

# William Hildyard Church of England Primary and Nursery School

## SEND Information Report

Date of publication: **November 2019**

### **Introduction**

This SEND Information Report is part of the Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website, and updated annually or sooner if required, about the implementation of the governing body's policy for pupils with SEND.

### **Our Approach to Teaching Learners with Special Educational Needs and/or Disability**

At William Hildyard we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

### **Our Ethos**

We aim for all pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices that take account of disability, race and gender to create a secure and accepting, community where everyone feels valued.

We are working towards being an outstanding school with a balanced curriculum that inspires all pupils through enriching and creative learning experience. We respond to the diversity of need through our commitment to equality; overcoming potential barriers and setting appropriate learning challenges.

Success is expected for every pupil. They should aspire to achieve their dreams, recognising personal strengths while celebrating the achievements of others; both within the school and its wider community.

### **How we identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**"A child or young person has SEND 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:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) (b) 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."**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At William Hildyard we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile shows that we have

28 pupils (13.6%) identified as having SEND,

2 pupils (7.1%) have an Education Health and Care Plan or Statement

86% of SEND pupils are identified as having SEN linked to Cognition and Learning

32.1% linked to Communication and Interaction

21.4% linked to Physical and Sensory

50% linked to Social, Emotional and Mental Health

*Please note: The above percentages will not total 100% as pupils with complex needs may be identified in more than one area.*

### **Assessing SEND at William Hildyard Church of England Primary and Nursery School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At William Hildyard we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning.

We use a range of assessment tools that currently include:

Visual Stress Assessment Tools

The Boxall Profile

SNIP – Special Needs Individual Profile

Cognitive Profiling System (CoPS)

Cognitive Attainment Testing (CAT)

British Picture Vocabulary Scale (BPVS)

Non-Verbal Reasoning (NVR)

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services provided by Lincolnshire Council, which are described on the Local Offer website.

At William Hildyard Church of England Primary and Nursery School have also commissioned support from:

Educational Psychologist

Speech and Language Therapist

SEN Consultant (Specialist Teaching Services)

BOSS (Behavioural Outreach)

WTT (Autism Outreach)

St. Francis (PD Outreach)

We also employ Learning Support Assistants who deliver the interventions co-ordinated by our SENCO.

### **What we do to Support Learners with SEND**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum.

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

Our school views relationships and emotional wellbeing as vital to learning. We support pupils with emotion management plans if required and staff meet regularly to maintain levels of awareness and training. Our school focus on encouraging spoken communication to express feeling and model this with our children throughout the school. Our school provides specific work in the curriculum or bespoke sessions. For some identified pupils there are opportunities to engage in art therapy, de-escalation work and emotion coaching in order to support emotional wellbeing.

Our Intervention Provision is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### **Funding for SEND**

The school receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

(This is the Notional SEND Funding based on an agreed DfE formula and is a percentage of AWPU (basic pupil place funding), free school meals, school Income Deprivation Affecting Children Index (IDACI) and mobility factors to help pupils with additional needs

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also moderate our data with local schools to ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At our school we are offering a range of additional clubs and activities. These can be found on our web page.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the Headteacher to discuss specific requirements.

All staff have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Have your say**

We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to ‘assess plan, do and review’ provision for SEND.