Strategy and Numeracy Strategy objectives.
- Performance against the level descriptors of the National Curriculum at Key Stage 1.
- Standardised assessments.

If progress continues to be inadequate after the agreed time scale, parents will be invited back to fill in a SEN Support Plan with the SENCO and staff.

SEN Support Plan

The child's teacher seeks help from the SEN Coordinator and a meeting with parents is organised. The teacher and SEN Coordinator collect all known information about the child and seek additional information and involvement from the parents during this meeting. The child is placed on the school's SEN register.

During this meeting, the SEN Coordinator, child's teacher and parents will discuss and decide together the 'action' to help the child's progress, e.g. extra adult support, special equipment, individual or group support etc. Strategies are decided and are recorded on the SEN Support Plan. This will show:-

- Specific short term targets
- Teaching strategies to be used.
- The provision put in place.
- When the plan will be reviewed.
- The desired outcomes of the action.

The plan will be discussed with the child, if appropriate.

The SEN SP's will be reviewed at least two times a year and the parents' will be fully involved with these meetings.

In some cases professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme linked to the SEN Support plan. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention

The SENCO, the child's class teacher and the parents will meet to will decide on the action needed to help the child to progress in the light of their earlier assessment and these specific targets will be written into the SEN Support Plan. This may include:-

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment

Strategies employed to enable the child to progress will also be recorded within the SEN Support Plan. This will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The SEN SP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The SEN SP will be reviewed at least twice a year and parents' active involvement will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Additional funding may be sought from the LA using the appropriate request form.

School Request for an Education, Health and Care Plan

Where a request for an Education, Health and Care Plan is made by us to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. We will provide this evidence through the SEN short note, SEN Support Plan and SEN Support Plan Plus. This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education, Health and Care plan to be issued to meet the child's special educational needs.

Assessment for an Education, Health and Care plan involves a case worker from the LA, meeting with parents, the child's school and, wherever possible, other agencies. During this meeting the views of the parents and child will be sought. During this meeting the purpose of the "My Story" document will be discussed, along with the personalized budget, details of the assessment process and time scales.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan.

This will include:

- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with EHCP's will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an SEN Support Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in this document will continue to be the responsibility of the class teacher.

Speech and Language

At BCFED there are a growing number of pupils that require support with speech and language. Speech and language intervention is closely monitored by the Class Teachers and Teaching Assistants in conjunction with any external SALT professionals and parents. Targets are set according to individual need and updated regularly, as progress is often swift. Speech therapy is currently delivered in school by Teaching Assistants. Additional training is currently being sought to ensure that levels of expertise are increased. This intervention can be 1 to 1 or small group.

Behaviour

Children who are experiencing problems with their behaviour have access to a wide range of support provided by our Parent Support Advisor Ali Richardson and Emotional well-being TA Donna Shaw. These include therapeutic writing, play therapy, Lego Therapy and Forest school Bathing.

School has a very clear and fair behaviour management system policy based on the “traffic light” system. This has had a positive impact on the vast majority of our children and helps them make appropriate choices about their behaviour.

Monitoring

- SEND is monitored through school by the SENCO who updates the SEN register termly and plans interventions accordingly, however if it is deemed appropriate then intervention does not need to wait until this update to be put in place.
- B Squared summative sheets are used to monitor the progress within the intervention groups as they allow for their cognition of small steps of progress. This system will be reviewed this autumn in line with advice given by the LA during training in November
- Regular timetabled meetings are held each term with each class teacher and TA, along with parents, to monitor progress and/ or “fine tune” the content of the intervention in order to meet specific need
- The SENCO has an open door policy where Teachers and Teaching Assistants can “drop in” and discuss any issues as they arise.

Impact of actions

Pupils needs identified early and interventions put in place, progress monitored closely by all stakeholders

All children on the SEN register make good progress.

There has been a 95% attendance of parents at SEN annual reviews for Statemented/EHC Plan children

All SEN children have full access to the after school clubs and breakfast club if they wish to join.

Priorities for 2021/2022 in respect of provision for SEN/D pupils

- To ensure all statutory requirements are in place
- To support the parents of SEND children at BNS when choosing an appropriate provision for their child’s next school.
- To prepare a robust transition to CIS for SEND children moving from BNS to include sharing of staff and resources

- To develop the role of Emotional Well-being TA when delivering direct intervention work with children and parents in her new Sunbeam SNUGG environment
- SENCO to attend network meetings within COL and apply for support for children where appropriate from share resources
- Review provision for SEND children when accessing the wider curriculum
- Monitor progress of SEN children and impact of SEN SP's through regular meetings with staff and SENCO– ensure targets are SMART and lead to good progress

Date: September 2021