

Charlesworth School SEN Report 2018-2019

Ethos and Curriculum vision

At Charlesworth School, our vision (as described on the school website) is one of the school and the community working in partnership with a values-driven common purpose and on-going dialogue that promotes and excites achievement in our learners. All actions and intended outcomes the school takes must uphold and promote this vision.

Through our values, ethos and practice, we seek to enable all pupils to:

- Develop a sense of awe and wonder for the world around them
- Become articulate in communicating their ideas and listening to those of others
- Take informed risks in their learning
- Develop the wisdom to constructively challenge perceptions and opinions in order to embed their learning
- Have a secure understanding and actively practice the values promoted by the Christian faith.

Our approach to the identification, provision and engagement of pupils with Special Educational Needs is underpinned by this vision and the values that underpin our ethos and practice.

What is our approach to teaching children with Special Educational Needs and what sorts of SEN do we provide for at Charlesworth School?

Currently at Charlesworth School, 25.5% of pupils have been identified as needing additional provision for Special Educational Needs. Also, 3% of pupils receive additional funding as part of an Education and Health Care Plan or a Graduated Response. Their needs cover a range of SEN categories of need and some children will demonstrate needs in more than one area:-

- Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Autism
- Speech, Language and Communication

- Hearing Impairment
- Physical Impairment/Medical Conditions

Most of children with SEN make progress that is similar to, or better, that made by children with no SEN in the school (albeit this may be from a different starting point). In the 2019 KS2 SATs there were only two pupils with SEN in a cohort of seven pupils. Therefore, it is not statistically valid to report on their progress.

A child is defined as having Special Educational Needs if they have a learning difficulty or disability that causes them significantly greater difficulty in learning than the majority of others of the same age or if they 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.

At Charlesworth School, we recognise Special Educational Needs in the following areas:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders; specific learning difficulties such as dyslexia; hearing impairment; and those who demonstrate features within the autistic spectrum.

Cognition and Learning (currently 20.9% of pupils) - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia.

Social, Mental and Emotional Health (currently 14.6% of pupils) - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

However, it should be noted that the following do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN

- Behavioural difficulties
- Slow progress and low attainment.
- Persistent disruptive or withdrawn behaviours.

Also that identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN

What are the arrangements for assessing and reviewing the progress of children at Charlesworth School?

Early identification of pupils with SEN is a priority. A crucial factor in determining the need for additional support is the failure to make adequate progress against national curriculum or developmental objectives. The school uses a range of screening and assessment tools to ascertain progress for all pupils. Each half term, attainment and progress is assessed through teacher observation, acquisition of age-appropriate skills and through formal assessment results.

This system for regularly observing, assessing and recording the progress of all children is used to identify those who are not progressing satisfactorily and who may have additional needs. At Charlesworth School inadequate progress is that which fails to:

- Narrow the attainment gap between pupil and peers.
- Prevent the attainment gap widening.
- Equal or improve upon the pupil's previous rate of progress.
- Demonstrate an improvement in self-help or social /personal skills.
- Demonstrate an improvement in the child's behaviour.

What provision is made for pupils with SEN?

Where it is determined that a pupil does have SEN, parents/carers will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle that enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous

progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil'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 with agreement from parents or carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that is 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 pupil, 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.

An SEN Support Plan will be used to record strategies for pupil progress. It will draw upon information on:

- Environmental Strategies - How the child's physical, personal and instructional environments are changed to support their needs.
- Positive Skills.
- Rewards Strategies - Meaningful rewards and praise linked to the child's targets.
- Reactive Strategies - Planned and consistent adult responses and strategies used when difficulties arise.

It will also contain the view of the child and the parent(s)/carer(s), appropriate learning targets and the actions/support that will enable the pupil to achieve these targets. The SEN Support Plan will only record that which is different from or additional to the normal, differentiated curriculum and will focus on 2 or 3 individual targets that closely match the pupil's needs. SEN Support Plans will be discussed with the pupil and parents/carers.

Do

The class teacher remains responsible for working with the child on a day-to-day basis and will work closely with teaching assistants to plan support or interventions. Together they will assess the impact in pupil progress and if necessary, adapt classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SEN Coordinator (SENCO) who, in collaboration with the class teacher, will decide the action required and the nature of the intervention to help the pupil progress.

Review

A review of the SEN Support Plan will be carried out on a termly basis to monitor the child's progress. 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, his/her parents or carers. The class teacher and SENCO, in conjunction with the parents/carers and pupil, will revise the support and targets based on the pupil's progress and make any necessary amendments.

Additional Resources

There are some occasions when a child's identified needs will require provision beyond the school delegated resources. In this situation, the school will apply for additional funding from the local authority.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process to determine if they meet the criteria for an **Education, Health and Care Plan (EHCP)**. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including parents/carers, teachers, SENCO and other professionals.

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading

to an EHC Plan. Further information about EHC Plans can be found via the SEN Local Offer www.derbyshiresendlocaloffer.org

Other forms of additional funding might be gained through school applying to the Local Authority for a **Graduated Response for Individual Pupil (GRIP)** or, in cases where the child may also be at risk of exclusion, for **Temporary Additional Pupil Support (TAPS)**. Both of these provisions are time limited and children will need to meet defined criteria to be deemed eligible.

We actively encourage parents/carers to make use of the Derbyshire Information, Advice and Support Service for SEND (formerly known as Parent Partnership) which provides free and impartial advice. The website can be accessed at <http://www.derbyshireiass.co.uk> and the contact telephone number is 01629 533668.

How are adaptations made to the curriculum and the learning environment of children with SEN?

A child who has been identified as having SEN will have identified barriers that prevent them from accessing the curriculum and the learning opportunities provided. These may be sensory, cognitive, social and communication or environmental barriers and need to be addressed in order to enable the pupil to make adequate progress. Based on the results of previous assessments and the resources available, the provision for a pupil with SEN could include:

- Provision teaching to identify and address specific gaps in knowledge.
- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.

A pupil may also need additional support to be included in enrichment opportunities such as trips, after school clubs and special events. Staff at Charlesworth will make every effort to make reasonable adjustments to enable all pupils to be fully included in the wider life of the school.

What support is given for my child's overall well-being?

Development of the whole child is at the centre of the ethos, vision and provision at Charlesworth School. We are also proud to be a local champion for the Derbyshire Attachment Aware Schools programme. We believe that every child is unique and assess their well-being and involvement in learning through a weekly process (OUR TIME). Pupils causing concern will be discussed by staff and may be provided with therapeutic support by trained staff (MY TIME and ME TIME) to help them develop the resilience to engage in the challenge of learning and therefore reduce or remove the emotional and behavioural barriers to learning. It may be the case that even the most able pupils experience emotional challenges that impact directly on their learning progress. All staff have been trained to recognise unmet attachment needs and all new staff follow a clear induction process that involves Attachment Awareness training.

At Charlesworth School we recognise that our pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) or a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is then followed.

What is the expertise and training of staff to support children with SEN, including how specialist expertise will be secured?

Charlesworth School recognises that planning for progression and differentiation are fundamental to successful teaching and learning, and that high expectations of progress must apply equally to children working above, at, or below age-related expectations, including those who have SEN. We have an expectation of participation, fulfilment and success for all our children. Good teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep children on trajectory and rigorous assessment to check and maintain progress. There should also be clear plans to support those who are struggling. This is consistent with the 'Quality First Teaching' approach, the key characteristics of which are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for

- pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and praise to engage and motivate pupils
- ongoing informal and formal assessment

Teachers are supported by highly qualified teaching assistants who are integral to the teaching team at Charlesworth. They work under the direction of the teacher either supporting groups or delivering specific intervention programmes to support pupils making inadequate progress. These programmes include:-

- Individualised phonics support
- Targeted precision teaching to support number and calculation skills.
- Therapeutic support programmes
- Delivering Speech and Language programmes
- Reading and Writing targeted learning programmes

We recognise also the important contribution made by external support services in the identification, assessment and provision for pupils with SEN. In planning effective provision for pupils with SEN, we may engage a range of other professionals for advice, training and support:-

- Educational Psychologist Service provides support and advice for school and parents when needed and reviews the school's requirements annually.
- Special Needs Support Service (SSSEN) visits regularly to provide specific information, share resources and provide in-service training.
- Behaviour Support Service (BSS) is used by the school to advise and support on behaviour interventions.
- Sensory Impairment Team provides support to children who have visual or hearing impairment and advice for their teachers.
- Autism Outreach who support schools to adapt the curriculum and teaching environment for children with social communication barriers.

The SENCO liaises frequently with a number of other outside agencies (for example the Community Paediatrician, Speech and Language Therapists or Children and Adolescent Mental Health Service) as needed. Parents/Carers are always informed if any outside agency is involved.

How do we involve parents/carers in the support of pupils with SEN?

Charlesworth School firmly believes in developing a strong partnership with parents/carers to enable children to achieve their potential. We recognise that

parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership.

We consider parents/carers of pupils with SEN as valued partners in the SEN process. Depending upon age and appropriateness, pupils with SEN will also be encouraged to participate in any decision-making affecting them. At review meetings with parents/carers, we will always try to make sure that the child's strengths as well as difficulties are discussed. Where suggestions are made as to how parents/carers can help at home, these will be specific and achievable.

Regular communication between our school and home will ensure that concerns are promptly acted upon. Where this does not happen, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue(s), the governing body. For further information, please see the school Complaints Policy (downloadable from the website)

How accessible is Charlesworth School?

At Charlesworth School we believe that inclusion means meeting the needs of all people. This means the consideration of any barriers that might exist in terms of access to the premises, the curriculum or information about the school. The governors devise and review an Accessibility Plan on a regular basis to address any identified issues. The current plan is available on the school website.

What are the arrangements for supporting children in moving between phases of education?

Staff will meet with parents/carers and pre-school providers prior to pupils starting at our school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone the previous school to discuss the child's needs further. When children with SEN transfer from Charlesworth School to new schools, details of particular needs and additional required provision will be shared accordingly. The SENCO will supply any further information upon request.

How can I find out more about the services provided to support children with SEN and disability?

Information relating to the current provision on offer within Derbyshire Local Authority is available through the **Local Offer** which can be found at www.derbyshiresendlocaloffer.org

We also encourage parents/carers to make use of the Derbyshire Information, Advice and Support Service for SEND (formerly known as Parent Partnership) which provides free and impartial advice. The website can be accessed at <http://www.derbyshireiass.co.uk> and the contact telephone number is 01629 533668.