

Egerton CP School SEN Information Report 2016

Ethos

What is the school approach to SEN and disability?

Egerton CP School is an inclusive mainstream primary school of 215 pupils. We are fully committed to meeting the needs of children with Special Educational Needs and Disabilities, offering a range of provision matched to individual pupil needs. We work in partnership with outside agencies to ensure that all children receive the support they require in order to reach their academic and personal potential. Our provision supports children with communication and interaction needs, cognition and learning needs, social and emotional needs and physical/sensory needs. We believe that all children should be offered high-quality, inclusive teaching alongside focused intervention which enables them to make the best possible progress. Support is designed to promote children in working towards becoming independent and learning life-long skills.

Contacts and Guidance

Class Teacher

What should I do if I think my child has a Special Educational Need?

Who should I contact to discuss the needs of my child?

If you have concerns about your child you should speak to your child's teacher first. He/she is responsible for:

- The progress of your child
- Planning the delivery of additional support
- Adapting and refining the curriculum to respond to the strengths and needs of all pupils
- Contributing to devising IEPs which focus on the next steps required for your child to make progress
- Implementing the school's SEN policy (guided by the SENCo)

SENCo:

Miss Clare Hextall

hextallc@egerton.bolton.sch.uk

You may then be directed to the SENCo, who is responsible for:

- Leading the implementation of the school's SEN policy and coordinating provision for children with SEN
- Supporting and training staff in the delivery of additional

<p>Headteacher:</p> <p>Miss Sam Mitchell mitchells@egerton.bolton.sch.uk</p> <p>SEN Governor:</p> <p>Mrs Heather Aspbury</p>	<p>support</p> <ul style="list-style-type: none"> • Liaising with outside agencies in order to provide the best support for your child • Communicating with parents, ensuring that they are: <ol style="list-style-type: none"> 1. Involved in supporting their child’s learning 2. Kept informed about the range and level of support offered to their child 3. Included in reviewing how well their child is doing through IEP meetings and annual reviews <p>The headteacher is responsible for the day to day management of the school and whole school development and improvement, including the provision and progress of pupils with SEN.</p> <p>The SEN governor is responsible for supporting the school in evaluating and developing quality provision for pupils with SEN.</p>
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Assessment, Planning and Review

**How does the school assess whether a child has SEN?
How can I find out about how well my child is doing?**

On-going monitoring takes place by teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support might be put into place to provide enhanced resources and targeted small group or individual support to help support children’s learning. This support is used to ensure your child can engage in lessons and wider school activities, and to facilitate independent learning in order to support their transition to adulthood. The views of the pupil will be given consideration at this stage.

This additional support is documented in an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP). In consultation with the SENCO and parents, short term targets are agreed that prioritise key areas of learning or aspects of behaviour to address. IEP review meetings are held every term or more often if required. Parents meet with the SENCo to discuss their child’s progress and their new targets. Where external agencies are involved, their advice and recommendations are included in these support programmes. These take into account each pupil’s strengths as well as their barriers to learning.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding in the form of an Education and Health Care Plan (EHCP) is available for children who meet the criteria and where evidence can be provided that additional support is both essential to their progress and has had an impact. This is accessed using the Local Authority process and involves a lengthy process of observation and assessment by an Educational Psychologist and other professionals. Further details about this process are explained in the LA Local Offer.

EHCP review meetings take place every year. Parents and relevant external agencies are invited to this review. The impact of support is considered, along with the progress towards targets set. Support arrangements are then updated and revised annually.

How will my child's progress be measured in school?

Your child's progress is continually monitored by his/her class teacher and the SENCo. His/her learning is reviewed formally every term and an assessment of their progress is made. If your child is unable to access formal tests, a more sensitive assessment tool is used which shows smaller but significant steps of progress. This is called 'P levels'.

At the end of each Key Stage, all pupils are required to be formally assessed. This is something the government requires all schools to do. Additional support can be implemented for children with SEN to help them access the tests.

Pupils with an IEP will have their targets reviewed every term at an IEP meeting, during which the SENCo meets with parents to discuss the child's progress and agree new targets.

The progress of pupils with a statement of SEN/EHCP is formally reviewed at an Annual Review with all adults involved in the child's education and the parents/carers.

The SENCO will regularly review the progress of cohorts of pupils with SEN to determine the quality of provision and inform training needs.

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled at adapting teaching to meet the range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation and interventions are approached in a range of ways to support inclusion and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly to maximise learning opportunities for all. Additional adults are used to help groups and individual pupils, with a long term goal of developing independent learning skills.

When a child has an IEP or Statement/EHCP, provision is planned by the teacher, support staff and SENCo. Each child's targets are reviewed every term in consultation with the SENCo, staff, the child (where appropriate) and parents.

Interventions/Support

Social Skills support (including strategies to enhance self-esteem):

- Social skills programme for an individual child or small group
- Playground Pals and Circle of Friends
- Social stories used to discuss events
- Lunch time clubs, jobs and responsibilities offered to support children during unstructured times

Strategies/programmes to support speech and language needs:

- Intervention from a Speech and Language Therapist
- Delivery of a speech and language programme by a T.A.
- Talk partners
- Time to Talk Programme
- Pre-learning of vocabulary
- Use of visual strategies to support language

Strategies/programmes to support Occupational Therapy/Physiotherapy needs:

- Intervention from an Occupational Therapist
- Delivery of planned programmes by a TA
- Provision of equipment advised by a specialist

Strategies to reduce anxiety/promote emotional wellbeing:

- Planned programme of support from SENCO/TA
- Regular parental contact sessions / home school contact book
- Referral to Child and Adult Mental Health Service or school nurse

Strategies to support/develop literacy:

- Focused reading lessons, with group or paired reading
- Small group intervention programmes
- One to one support from TA working on IEP targets
- Toe by Toe programme (dyslexia)
- Wordshark

Strategies to support/develop numeracy:

- Small group intervention programmes
- One to one support from TA working on IEP targets
- Plus 1/ Power of 2

Classroom Support:

- Access to a supportive and inclusive learning environment
- Small group support in class through guided teaching
- Prompt and reminder cards for organisational purposes
- Pre-teaching of strategies and vocabulary
- Individual work stations where required
- Specialist equipment where required
- Use of peer mentoring
- Support from SENCO or TA

Strategies to support behaviour:

- School sanctions and reward system as set out in the School Behaviour Policy
- Behaviour Support Services – advice and intervention
- Modified timetable, structured playtimes and time out
- Individual Behaviour Plan

Personal and medical care:

Care plans for pupils with medical needs.

Partnerships with External Agencies

What external support does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. They are often involved in planning meetings, assessment and communication with parents.

These include:

- Ladywood Outreach Service
- Educational Psychologist
- School Nurse
- Occupational Therapist
- Behaviour Support
- CAMHS (Child and Adolescent Mental Health Service)
- Parent Partnership Service

As indicated in Care Plans, school may refer as required and implement recommendations following specialist assessment.

Transition

How will the school help my child move to a new group/year group or to a different school?

Children and young people with SEN can become particularly anxious about 'moving on', so we employ strategies to support children in making successful transitions.

Year 6 - 7 transition:

The SENCO will liaise with the secondary school SENCO to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school. Ladywood Outreach also provide transition visits in partnership with some of our local secondary schools.

When moving to the next year group within school:

Planned transitions include strategies such as:

- Supported transition time spent visiting the new classroom and teacher
- Transition book produced by the child and TA for use over the summer
- Information shared between the existing teacher, new teacher and SENCo at a transition meeting in the summer term.

Staffing Expertise

How skilled are the staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills/knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keeps abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from a local outstanding special school to review, evaluate and develop provision for pupils who have more complex needs.

Further information about support and services for pupils and their families:

The Local Authority 'Local Offer' will be online shortly. Until then, further information can be found on their website: <http://www.bolton.gov.uk/website/pages/SpecialEducationalNeeds.aspx>

Bolton Parent Partnership: 01204 848722

The SEN Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>