

# William MacGregor Primary School



## SEND Information Report

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### Our School Vision



### Introduction

At William MacGregor Primary School we strongly believe that we are an inclusive school and cater for children with a variety of special needs and we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. At William MacGregor Primary School we are constantly looking at how we can improve the provision for our children. In order to do this many steps are taken to support them on their learning journey. Quality teaching is essential. However for some children further additional support maybe needed.

The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four broad 'areas of need' are:

- ❖ **Communication and Interaction** - This includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
- ❖ **Cognition and Learning** - This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- ❖ **Social, Emotional and Mental Health Difficulties** - This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- ❖ **Sensory and Physical Needs** - This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a child being registered as having SEN.

## What is the Local Offer?

Staffordshire's Local Offer can be found by following this link.....

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

**The Children and Families Bill**, states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

This utilizes 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. There are 14 questions below that explain our school offer.

### 1. How does William MacGregor Primary School know if children need extra help

Teachers use AFL (Assessment for Learning) within lessons to monitor children's progress, and they do summative assessments at each half term. Children who are making slower progress can be flagged up this way. If teachers have specific concerns

about a child, they contact the Assistant SENCo and SENCo for support. Checklists and screeners may be carried out at this point. If parents have concerns about a child, they can arrange a meeting with the class teacher to discuss these, and referrals and a meeting with the Assistant SENCo and SENCo can be made if necessary.

We know when child need help if:

- ❖ concerns are raised by parents/carers, teachers, or the child's previous school
- ❖ there is lack of progress
- ❖ poor test scores
- ❖ there is a change in the child's behaviour
- ❖ a child asks for help

**What should I do if I think my child may have special educational needs?**

- ❖ If you have concerns then contact your child's teacher or Pauline Constantine, our Assistant SENCo and Zoe Franks, our SENCo.

## **2. How will I know how William MacGregor Primary School supports my child?**

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

**Assess** - This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan** - This stage identifies the barriers to learning, planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do** - The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with other staff. The teacher will plan and assess the

impact of support and interventions and ensure it links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**Review** - Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

All of those involved - child, their parents or carer, class teacher, Assistant SENCO and SENCO contribute to this review. This stage then informs the next cycle, if necessary.

- ❖ Each child's Individual Learning Plan (ILP) will be drawn up by the class teacher in consultation with the child and their parents with support from Assistant SENCO and SENCO if necessary. ILP targets are differentiated accordingly to suit the child's individual needs and recorded in the child's own Pink learner profile book. Teachers set individual targets which are reviewed every two weeks. Targets are taken directly from either the Pebbles curriculum or the National curriculum milestones. Support provisions will vary depending upon the needs of the child. A copy of the targets will be given to parents. This may include additional general support by the teacher or learning support in class or use of particular resources (e.g. a writing slope.).
- ❖ If a child has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the child may be placed in a small intervention group. Intervention takes place outside of core teaching time, these children are identified termly. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher, Assistant SENCO or SENCO.
- ❖ Child Progress Meetings are held every term. This is a meeting where the class teacher meets the Senior Leadership team to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ❖ Occasionally a child may need more expert support from an outside agency such as the Paediatrician, Speech Therapists, CAMHS, Autism Outreach Team etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- ❖ While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health and Care plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

- ❖ Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

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

- ❖ Teachers plan and use a range of differentiation strategies within their lessons from children's levels, differentiating work to closely match children's ability and learning needs. Teachers carefully assess children, placing them on the correct Pebble or Milestone to allow children to make effective, timely progress. Teachers plan for different learning styles within their lessons. When a child has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. The school has Full Dyslexia Friendly status and teachers confidently make adjustments to their lessons such as using coloured paper and overlays for reading, using talking tins for writing lessons and practical apparatus such as bead strings for maths support. These strategies are embedded within the teacher's daily practice. Teachers also differentiate the pitch of their lessons for SEND children by using ILP targets and tracking through the Pebbles curriculum.
- ❖ A learning support assistant may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.
- ❖ If appropriate specialist equipment may be given to the child e.g. reading rulers, writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

### **4. How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress at Parents Evenings and termly review meetings. Class teachers are on the playground at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, Mrs Pauline Constantine - Assistant SENCo, or Mrs Zoe Franks - SENCo, by visiting the school office. We have an open door policy and parents are welcome to come into school at any time to discuss issues. If teachers agree that it is necessary a home-school book can be implemented.
- ❖ ILPs (Individual Learning Plans) are reviewed each term. Targets are usually set by the class teacher but Parents/carers are always encouraged to contribute their input to be included on the ILP.
- ❖ Child and parent voice are in place and are monitored for effectiveness by the SEND Governor and the governing body.

### **How will you help me to support my child's learning?**

- ❖ Teachers suggest ways of supporting all children's learning through the children's reading journals and Home learning activities.

- ❖ The class teacher may suggest additional ways of supporting your child's learning at parents' evenings, review meetings or by arranging a meeting with you.
- ❖ Mrs Pauline Constantine - Assistant SENCo or Mrs Zoe Franks - SENCo may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at the termly review meeting.
- ❖ Mrs Pauline Constantine - Assistant SENCo or Mrs Zoe Franks - SENCo may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- ❖ Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- ❖ Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

## **5. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for children who are encountering emotional, social and behavioural difficulties. These include:

- ❖ The school has an Assistant SENCo who is not class based. The children can access her support at any time with pastoral issues. This can be on an ad hoc basis or more formal arranged regular meetings.
- ❖ All members of staff are readily available for children who wish to discuss issues and concerns.
- ❖ We employ a Psychotherapist, Barry Pope, who works with children who are experiencing social or emotional difficulties that are impacting on their learning.
- ❖ Behaviour and Attendance is monitored and support is offered. Children are only excluded in very exceptional cases.

### **Child with medical needs**

- ❖ If a child has a medical need then a detailed Health Care Plan is compiled by Pauline Constantine, Assistant SENCo in consultation with parents/carers. These are discussed with all staff who are involved with the child.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school where a signed medication form giving consent is completed and held at the office.

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

The SENCo (Mrs Zoe Franks) will be enrolling on the National Award for SENCo in January 2019. The SENCo (Mrs Zoe Franks) has worked within a special educational needs setting for over 10 years and has completed specialist training in Autism and Asperger. The Assistant SENCo has worked in a variety of settings with a broad range of special needs and has been accredited with Speech and Language training (ELKLAN), Makaton training, Inclusion Support certificate in Special Needs at Two Rivers Primary.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. (See Appendix 1 for more details)

The agencies used by the school include:

- SENSS
- Behaviour Support Service
- Educational Psychologist
- School Nurse
- Flash Ley Centre (Physical & Sensory Service) to support children with hearing/visual Impairment
- Speech & Language
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy
- Physio Therapy
- Paediatrician
- Families First
- EWW (Educational Welfare Workers)
- Social Services

## **7. What training are the staff supporting children and young people with SEND had or are having?**

Staff have received training related to SEN. These have included sessions on:

- Early Years Language training
- Speech and Language Training
- Speech and Language workshops
- ELKAN training course
- Makaton training
- Dyslexia Friendly spelling strategies
- Dyslexia training
- Refresher Dyslexia Friendly training
- Brain Gym training
- Precision teaching
- Behaviour and Attendance
- Behaviour Strategies
- Behaviour management training
- Managing behaviour at playtimes and lunchtimes
- Autism training
- Social stories training
- Children and Bereavement
- Attachment training
- CAMHS training
- Nurture training
- 1:1 Counselling

- Hope training
- EAL Training
- Anti bullying pledge
- Spelling and phonics training
- Poor working memory
- Provision mapping
- Types of Learners (VAK)
- Dyspraxia training
- Dyscalculia training
- Deaf Awareness training

We do audit staff training and look at what gaps staff have to help plan staff training.

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

We try to ensure every child can access all of the activities in and outside of the classroom including school trips; we would look at the child's individual needs and plan accordingly with the parents.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If a health and safety risk assessment suggests that that an intensive level of 1:1 support is addition to the usual school staff we will put this in place wherever possible.

### **9. How accessible is the school environment?**

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors. As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ We have a disabled toilet and an accessible ramp to the library.
- ❖ We send out letters when necessary in the parent's home language - we have a specialised EAL teacher.
- ❖ We currently loan hearing and radio aid's for a deaf child in KS2.
- ❖ We have dyslexia boxes with a variety of different resources to help children with Dyslexia throughout the school (reading rulers, line guides, writing mats, story planners, visual timetables, mnemonics etc.)
- ❖ We also use a variety of ICT programs to support our SEND children.
- ❖ We have wobble cushions which help our children with sensory difficulties and ADHD.
- ❖ We have a variety of different pencil grips and writing implements (pencils/pens)

- ❖ We have a new room the 'Safe Haven' which is a calm room so that SEND children has a calm place where they feel safe and can do nurturing activities and speech and language sessions.
- ❖ We have an up to date Accessibility Plan.

## **10. How will the school prepare and support my child when joining William MacGregor Primary School or transferring to a new school?**

William MacGregor Primary school understands what a stressful time moving schools can be therefore strategies are in place to enable the child's transition to be as smooth as possible.

These include:

### **On entry:-**

- A planned programme of visits in the summer term for children starting in September including "Play and Stay" visits with parents/carers and lunchtime visits where they can experience lunchtimes and school dinners with parents/carers.
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Foundation Stage teacher visits all children in their pre-school setting. Where concerns are raised Mrs Pauline Constantine (Assistant SENCo) may visit the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as starting part time if necessary.
- Reception class teachers makes a home visits in July, prior to children starting, with an additional opportunity for children to visit the school with their parent/carer.

### **Transition through the school:-**

- A visit to their new class in July.
- Information sharing sessions between year group teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

### **Secondary transition:-**

- The Y6 staff works with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit children prior to them joining their new school.
- Mrs Pauline Constantine (Assistant SENCo) meets the SENCo's from the secondary schools to pass on information regarding SEND children.
- Mrs Pauline Constantine (Assistant SENCo) arranges an extra visit for those SEND children who need/want one prior to transition days.
- Children attend transition day's particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Science days at the secondary school and drama workshops delivered by secondary staff at William MacGregor)

### **Mid-year transition**

Our induction for children arriving mid-year includes:-

- Currently we give all children a tour of the school with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns the SENCo will be contacted by phone.

#### **11. How are the school's resources allocated and matched to children's special educational needs?**

- ❖ The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ The additional provision may be allocated after discussion with the class teacher at child progress meetings or if a concern has been raised by them at another time during the year.
- ❖ Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Educational Psychologist).
- ❖ Funding may be used to buy in specialist support (e.g. Dyslexic assessment)
- ❖ Individual Child Premium payments are used to support that child's learning.

#### **12. How is the decision made about how much support my child will receive?**

- ❖ The decision about the type of support your child will receive will be made by the Senior Leadership team, the SENCo and the parents collaboratively and closely monitored. This may take the form of additional individual or small group support in class or in other intervention groups tailored to your child's needs.
- ❖ During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.
- ❖ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

#### **13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. Parent's views are always welcomed and our Assistant SENCo is not class based and is available to meet with parents.

This may be through:

- ❖ discussions with the class teacher
- ❖ during parents evenings and termly reviews
- ❖ during discussions with Mrs Pauline Constantine, Mrs Zoe Franks or other professionals
- ❖ Parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated.

#### **14. Who can I contact for further information or if I have any concerns?**

I hope these questions have answered any queries you may have but do not hesitate to contact the school if you have further questions or if you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ Your child's class teacher
- ❖ Mrs Pauline Constantine - Assistant SENCo
- ❖ Mrs Zoe Franks - SENCo
- ❖ Mrs Suzie Norton - Head Teacher
- ❖ Mrs Julia Lomas - SEND Governor
- ❖ Mrs Vicki Woodhouse - Chair of Governors

Appointments can be made with any of these people through the school Office.  
☎01827 475705

- ❖ **For complaints please follow the school's complaints procedure available at the school office or on the school website.**

#### **Support Services for parents of children with SEND include:**

SEND Family Partnership (formerly Parent Partnership) is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND). They offer information, advice and support about education, health and social care issues. They can be found at:-

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

Or by telephoning 01785 356921 during office hours or by email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk)

#### **Have Your Say**

This report details our annual offer to children with SEND. To be effective it needs the views of all: Parents/carers, children, governors and staff. Please engage fully with our annual process to 'assess, plan, do and review' provision for SEND children.

## Appendix 1

The school's allocated **External Agencies**

### **SENSS Learning Support Service (LSS)**

The school's allocated SENSS teacher is Crystal Baikie.

The SENSS visits to lead staff meetings, advise staff on individual educational teaching programmes, and provide individual help to specific children.

The SENSS provide advice and strategies to help with a child's learning difficulties and these are reviewed and evaluated at least every six months, with both the class teacher and assistant SENCo and SENCo.

### **SENSS Behaviour Support Service (LSS)**

SENSS Behaviour Support Service advise staff on individual behaviour programmes, and provide individual help for specific children.

### **Educational Psychologist (EP)**

Educational Psychologist is Caroline Fearon. The EP's work and support to the school involves:

- Assessment and monitoring of individual children
- Support to families of children with SEN
- Advice and support to SENCo and staff

The EP is trained in teaching and psychology and is able to give advice and guidance on development, learning, and behaviour to teachers, parents and children. She would normally only work directly with children who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. The EP records and discusses her findings with the assistant SENCo, SENCo, class teacher and, in many cases, the parents of the children concerned. She will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward.

### **School Nurse**

Our allocated school nurse is Joanne Hall. School nurses work across education and health, providing a link between school, home and the community. Their aim is improve the health and wellbeing of children and young people. They work with families and young people from five to nineteen.

### **Flash Ley Centre (Physical & Sensory Service)**

This specialist service consists of 4 teams:

- Hearing Impairment Team - They work with children who have hearing impairment.
- Visual Impairment Team - They work with children who have visual impairment.
- Autism Outreach Team - They work with children who have sensory or communication difficulties. They offer advice and training to schools supporting

children with an Autism Spectrum Disorder. The team is made up of specially trained teachers who have experience of working with children who have an Autism Spectrum Disorder (ASD).

- ASSIST Team (age 16 and over)

### **Speech and Language Therapy**

This service provides assessment, diagnosis, treatment and advice covering language disorders. These may include articulation, language development, cleft palate, swallowing, and other common problems.

### **Child and Adolescent Mental Health Service (CAMHS)**

This service helps children and adolescents with emotional and behavioural difficulties or those who may be suffering with a psychiatric disorder.

### **Physio Therapy**

This service works with children with neurodevelopmental and orthopaedic motor difficulties from birth until they leave school. They provide specialist assessment, advice and intervention with a neuro developmental approach to assist children with their physical function with regard to positioning, movement and balance, to enable them to achieve their optimum physical function/potential.

### **Occupational Therapy**

This service works with children, families, schools, and other agencies and professionals to maximise the child's participation and independence in daily activities. They are able to assist children by promoting their independence in the following areas: Self Care (dressing, washing, feeding, and toileting), School Activities (pencil skills, scissor skills, concentration and accessing the environment) and play/leisure skills (advice on activities and toys that will benefit child's development). Assessments may include a child's fine motor, sensory self care, and perceptual skills. The task or environment may be adapted to meet the child's needs and enable them to achieve maximum independence. They will implement programmes and send advice into schools to support the children.

### **Paediatrician**

This service works with children, families, schools, and other agencies and professionals. A paediatrician is a specialist doctor who manages health from birth to twenty-one, including physical, behaviour, and mental health issues. They are trained to diagnose and treat childhood illnesses - from minor health problems to serious diseases. They monitor, assess children, will refer onto other agencies and advice schools.

### **Families First**

This service offers support, advice, and guidance, to children, young people and families, who may be having difficulties. The families first team is made up of a variety of family service professionals such as parent support workers, family support

workers, education welfare workers and youth workers. They also link in to a wider group of professionals such as Police, Housing, School Nurses, Education, and Pastoral Teams. Professionals discuss what they are doing in individual cases, and how partners can work together, to get families the best outcomes.

### **Social Services**

Children's social services offer a range of support to children and families in need.