

Special Educational Needs Information Report 2018-19

As part of the *Children and Families Bill, 2014*, 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 (SEN) aged 0-25. This is the 'Local Offer'.

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

The School SEN Information Report

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.

What kinds of Special Educational Needs and Disabilities do we provide for?

As an inclusive community, Delamere C of E Academy educates children with varying levels of special Educational Needs and Disabilities. These include the four broad 'areas of need' outlined in the Special Educational Needs and Disability Code of Practice: 0 – 25 years:-

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

How do we identify the particular Special Educational Needs And Disabilities of a child?

Children are identified as having Special Educational Needs through a variety of different ways including:-

- Liaison with previous Schools/Nursery
- Class based assessments made by the Class Teacher in relation to learning and behaviour
 - Termly Pupil Progress meetings with Class Teacher, Headteacher and Inclusion Manager from which we track and identify children who are performing significantly below age expected levels.
- Constant monitoring and review of progress made during interventions for children who are not making expected progress.
- Concerns raised by parents.
- Liaison with Inclusion Manager and external agencies.

How do we work in partnership with parents and carers of children with Special Educational Needs and Disabilities?

We actively encourage parents and carers to be involved in their child's education through:-

Parents Evenings with the Class Teacher.

Annual School Report.

Parent/Carers Workshops.

Sharing relevant information about how parents and carers can support their child at home.

'Open Door ' policy with Class Teacher, Inclusion Manager and Headteacher

Parental/carers involvement within school.

Individual Educational Plans (IEP), Individual Behaviour Plans (IBP), Educational Health Care Plan (EHCP) reviewed termly for those children identified as having a Special Educational Need and Disability.

Meetings with outside Agencies

Annual review meetings with SENDCo, Class Teacher and Headteacher for those children with an Education, Behaviour and Health Care Plan.

How do we ensure children with SEND are involved in their learning and progress?

We actively encourage children to be involved in their education through:-

Making children aware of their own individual targets.

Regular written/verbal feedback identifying the next steps for learning.

Providing children with the time to respond to feedback.

Offering the children the chance to self-assess their work against their targets.

How do we assess and review the progress of the children with SEND?

In addition to the school's procedures for assessment e.g. marking and SATS, children with SEND will be monitored, assessed and reviewed through:-

Provision map targets monitored termly.

Entry and exit data from interventions.

Data scrutinised termly and progress tracked.

Pupil progress meetings termly.

Observations.

What arrangements do we make for supporting children in moving between Phases of Education?

In order to ensure a successful transition at all stages of their education, Delamere C of E Academy has the following procedures in place:-

For children moving into the EYFS Stage (Early Years Foundation Stage):-

- New Starters Evening
- Home visits for pre-school children.
- Sharing of the Nursery Profile and any other relevant SEND documentation.
- Stay and Play sessions
- Induction Afternoons
- Phased approach to starting school.
- Buddy System.

For children moving into a new year group:-

- Transition Day visits with New Class, Teacher and Teaching Assistant.
- Informal Parents evening offering parents the chance to meet with the new Teacher.
- Liaison between new Class Teacher and Teaching Assistant and previous Class Teacher and Teaching Assistant to discuss the individual needs of the children.
- Handover of Intervention work folders and sharing information on intervention activities and documentation.

All pupils benefit from inclusive Quality First Teaching. This teaching is regularly monitored and differentiated to meet the needs of all children For those requiring

further support, targeted interventions are in place. These include:-

- Specific Numeracy and Literacy Support
- 1:1 Reading support
- Speech and Language either 1:1 or small group support
- Toe by Toe
- Word Wasp
- Beat Dyslexia
- Plus 1 & Power of 2 - Numeracy
- Social Skills/Pastoral Support - Small Groups or 1:1 support.
- In some cases 1:1 support from a Teaching Assistant is required to overcome barriers to learning.

What adaptations are made to the Curriculum and the Learning Environment to support children with SEND?

Class work is differentiated in small groups and individually if required.

Classrooms have visual timetables to enable all children to access information about how the day is set out and what will happen.

Scripts and fonts are designed to be dyslexia friendly, coloured paper, rulers and overlays are available.

Class based TA's work alongside the Class Teacher to support children with SEND individually/in small groups and to facilitate the Class Teacher working with children with SEND.

Resources such as sloping desks can be made available for children with fine and gross motor needs in line with recommendations from outside agencies.

Provision Maps, targets and outcomes are discussed termly and recorded on a I.E.P.s, I.B.P.s and E.H.C.P.s

How do we ensure the expertise and training of staff to support children and young people with SEND?

The SENDCo is part of a cluster group led by an experienced Educational Psychologist.

An Educational Psychologist and other experts from outside agencies are used to train staff on relevant SEND issues.

SENDCo attends additional training courses and feeds the information back to the staff through planned staff meetings.

Teaching Assistants attend specific training to meet the current needs of the children in the School.

Teacher and Teaching Assistant performance reviews ensure high expectations for the support provided for children with SEND.

Continued liaison with Health Agencies including Community Paediatricians, Occupational Therapists and SALT for further advice where possible.

How do we report the effectiveness of the provision made for children and young people with SEND?

Termly report to Governors

Evaluation of school Provision Map and it's correlation to the needs of the current cohort.

Termly reviews of Provision Maps, I.E.P's, I.B.P's and E.H.C.P's with parents.

How do we enable children with SEND to engage in activities available for children in the school who do not have SEND?

All children are treated equally and therefore children of all needs access educational visits, extra- curricular activities and residential trips at their level. To ensure that children with SEND can engage in such activities a risk assessment may be carried out. Where necessary an additional adult may be required so that necessary adaptations can be made.

An exception may be made if it goes against the advice of a professional. A child who is unable to access an activity will be provided with an alternative.

What support is available for improving emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health education) curriculum to support this development which is supported by the delivery of SEAL (Social, Emotional Aspects of Learning).

All classes access regular Learning Outside the Classroom as well as Forest Skills.

Our own school counsellor – Lia Roberts

A trained ELSA in school (Emotional Literacy and Support Assistant)

Art Therapy sessions

The use of a Nurture Room, when required

Where additional support is required, the school provides:-

Pastoral Support either in small groups or 1:1.

Social Skills intervention groups.

Play Leaders at lunchtime to offer group games for the children to play.

Buddy system.

Outside agencies also support children with emotional and social needs such as: Educational Psychologist, Early Intervention and Integrated Services for Looked After Children, Family Support Workers.

How do we involve other bodies and support services, in meeting children's SEND and supporting their families?

We will continue to maintain our effective working links with:-

Educational Psychologists
Parent Partnership Service
Integrated Service for Looked After Children
Speech and Language Therapy Service
Autism Team
Early Years Support
CAHMS
School Counsellor – Lia Roberts

School acts on advice and recommendations from the above as needed.

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school? Any complaints

should in the first instance be directed to the Class Teacher who will keep the Head Teacher and the Inclusion Manager informed of SEND complaints. If this is not adequate then please speak to the Inclusion Manager.

In the event of the situation not being resolved complaints should then be referred to the Head Teacher and the 'Complaints Procedure' should be acted on if necessary

For more information contact email the office , for the attention of Miss Inskip SENDCO, at admin@delamere.cheshire.sch.uk

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Next review: September 2019