

Special Educational Needs and Disabilities Information Report 2017



Ursula Taylor C of E School Parents' Information

Headteacher - Mrs Victoria Morrall

SENDCo – Miss Hannah Mayston

Introduction

Ursula Taylor Primary School seeks to provide a secure, yet challenging environment where all young people will achieve their full potential, regardless of any difficulty they may have in accessing the curriculum.

We will endeavour to provide an inclusive environment and curriculum where pupils with a wide range of Special Educational Needs and Disabilities are included as fully as possible into the life of our school, encouraging them to feel valued, happy and active members of our school community.

We recognise that all children, staff and families share the responsibility for identifying and supporting pupils' individual educational needs, and that a teamwork approach will provide the security, balance and high quality provision to ensure all children make good progress and have aspirations.

What do we mean by the term Special Educational Needs?

Definition of Special Educational Needs from the Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years (2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

The SEN Areas of Need outlined on the Code of Practice (2015) include:

Communication and Interaction

Including:

- Autism Spectrum Disorder (ASD)

- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Including:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate Learning Difficulty (MLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Severe Learning Difficulty (SLD)
- Specific Learning Difficulty (SpLD)
- Dyscalculia
- Dyslexia
- Dyspraxia

Social, emotional and Mental Health

Including:

- Adjustment Disorders
- Anxiety Disorders
- Obsessive Compulsive Disorder (OCD)

Sensory and/or Physical

Including:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Difficulty (PD)
- Medical Needs

The Code also states: ' Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.'

How many children at UTS receive support for some form of SEN?

Currently (October 2017) 45 children are detailed on our SEND List. Children are added to our SEND list if they receive any support in addition to the differentiation and high quality first teaching offered in the class setting. This additional support includes, 1:1 intervention, small group teaching, external advisory reports/advice or any support received outside of school – e.g. Speech and Language Therapy.

What is the Local Offer?

The Bedford Borough Local Authority Local Offer - <https://sendguide.bedford.gov.uk/>

- The Local Offer has come from the *Children and Families Bill 2013* – whereby Local Authorities and schools are required to publish and keep under review information about services they expect to be available for young people who are between the ages of 0–25. With regard to education, it will let parents/carers and young people know how schools and colleges will support them and what they can expect across the local settings.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. (SEND Policy is available on our school website and in paper format if requested).

Your Child has Special Educational Needs. What can the staff at Ursula Taylor C of E Primary School offer you?

At Ursula Taylor C of E Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs and Disabilities. At all stages in the development of the support plan, our children will be at the centre of the process and encouraged to contribute as much as possible. A variety of different methods will be used to ensure children have the support to be involved, at their level and in the best way that allows them to communicate effectively.

14 questions have been designed, through consultation with parents and carers and other agencies, which reflect concerns and interests that parents and young people may have when selecting their school.

1. How does the school know a child needs extra help?

- There is lack of progress.
- Class teachers, parents/carers, learning support staff may raise concerns.
- There may be lower than expected assessment results.
- There may be changes in behaviour.
- The child asks for help.
- The child arrives at school with existing SEND and support strategies in place.

2. How will the school support the child?

- The class teacher in consultation with the SENDCo and the Teaching Assistant prepares all learning for the children in their class. It is differentiated according to individual needs. This may also be supplemented by external agency advice.
- The teaching will be built on what the child already knows, can do and can understand. This is determined through a variety of assessments that highlight strengths and children's next steps.
- Different ways of teaching and supporting learning are in place, to enable the child to be fully involved in learning within class.
- If a child has greater needs in a particular curriculum area, such as Numeracy or Literacy, he or she may be included in a small intervention group – run by the SENDCo, a teacher or support staff. This provision may also include 1:1 support. This intervention will largely be within the classroom but will sometimes take the form of withdrawal groups to a quiet space.
- Sometimes support may be provided from an outside agency – e.g. a speech therapist, paediatrician, child psychologist. The SENDCo, Class Teacher or Headteacher, in consultation with

parents/carers, completes a referral, which is then acted upon by an outside agency. If advice or a programme of study is suggested this will be implemented by the teacher, support staff and SENDCo.

- If a child's needs are deemed to be more considerable the support may be provided through an 'Education, Health and Care Plan' (EHCP) or its previous title, a 'Statement of Special Educational Needs'. This means the child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- If a child's needs were considered to be broad and complex there may be the requirement to begin the process of securing an Education, Health and Care Plan (previously a Statement) from the Local Authority Assessment and Monitoring Team. This process is completed in partnership with our children and their parents / carers.
- For more information linked to different levels of support there is a Provision Mapping document on our website.

3. How will the curriculum be matched to the child's needs?

- The curriculum learning objectives, success criteria and tasks will be differentiated to make sure all children can access the curriculum, this also includes children following a separate learning plan to others, this is dependent on the nature of the child's SEN and also the advice provided by the external agencies whom support our children, families and school.
- Teaching assistants may be allocated to support children either 1 to 1 or in a small group. This may take place within the classroom or in a withdrawal space.
- Specialist equipment may be provided for the child. E.g. exercise books and coloured overlays for children identified with dyslexia, large print worksheets for children identified with visual impairment. This would usually be instigated based on the advice received by External Specialist Professionals.
- The Learning environment will also be tailored to meet each child's individual needs.
- Staff will be provided with frequent CPD to ensure they are skilled to manage and support children's individual needs

4. How will the teachers and parents/carers know how the child is doing? How will the progress be measured and parents/carers informed?

- The class teacher / Teaching Assistant is available at the end of the day to discuss the child's progress or any issues which have arisen. If a longer meeting is needed an appointment can be made. The SENDCo and Headteacher may be included in these meetings. Some children, where appropriate have Home / School Communication books to share information and build positive partnerships with our children, parents and families.
- Parent's Consultations are held termly, when you can discuss your child's progress and share their successes, this will be in addition to Progress Meetings where the Learning Support Plan will be reviewed and updated.
- There will also be times for more informal 'catch ups' where parents and staff can catch up with the progress their child is making and also discuss next steps.
- The child's progress will be continually monitored by the class teacher / teaching assistant / SENDCo.

- The child's progress will be reviewed with the Headteacher, class teacher and/or SENDCo every term in reading, writing, numeracy and communication. The review meeting will also consider aspects of social, emotional, behavioural and pastoral need.
- At various points during the year and at the end of year the children's results will be collated and analysed, both to inform parents of their child's progress and to use as part of the transition process for the next year group or school.
- Where necessary children will have an 'Education, Health and Care Plan' (EHCP). These will inform teachers, parents/carers, teaching assistants and the child the targets that are set for them to achieve, and the level and frequency of support provided.
- The progress of children with an EHC plan or a Statement of SEND will be formally reviewed at an Annual Review with the child and all adults (including outside agencies) involved in the child's education. Termly meetings between the child, teachers, support staff and parents will be held. More frequently occurring meetings will be held when necessary. When an EHCP has been finalised an implementation meeting will be held between the school, parents / carers and external agencies. This meeting will put clear plans in place for the support of the child and parents. These meetings will always take into consideration the views of and contributions of the child. Usually the child will be present at the start of the meeting to share their learning journey and next steps and then the child will return to class to allow the more formal elements of the review to be completed.
- Reviews of children's progress will be completed by all stakeholders at regular intervals.(At least termly) A four stage process will be used:

Assess -> Plan -> Do -> Review

5. What support will there be for the child's overall well being?

- All classes follow a structured Personal, Social, Health and Citizenship Education (PSHCE) curriculum.
- There is an in-school Nurture Programme (The Sidney Club) run by a trained member of staff.
- All children have a timetabled 'well-being' hour on Friday afternoons.
- 'Talk Time' is run by a trained teacher.
- There is lunchtime support through planned activities and 'Play Pals' (Year 4 children).
- If it is felt further support is needed an Early Help Assessment (EHA) may be used.
- Referral to CHUMs (an emotional well being service) may be used in some cases.
- Through the use of the Leuven Scales of well-being and involvement, children's needs are closely assessed and where necessary a programme of individual support is implemented. (Foundation Stage)

Pupils with Medical Needs

- When a child has an identified medical need, a Health and Care Plan is compiled by the SENDCo/Inclusion Manager, class teacher and child / parents/carers. All staff who work with the child and the trained First Aiders are made aware of the child's needs and treatment
- Most medication is held in the child's classroom, and any medication given is recorded in line with our Policy on Managing Medicines
- Every effort is made to ensure that all children can access the whole curriculum and its opportunities regardless of medical or individual need.

6. What specialist services and expertise are available at or accessed by the school?

The school consults outside agencies when it is felt necessary –

- Educational Support Service
- Autism Outreach Service
- Bedford Borough Council advisory Teachers
- Sensory Service for Children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- CHUMS
- CAMHs
- Inclusion Advisors
- Social Services

7. What training has the staff supporting children with SEND had?

- All staff receive specifically related training to deal with SEND needs of individual children within their educational setting. E.g. when assigned to a child with a particular diagnosis, such as autism, the member of staff will be offered training to develop their knowledge base and awareness of strategies to use to support the child's individual learning.
- Specific staff has been trained to carry out directed support from the SALT. They also meet regularly with the Therapist to discuss the children's progress.
- Any staff involved with children with specific medical needs are trained to deal with those needs e.g. diabetes.
- All staff have regular updates re: SEND children and their individual needs, leading to whole school CPD where appropriate (e.g. ASC).

8. How will the child be included in activities outside the classroom including school trips?

- We are an inclusive school so all the activities, clubs and school trips are made available to all children, activities and trips are altered to ensure access for all.
- There is a Breakfast Club and an After School Club, which are available to all children. Staff running these groups welcome all and adapt their activities to suit individual needs e.g. cooking for special dietary requirements/allergies.
- The Year 4 residential is also offered to children with SEND, usually the child's designated 1:1 Teaching Assistant will attend the visit to ensure support is tailored in the best possible way.

9. How accessible is the school environment?

- The building is accessible to all.
- There are ramps in place connecting playgrounds and school buildings.
- There are disabled toilets.
- The school is roomy, allowing space for mobility needs to be met.
- The class environments are planned and altered according to the individual needs of all children.

10. How will the school prepare and support my child to join the setting, transfer to a new setting?

We recognise that transitions can be difficult for a child with SEND and we plan ahead and put in place specific provision to ensure that any transition is as smooth as possible.

When a child joins us –

- Staff are expected to make every effort to build relationships with parents/carers.
- The SENDCo/Early Years Leader / Inclusion Manager / Teaching Assistant/ class teacher visit pre-school settings to begin the transition process.
- Transfer days are organised when all children can visit their new classrooms and meet and work with their new teachers.
- Additional visits are organised if an individual child requires a series of visits.
- Photographs are taken to support a child's learning and to become confident, self-assured and aware of their new environments.
- Home visits for new Foundation Stage children are carried out at the start of September.
- Any new children, joining the school from another setting, are encouraged to visit the school, staying for taster sessions and meeting the staff and other children.
- Additional school visits are planned for children whom need to be in school more frequently prior to the official start date.
- Information is gathered on 'New Starter' forms, detailing if a child has a Special Education Need or Disability and what the particular needs are.

When the child moves to another school –

- The SENDCo and/or Safeguarding Officer of the new school will be contacted to ensure that he/she knows about any special arrangements or support that need to be made.
- All records will be passed on to the new school as soon as possible.
- Previously, Year 4 children have an additional school visit to become familiar with their surroundings and to get to know key staff members (As of September 2018 this will happen at the end of Year 6 in readiness for Secondary Education).
- Meetings are held between the SENDCo and Middle School SEND colleagues to carry out transition reviews. Children, Parents or carers may be invited to attend these meetings if appropriate.

11. How are the school's resources allocated and matched to the children's Special Educational Needs and Disabilities?

- The SEND budget is used to provide additional support or resources for children with Special Needs. We use quality first teaching which is carefully planned and differentiated to meet the majority of children's needs. Teachers are expected to plan challenging activities for all children, ensuring Teaching Assistants are used to increase the rate of progress a child makes. Children with more complex needs receive an individualised programme detailed on a Learning Support Plan or Education, Health and Care Plan. This plan targets specific areas of needs, which person is responsible and how frequently the support will be provided. This plan will be reviewed and updated at least every term. The Learning Support Plan contains easily achievable next steps to allow children to make rapid progress.

- Our SEND allocated funding is used to provide Teaching Assistants throughout the school. Additional financial support (High Needs Funding) is received for children in receipt of an EHCP and is only used to support the children who receive the funding.
- Where a child in receipt of Pupil Premium it is also used to meet the individual child's needs and ensure barriers to learning are removed.

12. How is the decision made about what type and how much support the child will receive?

- If the pupil does not make the expected level of progress, or is failing to thrive, interventions are arranged. Interventions are usually targeted support or focus groups, either in class or outside. Intervention can also be targeted specifically at Pupil well-being and involvement where a wide variety of strategies can be used.
- For any child that receives specific outside agency support we will use the educational advice given to provide a detailed support plan. This will also involve close liaison and discussion with parents and children.
- For children with an EHCP support is determined by the external agency reports, reviews and updates.

13. How are parents/carers involved in discussions about planning for their child? How are children included in the planning of their support and provision?

All parents are encouraged to support their child's education. In order to achieve this the school offers –

- Opportunities for parents/carers to meet class teachers/SENDCo when needs arise.
- Parent consultations three times a year, in addition to this are 'meet the teacher' events.
- Reviews of Education, Health and Care plans half termly. This may be more frequent when required, these are structured meetings where minutes are created.
- All parents/Carers are invited to attend meetings to share progress, set next steps and also ensure all areas of a child's individual needs are ensured.

Children are encouraged to take responsibility for their own learning and are involved in –

- Discussions to determine the things children feel they are good at, what they enjoy and what they would like to be better at, as well as their targets and how they will achieve them.
- Setting their 'Next Steps'.
- Teachers and Children share a termly 'Pit Stop' to discuss successes and areas to work on in the future, this is then shared with parents at the consultation meeting.
- Children are always included in discussions about their personal individual needs, children are invited to attend the start of meetings to talk about their progress, share their work and also talk about what they would like to do next / develop.

14. Who do parents/carers contact for further information?

- The first point of contact is the class teacher or 1:1 Teaching Assistant.
- If a child has a specific named member of staff, e.g. a child who has an EHCP, parents / carers are encouraged to meet with support staff frequently to build positive partnerships.

- If further support is needed, the SENDCo or Headteacher can be contacted, via the school office or on the playground in the morning.

More information is available on our school website in our SEND policy, Inclusion Policy, Provision Mapping document and Complaints / Raising Concerns Policy.

www.ursulataylorschool.co.uk

How can I contact someone for information / help / support or to raise a concern?

Miss Hannah Mayston is our SENCo.

Mrs Sarah Hammond is our SEND Governor.

Contact can be made in the following ways:

- Telephone: 01234 359128 and arrange an appointment.
- Speak to Mrs Harte (Parent Link on the Playground).
- Speak directly to Miss Mayston.
- Email the school on office@ursulataylor.bedssch.co.uk or hmayston@ursulataylor.bedssch.co.uk