



Shires Multi Academy Trust
Feckenham C.E. First School
Special Educational Needs Information Report

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Date Approved by Working party: (Parents/carers of children with/without SEN, the SEN governor and an external agent)	September 2020
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Special Educational Needs and Disabilities Information Report

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Our school Vision

"Don't let anyone look down on you because you are young, but set an example in speech, in conduct, in love, in faith" (Timothy 4:12)

We believe that children should grow to live life in all its fullness. At Feckenham, wisdom, hope, community and dignity permeate in all that we do.

The School Mission Statement

With God, we grow to live life in all its fullness.

Wisdom Hope Dignity Community

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Section 1: School beliefs and values around SEND

Feckenham C of E First School is a small rural Church of England school. Feckenham CE First school, is committed to being a fully inclusive school that values all of its children and is committed to ensuring that all children reach their potential. We provide a broad and balanced curriculum to meet the needs of all our pupils, which allows them to achieve personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Section 2. Definition of Special Educational Needs.

The Special Education Needs and Disability Code of Practice: 0-25 years (DfE 2015) states, a child or young person has Special Educational Needs (SEN) 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 has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (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.

Section 3: Identifying pupils with SEND and assessing their needs.

Feckenham School follows a graduated response to the assessment of SEND as set out in the Code of Practice and we believe that early identification is vital.

Feckenham C of E First School has a number of methods of identifying if a child has SEND including:

- Starting school with an Education, Health and Care Plan (EHCP).
- Entry Profile results.
- Early Years Baseline Assessment.
- Discussions with Early Years Settings and parents before and after starting school in the Reception Class.
- Discussions with previous schools upon transfer.
- Entering school on the SEND Support register from another educational setting.
- Discussions with parents or staff where concerns are expressed which lead to further investigation.
- Data analysis which shows a widening gap between the child and their peer group.
- Day to day observations of the child's behavioural, emotional and social development in their learning environment.
- Assessments carried out by external agencies and the subsequent reports.
- The use of a Special Educational Needs assessment toolkit to carry out summative and diagnostic assessments to understand the barriers to learning for individual pupils.

- Processing/memory issue which calls for special educational provision to be made for them.
- Trauma (only if impacting day to day life) which calls for special educational provision to be made for them.
- A regular review of the SEND register with **all** teachers.
- Progress measured against the age related expectations.

The SEND Code of Practice, 2015 details the 4 broad categories of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical.

These four areas give an overview of the range of needs that are planned for at Feckenham CE First School. The purpose of the identification is to work out what action the school needs to take, not to fit a pupil into a category.

Behaviour is not recognised as need or as an acceptable way of describing SEND at Feckenham CE First School. Rather, we regard it as a form of communication for which there is an underlying trigger. The school will work with the child and its family in order to recognise and identify the causes, and respond to the underlying need.

Section 4: Provision for children with SEND.

A Graduated Response to SEND support.

Where a child is identified as having Special Educational Needs Feckenham CE First School will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child needs to secure good progress and good outcomes.

This Graduated Response draws on approaches that are more detailed, more frequent reviews and increasingly specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Parents/carers will be made aware of, and involved in any applications, prior to any referrals to outside agencies (other than those involving confidentiality as a result of safeguarding issues). The child may then be recorded as additional support through **Wave 2** provision or additional support through **Wave 3** provision.

Wave 1 Provision

Wave 1 provision is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 provision

Wave 2 outlines specific, additional and time-limited **interventions** provided for some children who are falling behind the age expected level and can be expected to 'catch up'.

Wave 2 interventions are often targeted at a group of pupils with similar needs.

If following Wave 2 provision the child continues to make little or no progress in their learning, the school will look to seek advice from external agencies.

Wave 3 Provision

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an **intervention** designed to accelerate progress.

A move to Wave 3 provision may be needed if a pupil;

- Continues to make little or no progress in the areas of concern;
- Continues working at a level substantially below that expected of children of the same age;
- Continues to have difficulty in developing literacy and numeracy skills;
- Has social, mental or emotional health needs which regularly and significantly interfere with the child's or others' learning;
- Has sensory or physical needs which require specialist equipment or regular advice or visits from a specialist service;
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

Section 5: Education, Health and Care Plans

As of September 2014, if the class teacher together with the SENDCO, outside agencies and Head teacher decide that the child's needs cannot be met primarily by the school then a request for an assessment for an Education, Health and Care Plan can be made to the Local Authority.

Section 6: Evaluating the effectiveness of SEND provision

Feckenham C of E First School may use the following to measure the effectiveness of provisions for children with SEND:

- Termly Pupil Progress Meetings between the Head teacher, SENDCO and class teacher.
- Provision maps/measurable outcomes
- Assess, Plan, Do, Review documents/pupil profiles

- The use of a graduated response in which we assess, plan, do and review (in line with Worcestershire's Local Offer)
- Re-assessments by external agencies or staff member administering the test
- Whole-school data
- Viewpoint of the child
- Ongoing consultation with parents
- Collation of children's work
- Observations of children

Section 7: Criteria for exiting the SEND register.

In discussion with parents, children and agencies involved with the child, where there is no longer an educational need children who are at SEND support will be removed from the register. Their progress will continue to be monitored and where appropriate will be supported with Wave 2 interventions.

Where a child no longer requires an EHCP a recommendation will be made at the Annual Review or EHCP conversion meeting and the child will be stepped down to SEND support

Section 8: School's Approach to Teaching Children with SEND

Feckenham C of E First School believes that every teacher is a teacher of every child. We recognise that education is not just about teaching and learning, therefore we look at the holistic child and how to meet their individual needs. The school aims to teach all children together in their classes, where possible, with the class teacher differentiating and supporting the child. At times it may be necessary for a child with SEND to access intervention; either as part of a group or 1:1. For a few children the school uses outside agencies to gain further knowledge on the pupil's specific needs and the provision required to support them.

Section 9: Adaptation of the Curriculum and learning environment

Feckenham C of E First School provides a broad and balanced curriculum to meet the needs of all our pupils and we believe that all children have the right to make good progress. Lessons are planned to ensure that there are no barriers to every pupil achieving. Teachers set suitable learning challenges and respond to children's diverse learning needs. The school makes every effort to provide a safe, secure and inclusive environment for teachers and pupils, which ensures that the needs and disabilities of all pupils are met to acceptable standards and do not present barriers to learning.

Section 10: Additional Support that we offer as a school

We use a range of intervention programmes with the children:

- Additional and targeted phonic sessions (Snappy Phonics) concentrating on teaching and securing the initial phonemes as set out in 'Letters and Sounds'.

- Time to talk and Socially Speaking – social skills interventions delivered as part of a small group
- Smart moves and Jimbo Fun – programmes to support the development of gross and fine motor skills in children
- Speech and Language programmes developed with and by our speech therapists to provide targeted support to our pupils
- Precision Teaching, an individualised program of study for children with specific difficulties in reading and spelling
- Liaison with the Chadsgrove Outreach Team who offer support and advice on how to support children with physical difficulties in a mainstream school
- Liaison with the Complex Communication Needs team to support school staff in meeting the individual teaching, learning and well-being needs of children with autism

Section 11. Staff Expertise and Training

The Special Educational Needs and Disability Co-Ordinator (SENDCO), Mrs Tanya Howarth, has been SENDCO since September 2018. She has completed the National SENDCO Award and attends many training events and conferences as part of her continued professional development. The SENDCO provides in service training to all school staff and additional training needs are met on a needs basis. The named Teaching Assistant for Speech and Language is Mrs Denise Barker.

Section 12. Securing Equipment and Services

The school allocates money from its budget every year towards the provision of support for SEND. These funds are used to provide external support, resources and training for staff.

Section 13. Consulting and Involving the Children

Teaching staff at Feckenham C of E First School are committed to creating an inclusive environment where all pupils feel valued. The views of our pupils are sought through discussions about their learning and how they can be supported further. Where appropriate children attend their review meetings.

Section 14. Consulting and Involving Parents and Carers

Feckenham C of E First School is committed to developing strong communication links with parents and carers. Teaching staff will discuss with parents if they feel that a child requires any support additional to that ordinarily available to our pupils. Should a child require the involvement of outside agencies, the class teacher or SENDCO will liaise with the parents to provide information and seek consent before contacting the relevant professional. Any reports or information provided by the external professional will be shared with the parents or carers.

Where a child already has an Education, Health and Care Plan or an Assess, Plan, Do, Review document; teachers will meet with parents and carers each term to discuss the current needs of the child, review progress since the last meeting and plan the next steps for the child. The SENDCO will hold 'drop in sessions' alongside these meetings.

Section 15. Complaints

Should you wish to issue a complaint then a copy of our complaints policy and procedure is available from the school office.

Section 16. Involving Other Agencies

The following outside agencies may be called upon by the SENDCO to attend meetings, provide assessments and reports, give advice or provide training to teaching staff:

- Speech and Language Therapists
- Educational Psychologists Occupational Therapists
- Behaviour Support Team
- Learning Support Team
- Complex Communication Needs Team
- Child and Adolescent Mental Health Service
- Umbrella Pathway Parent Partnership Services
- Visual Impairment/Hearing Impairment Team
- Chads Grove Outreach Team Supporting

Section 17. School Transition

Feckenham C of E First School liaises with SENDCOs and teaching staff from other educational establishments to ensure a smooth transition for children joining the school and for those transferring to another. Meetings are held where children are discussed at detail and current personalised targets are shared. Where a child has an Education, Health and Care Plan a phase transfer review will take place when moving to a different school. Members of staff from the new school are invited to attend this phase transfer review meeting.

Section 18. The Local Authority's Offer

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.

You can find this at: www.worcestershire.gov.uk/thelocaloffer

Section 19. Useful Contact Details

The web address for the local authority is shown below and this is a useful site to gain further information.

https://www.worcestershire.gov.uk/info/20416/special_educational_needs_and_disabilities_send_and_local_offer

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) is able to give independent and neutral advice. For more information please see their website

<http://www.hwsendiass.co.uk/>

Alternatively, you can contact the service in a number of ways:

Office opening hours Monday to Friday from 8.30am to 4.00pm.

Address: SEND Information Advice and Support Service, Tolladine Road, Worcester, WR4 9NB

Telephone: 01905 768153

Email: sendiass@worcestershire.gov.uk

Section 20: Links with the SEND policy

Further information on Feckenham C of E First School's Special Educational Needs and Disability provision can be found in the SEND Policy available on our website or from the school office.