



SEN Report March 2018

Introduction

At **Wharncliffe Side Primary School**, we welcome everyone into our community. The staff, Governors, pupils and parents work together to make our school a happy and inclusive place to learn. We believe in equality of opportunity and value differences in others.

Our SEND provision allows pupils who face difficulties to access a broad and balanced curriculum including the opportunity to take part fully in a mainstream school life. We want pupils to develop self-confidence through their learning and social experiences and give them the opportunities to succeed in both. We aim for all pupils to be as independent and ambitious for themselves as possible. We create a caring, supportive and fully inclusive environment to enable them to do this.

We are committed to narrowing gaps between different groups of pupils including pupils with SEND. This may involve short term or long term interventions but our tracking of pupil progress allows us to personalise their learning. We want our pupils to have excellent attendance so we work to be supportive of their difficulties but most of all make school an enjoyable place to be.

We aim for all pupils to achieve the best results possible, be confident and have fulfilling lives and make successful transition throughout their life.

Contacts

If you have concerns about your child having SEND and wish to discuss this with our staff please contact:

- Mrs A.M. Leach, Head teacher headteacher@wharncliffeside.sheffield.sch.uk
- Ms A Greasley, SEN-CO agreasley@wharncliffeside.sheffield.sch.uk

You can also ring the school office where Mrs Daghish (Admin Officer) will put you through to the most appropriate person.

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

We normally use the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in school with in the area for children of a similar age.
- A child may have a difficulty or disability that relates to:
 - Communication and interaction with others
 - Cognition and learning
 - Behavioural, emotional and social development,
 - Sensory or physical conditions.

Special Educational Needs Provision

This is where something is provided to support a pupil that is additional to or different from that which is generally offered to most children of the same age.

Assessment

This is an ongoing process throughout the school life of all children. Staff check if pupils are making sufficient progress and achieving appropriate standards for their age. If a child is not making sufficient progress, then we will identify the reasons why and at times involve other professionals in this.

Adequate progress is defined as:

- Closing the gap between the child and the children of a similar age.
- Preventing attainment gaps from getting bigger.
- Progress that is similar to peers starting from the same attainment baseline but less than the majority of their peers.
- Progress that matches or is better than the previous rate of progress.
- Ensuring that a child has full access to the curriculum in line with their peers.
- Demonstrating improvement in self-help, social or personal skills.
- Demonstrating improvement in a child's behaviour allowing them to be receptive to learning.

Assessment and Identification

We aim to use a graduated approach to assessing, identifying and providing for pupils needs. We recognise that there is a continuum of needs that pupils face and it may be necessary to bring in specialist advice at different points, for different pupils.

Where appropriate, pupils are assessed against nationally set criteria. Some pupils will be assessed using P Levels to enable us to track their progress through small but important steps. This will enable us to highlight where pupils are failing to make progress and where they have reached a barrier to their learning.

Initially, the school will use our available resources to meet pupil's needs. If Children are still facing difficulties in progressing, we will draw on the support of other professionals.

Once a pupil's needs are identified, staff will plan to address this through a range of strategies and targets and actions which will be agreed by staff and parents. The needs of the pupils will be reviewed at least termly with parents.

Provision

Class teachers have the key responsibility to enable all pupils to learn by:

- Planning appropriate targets and learning activities and a carefully differentiated curriculum to meet the learning needs of pupils.
- Ensuring support and resources are available for pupils to make good progress in lessons (Quality First Teaching).
- Ensuring that all pupils are included in a range of appropriate tasks and activities.
- Monitoring pupil progress during lessons and over time.
- Celebrating pupil achievement.

- Identifying those pupils who require additional support or different learning opportunities.
- Setting ambitious but attainable targets which are then shared with parents and pupils.
- Teachers are familiar with relevant equal opportunities legislation covering race, gender, disability, sexual orientation, religion, belief or age.

Support Staff

- Assist teachers in providing “quality first” teaching in any area of the curriculum.
- Support the teachers in enabling children with SEND to access the curriculum appropriately.
- Encourage independence and confidence in children.
- Liaise with the class teacher.
- Help to prepare resources and adapt materials.
- Lead and deliver interventions to close gaps for pupils experiencing difficulties.
- Promote the inclusion of all children in all aspects of life at school.

Intervention

- Intervention is additional to or different from the usual differentiated curriculum.
- It includes using different learning materials in the classroom.
- It includes making reasonable adjustments with the physical space.
- It making reasonable adjustments to routines.
- Support staff working in classrooms or outside the room can deliver interventions.
- A more focused level of support to a small group withdrawn from the class can be utilised.
- Supplementary work to be completed at home can also be part of an intervention programme.

Integrated Resource Facilities

The school also has an Integrated Resource Unit (Under 5'sIR) for pupils under 5 in our nursery IR and an Integrated Resource Unit (IR) for Reception to Y6 Pupils. Both units are aimed at supporting the inclusion of pupils with Complex Needs into the whole school population. Pupils work predominantly within the mainstream classrooms but have small group and focused one to one support in Literacy, Maths and any other areas of need. Pupils who have IR places work and play along side pupils who attend mainstream places within the school. All the pupils benefit from this interaction with their peers.

Frequency and timing of support

All class teachers have an allocation of Support Staff time that they can use at their discretion to meet the needs of the children. The head and SEN-CO work together to allocate support to classes in the school where it is most needed. The SEN-CO/IR teacher also has a team of experienced support staff that deliver learning programmes in the IR and also in the mainstream classes in the afternoons. The under fives IR teacher has an additional teaching assistant to enable her to deliver personalised learning in the mainstream nursery environment.

Allocation of support staff is reviewed at least annually and can change during the year if necessary in response to the needs of the pupils. Support can be provided within the classroom environment or pupils can be withdrawn at times for small group or individual work outside the classroom.

We encourage pupils to increasingly work as independently as possible. We want to prevent pupils becoming overly dependent on 1 to 1 support by building confidence, using differentiated work and providing other resources to support children. Some pupils will need more support than others and at different times. Pupils may need targeted individual support at times to enable them to increase the progress they are making. We aim to take all reasonable steps to enable pupils to progress.

External Services

External specialists are drawn upon for advice and support when pupils needs are complex and persistent or can not be fully addressed by the school alone. This may occur when:

- Pupils continue to not make sufficient progress
- A pupil continues to work at a level substantially below that of its peers even when teaching approaches have been adapted to address this.
- A pupil continues to have difficulties in developing literacy and numeracy skills.
- Emotional or behavioural difficulties significantly interfere with their learning or that of other pupils despite a personalised behaviour management programme.
- Sensory or physical needs require specialist input or equipment to support the pupil.
- On-going communication and interaction difficulties are impeding the development of social relationships and creating behaviours to learning.
- A child's needs are complex or specific and are becoming more of a barrier to learning as they move through school.

Specialist support enables us to investigate why the gap between a child and their peers is widening and helps us find ways to offer support. Decisions to approach external specialists will be taken in consultation with parents. Parental permission is always sought and parent are invited to meet with all professionals working with a child in our school.

An external specialist may:

- Act in an advisory capacity.
- Extend the expertise of school staff and support with target setting or planning of strategies.
- Provide additional assessment.
- Support the child directly or model support strategies for school staff.
- Signpost when statutory assessment is advisable.
- Consult with all parties involved with a child.

Statutory Assessment: EHC (Education Health Care Plans)

When a child has difficulties that are a significant cause of concern, or has complex and persistent needs that can not be met by the interventions already being provided, it may be appropriate to put in place a statutory assessment. This takes the form of an Education Health and Care Plan.

An EHC incorporates all the information about a child from birth to twenty five. All parties working with a child are asked to contribute to this assessment and in consultation with the child, family and outside agencies. All reports are submitted to the Sheffield Local Authority and are reviewed by a panel to decide on how best to meet the needs of the child.

The Local Authority will receive:

- Information about the child's progress over time.

- Documentation about the particular needs of the child.
- Details of actions taken by the school and other professionals.
- Details of any specialist resources needed.

Information presented may include:

- Support Plans/attainment targets
- My Plan
- Records of regular reviews and their outcomes.
- Health reports and medical history.
- Assessment levels and information about progress made over time.
- Assessments and reports by other professionals.

The views of the child and their parents will be sought and parents have the right to request a Statutory Assessment. Parents can access information and support from the local authority Parent Partnership Team (See Sheffield City Council Website).

Once all the information has been gathered, the local authority has statutory deadlines that they must follow to make a decision and report on this to parents and the school. If a panel decides on an Education Health Care Plan the local authority will lead the on this process, school will prepare the necessary documentation and it will then be returned to the local authority.

Statements and EHCP's are reviewed annually and the pupil and parents views are included in this. Additional reviews can be requested at any time that significant concerns are raised about the needs of the child. Children under five years of age are subject to 6 monthly reviews.

Transferring Statements to EHC plans

It is expected that all pupils who have a Statement and who would continue to have one under the old SEND system, will transfer to an EHC plan. No child should lose their statement because we are transferring to a new system. The transition period for this is currently 2018.

Recording

SEND records are stored centrally by the SEN-CO and copies are provided to class teachers. All staff keep pupil records securely and treat them as confidential. Copies of reports from other agencies will also be kept with each child's portfolio of information. A school register of which pupils have SEND issues is maintained by the SEN-CO and data about this is shared with governors. Our school information management system will record basic information about the SEND status that pupils have. All computers and programmes used by the school are securely password protected.

Medical Health Care plans are kept securely by the Main First Aider (Mrs Rowett mrowett@wharnciffeside.sheffield.sch.uk) and parents are asked to keep the school informed of any changes to this regularly. We do administer essential medicines to pupils when the required information is provided by parents. We have a limited number of staff who are authorised to do this and therefore ask parents to avoid requesting this if alternative arrangements can be made. (Contact Mrs Rowett via the school office for information.)

Class teachers track pupils *progress and attainment assessments* and progress information and this is shared with school staff and other professionals. Governors monitor anonymised data about different groups of pupils to enable them to evaluate the effectiveness of the school.

The Class teachers and SEN-CO set targets in Reading, Writing, Maths and Science for pupils with SEND and review progress on towards these at termly pupil progress meetings. The head and Assessment Leader, oversee this process. The SEN-CO will also organise Support Plans with the class teachers that may include targets for other areas of development including physical, emotional and social development.

All information kept on pupils is considered confidential and is kept securely. All staff lap tops and memory sticks are encrypted. Hard copies of documents are stored securely or passed on to other settings if pupils leave Wharncliffe Side.

The SEND-CO

Ms Greasley is our SEN-CO and Primary IR teacher. She is responsible for the implementation of the SEND policy and will support and encourage other staff members to ensure pupils have a positive learning experience. She works closely with our Under 5s IR teacher Mrs Logan. Along side a number of experience support staff, we have a successful SEND team, staff and governors who are committed to inclusion.

Resources

A wide range of materials and equipment is provided to support pupils with SEND at Wharncliffe Side. The SEN-CO organises the distribution of resources and also referrals to other professionals to support and advice on specialist equipment needs.

Partnerships

The partnership between the school, parents and pupils is the key relationship in support pupils with SEND. We aim for all stakeholders to be ambitious in their hopes for the future. Parent Partnership is encouraged through formal and informal meetings with staff, newsletters (by email and hard copy), SEND review meetings, meetings with other agencies, reports on pupil progress, information on targets and the curriculum.

School Agency Partnerships include:

- Educational Psychologist
- Child and Adolescent Mental Health (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Impairment Support
- Visual Impairment Support
- Learning Support Service
- Portage Service
- Autism Team
- Ryegate and Sheffield Children's Hospital
- School Nurse and Specialist Nurses
- MAST (Mulit-Agency Support Team)

If you would like more information on any of the above teams, please contact our SEN-CO, Ms Greasley via the school office (01142862379) or agreasley@wharncliffeside.sheffield.sch.uk. Alternatively, you can speak to the head teacher via the school office or headteacher@wharncliffeside.sheffield.sch.uk.

Pupils

The children with or without SEND are at the heart of our school life.

Pupils with SEND:

- Are encouraged to participate fully in the life of the school.
- Are given clear success criteria to enable them to evaluate their own progress.
- Are expected to behave in a responsible way and be respectful to others.
- Have opportunities to talk about how they best learn and how they feel about their school experience.
- Have opportunities to comment on how they feel they are progressing.

Complaints

We hope that complaints are rare, however, if you have a concern about any aspect of your child's experience please use the schools complaints policy to address this.

Transitions

Pupils with SEND often join us from other settings. We work with the Local Authority and other settings to plan for the needs of pupils joining our school.

We work closely with our main secondary phase school, Bradfield Academy, and other schools that our pupils move to. We ensure that all relevant information has been passed on and that staff and pupils have had the opportunity to meet before the move takes place. Additional transition visits are often arranged for pupils with SEND and staff may accompany parents on initial visits to schools. We work with a number of Specialist Schools/Secondary IR schools to provide for the needs of some pupils with SEND.

The Local Offer

Sheffield's Local Offer can be obtained from the Sheffield City Council website. www.sheffield.gov.uk/education/information-for-parentscarers/care-support/specialneeds.

A summary of our offer is also found on our website.