

Caroline Haslett Primary School & Faraday Club



Special Educational Needs and Disability information report 2022-2023

Last reviewed: June 2022

Date of next review: June 2023 (or earlier in the event of legislation changes)

Approved by the Headteacher on:

Signed: _____ (Headteacher) Date: _____

Approved by the Governing Board on:

Signed: _____ (Chair of Governors) Date: _____

Caroline Haslett Primary School

SENDCO: Mrs H Thomson

Tel: 01908 231101

SEND link governor: Mrs Sam Potter

SEND INFORMATION REPORT 2022-2023
(In accordance with Code of Practice January 2015, Section 65 (3) of The Children's and Families Act 2014, Equalities Act 2010)

Aims of our provision in regard to pupils with Special Educational Needs and/or disability.

The aims of our policy and practice in relation to special educational needs and disability in our school:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to print information for all.
- To ensure that children and young people with SEND engage in the activities alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, in order to better respond to the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and /or Physical Needs.

These areas of SEND offer an overview of the range of needs and in many cases children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for.

We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

- We request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- We ensure staff expertise to meet pupil needs, through well-targeted, continuing professional development.
- We support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals, in order to meet the medical needs of pupils.
- We work in cooperative and productive partnership with the Local Authority and outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

SPECIAL EDUCATIONAL NEEDS

The Code of Practice (2015) explains that *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 him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age, or has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same.*

Special Educational provision means *educational provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England.*

Children and young people with SEND have different needs but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place in our school, in line with the school admission policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For pupils with an EHCP, parents have the right to request a particular school and the Local authority must comply with that preference and name the school in the EHCP unless

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or...
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name a school in a child's EHCP, the Local Authority will send the school a copy of the EHCP. The SENDCO will, if appropriate, arrange to see the child in their current setting and invite parents into school to see first hand the provision available to their child. The governors, alongside the SENDCO, consider the content of any observations and the EHCP carefully before a final decision on placement is made.

LANGUAGE DEPARTMENT

Caroline Haslett Primary School has a Local Authority funded Language Department with 1 full time SENDCO Mrs Thomson and 3 full time Language Department specialist TAs. The Department has 5 places for children in Milton Keynes with an EHCP for the primary need of Speech, Language and Communication Needs.

Places are allocated at a Special Needs Department provision panel held by the Local Authority and the pupil is offered a place, if it is appropriate to their needs and provision set out in their EHCP.

The children with a department place are taught fully inclusively, within the mainstream classroom and are timetabled 1:1 department TA support, throughout the week. The Department Speech and Language Therapist comes in half termly for 1:1 assessment and intervention/ target setting work with the pupils and liaison with the class teacher and TA.

IDENTIFICATION

At Caroline Haslett Primary School, children are identified as having SEND through a variety of different strategies and assessments:

- Concerns are raised by parents/carers
- Concerns are raised by teaching staff (or previous school) and a FACT or FACT+ is carried out
- Assessment and tracking data
- There is a change in the child's behaviour or self-esteem which impacts on their learning
- Liaison with external professionals
- A medical diagnosis

At Caroline Haslett Primary School, we believe parents, carers and class teachers are central to the identification process. Parents are warmly encouraged to come into school to

talk about any aspect of their child's provision and inclusion. Initial contact is usually made through the class teacher and concerns are usually resolved at this stage. If not, then the Senior Leadership Team will always strive to resolve matters. In the very unlikely event this process fails and a parent wishes to make a formal complaint, the governing board has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

PLANNING, DELIVERING AND MANAGING PROVISION

The class teacher has overall responsibility for the planning, differentiation and teaching of the curriculum for all children, which is monitored by SLT subject leaders and the SENDCO, across the school. Interventions are devised in teams and overall personnel and groups are decided by the Assistant Head for that particular area. The SENDCO and Assistant Heads discuss the success of the interventions and any next steps for pupils.

Alongside this the following are considered when interventions are planned

- Adaptations to planning and resources to be inclusive and aspirational.
- Adaptations to the environment, via sensory checklists issued by the Local authority Specialist Teacher team.
- Strategies set out in the minimum standards documents are implemented in room organisation and Quality First teaching techniques.
- Resources required by pupils are in place and communicated to all staff.

ALLOCATION OF SCHOOL'S RESOURCES

- The school receives funding to respond to the needs of pupils with SEND from a number of sources:
- A proportion of the funds allocated per pupil (AWPU)
- The notional SEND budget, a fund devolved to the school to support them to meet the needs of pupils with SEND.

For pupils with the most complex needs, the school may receive allocated additional educational needs funding from the Local Authority's Higher Needs Top up Funding allocation. This funding is used to:

- Provide targeted differentiation
- Provide alternative recording methods: hardware and software.
- Provide in class support aimed at increasing skills in learning behaviours and organisation
- Provide out of class support, Social and Emotional skill development (friendship club)
- Provide small group tuition pre-teaching, post- teaching and systematic, multi-sensory and kinaesthetic strategies for children with Specific Learning Difficulties (dyslexia, dyscalculia, Developmental Coordination Disorder etc)
- Provide specific support and guidance to children and families to improve pupils' readiness to learn (in relation to attendance, behaviour, physiological and emotional needs).
- Provide specialist resources (sloping boards, pencil grips, wobble cushions, colour overlays etc).

- Provide access to after school clubs including homework clubs thereby increasing social interaction and emotional resilience to promote a sense of inclusion and belonging.
- Implement strategies recommended by the SEND Team and other specialist teachers.

EXPERTISE AND SPECIALISM

The SENDCO at Caroline Haslett Primary School leads whole school training on a range of different areas of SEND. Training has covered a range of topics: Identifying and meeting neurodiversity in the classroom, use of the FACT, Code of Practice 2015 accountabilities and responsibilities, Speech and Language and Communication needs, Specific Learning Difficulties, Dyslexia, and alternative methods of recording. Alongside this CPD are frequent recaps on neurodiversity in the classroom and differentiation are conducted during staff meetings.

Staff at Caroline Haslett Primary School receive frequent internal and external training for SEND and are encouraged to be proactive with regards to seeking their own CPD. The school encourages staff to share the skills they have acquired with other staff members, creating a culture of expertise and up-skilling all staff.

At Caroline Haslett Primary School there is currently 3 specialist TAs who are part of the Language Department provision. They have specialist SLCN knowledge pertaining to the children they work with on a 1:1 basis.

The SENDCO has extensive specialist SEND experience and holds the National award for SEND coordination. The SENDCO ensures that training received, is relevant and supports the strategic and practical elements of the role.

Caroline Haslett Primary school has good relationships with the SEND team at the Local Authority, and, as a result, is able to source the most appropriate and relevant training and support for all staff, enabling the needs of the children to be met in a proactive and timely manner. Our school also has links with the MK Educational Psychology Service, Psychology 4 Learning (Educational Psychology service), community paediatrics and school nurse team for medical and social and emotional needs.

GRADUATED APPROACH AND INVOLVEMENT OF EXTERNAL AGENCIES

Occasionally, a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, a FACT screening tool will be conducted, by the school, to create a plan of intervention for the individual, which will be shared with the pupil (where appropriate) and parents, prior to implementation.

Depending on a child's need(s) and progress, it may be that an Education Health and Care Plan (EHCP) needs assessment is requested. Before this can be done, the school must first complete an SEN Support Plan document.

The plan will highlight the long and short-term outcomes specific to the child's needs. Should a child require additional support, in order to meet the short-term outcome, pupils may be included in an intervention group which will be conducted by a teacher or teaching assistant. Alternatively, they may need small adaptations to support them with the learning within the classroom. The provision that a child needs is also recorded on their communication passport to ensure smooth transitions.

The plan, once implemented, is reviewed after 6-8 weeks. At the review, targets will be assessed and new targets will be set. After 2 cycles of Assess, Plan, Do and Review, parental consent will be required to discuss the needs of their child with the SEND team. For

other external agencies, such as Educational Psychologists and Speech and Language Therapists, parental consent will be requested and a consultation appointment will be arranged if required.

Children with SEND will be taught with the highest level of inclusive provision, in the form of Quality First Teaching, in the first instance that is appropriate to the learning outcome.

MONITORING

Quality first teaching, provided to children with SEND, is monitored by the SENDCO and SEND governor throughout the year with a specific focus:

- Teaching observations
- Learning walks
- IPP target setting and reviews (half termly)
- FACT reviews
- Marking and feedback scrutiny
- Planning scrutiny
- Pupil voice conversations
- Ongoing assessment of progress made by pupils
- Teacher meetings with the SENDCO for advice and guidance
- Attendance and behaviour records

If progress rates are judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from the SEND team. This will only be undertaken once a conversation with parents has been held and permission has been sought.

EVALUATION OF THE EFFECTIVENESS

The interventions are planned in consultation with the SENDCO. All interventions for a child are recorded on the class provision map and their individual IPP. The impact of interventions is measured and discussed at termly Pupil Progress Meetings. The SENDCO also conducts Provision Management that evaluates the effectiveness of the intervention against pupil progress and whether new interventions need implementing. This evaluation and review then contributes to the discussion regarding new interventions and SMART outcomes to be worked towards.

NB: For a very small percentage of pupils' whose needs are significant and complex, where the SEND support required to meet their needs cannot reasonably be provided within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an EHCP assessment being conducted by the Local Authority.

ASSESSING AND REVIEWING PROGRESS

If the child has an Education, Health Care Plan, their progress is reviewed each half term, as well as the statutory annual review attended by parents and carers.

Liaison between our teachers and the next class, or our school and the next setting, is carefully planned and IPPs, strategies and resources, communication passports, targets and EHCP outcomes are discussed, once parental permission is gained.

Opportunities for multiple transition visits to secondary school, for our more vulnerable children, are offered by the next setting.

TEACHING AND LEARNING APPROACH

At Caroline Haslett Primary School we believe all children are entitled to high quality teaching, adapted to meet children's individual needs, enabling them to fully access the curriculum. Lessons are differentiated to support children in accessing the lesson at a level appropriate to the learning and developmental stage of each individual. The lessons take into account individual needs and they are planned in order to remove any barriers to the learning.

- All pupils have National Curriculum targets and parents are informed of these at parents' evenings. Maths targets are sent home to consolidate times tables facts.
- Pupils' attainment is tracked using the whole school tracking system Target Tracker. Those pupils failing to make the expected levels of progress are highlighted quickly. These pupils are then discussed in termly Pupil Progress meetings.
- Additional action to increase the rate of progress will be identified and recorded. This will include a review of the impact of the teaching or differentiation in the form of intervention or strategy highlighted from the appendix of the FACT screening tool.

ALTERNATIVE METHODS OF RECORDING, ACCESS AND PROCESSING

Adjustments made may be in the form of using laptops, I-pads or oral recording devices instead of recording information in a traditional method. Use of mind maps is a strategy for specific children with SALT support and for those with working-memory issues.

This may also include specialist adaptive equipment, such as coloured overlays, pencil grips or resources to support concentration and attention. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons.

This may also be in the form of equipment that supports children with their attention within lessons such as chewelry, fidget tangles, visual support prompts or personal timetables.

Specialist equipment, for subjects such as P.E, is used within school to support children with their gross motor skill development and adapt the curriculum to meet the needs of children with disabilities.

We use the Local Authority documents Bridging the gap for EYFS and "good practice guidance for all learners, throughout the graduated response - minimum standards", to ensure that the needs of different groups of children are considered, along with sensory checklists to ensure the learning environments support good learning behaviours.

INCLUSION

Caroline Haslett Primary School was awarded the Councillor for Children's Inclusion Award in June 2018. We work extremely hard to provide a fully inclusive curriculum offering learning experiences both inside and outside the classroom. Risk assessments are carried out and procedures are put in place to enable all children to participate, wherever possible, in consultation with parents/carers. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, or that an activity may not be suitable for a child,

then this will be discussed with the parents prior to the visit or activity. Every measure is taken to fully include every child as long as it is safe to do so via robust risk assessments.

Where a child with SEND wishes to attend any residential visits, a meeting is held with the key staff and parents to share the needs of the individual, strategies to support them and the communication passport. A plan is formed and agreed to support the child whilst they are away.

PUPIL PREMIUM

The pupil premium funding provides additional funding for pupils who are claiming free school meals, who are in the care of the Local Authority, or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available to their child, they are welcome to make an appointment to see the class teacher.

PROVISION FOR EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT

At Caroline Haslett Primary School, we pride ourselves on outstanding pastoral support and acknowledge that at some time within their school life all children may need extra support from their class teacher and other members of staff. Further support is provided through a range of means:

- Opportunities to talk through concerns with members of staff
- Time with the teaching assistant to further explore feelings, anxieties and behaviour
- Access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction
- Play time support from LunchTime Supervisors to promote games, activities and appropriate social interactions in a more structured way
- PSHE curriculum that provides pupils with the skills and knowledge needed to enhance and maintain their social, emotional knowledge and wellbeing.
- Children and Adolescent Mental Health Service (CAMHS) and Service 6 support can be requested, after a school nurse, GP or parental referral.
- Support from the Learning Mentor Ms Vicky Squires, as required.

DISABILITY AND INCLUSION

Disability: many children and young people who have SEN may have a disability under the Equity Act 2010- that is “...a *physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*”. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

At Caroline Haslett Primary School, we also have facilities to support disability needs:

- an accessibility ramp and wide, shallow steps to reception
- a medical room with a full-time, rotational first aid provision, in order to support children with medical needs or those with disabilities, in school, in consultation with physiotherapists or school nursing teams
- a disabled access toilet in the entrance area
- yellow lines to demarcate the edge of steps

As a single story school with wheelchair accessible doorways, mobility for those with additional needs is supported. We have 2 disabled parking bays in the Local Authority car park, outside of school.

Identified staff members are first aid trained and the medical room supervisor has the relevant qualifications. All medicine administration procedures adhere to the Local Authority policy and DfE guidelines within “ Supporting pupils at school with medical conditions” (DfE) 2014 and are identified in the School Medicine Administration Policy. Annual training is provided for asthma, epi-pen and other specific medication administration as per care plans for individuals in the school.

Our accessibility plan is located on the SEN page of the school website www.haslett.org

INVOLVEMENT OF PARENTS

We strongly believe parents/carers are central to all we do at Caroline Haslett Primary School. We actively welcome the involvement from parents. Parents/carers can make an appointment with their child’s class teacher to discuss any concerns. If parents require a more detailed conversation, an appointment can be made with the SENDCO.

All parents are also kept informed of their child’s progress through parental consultations and the child’s school report (sent home 3 times per year). A home-school book may also be employed for smooth and timely communication between home and school.

Our school website has many good links to web pages which can help parents support their child at home, academically, socially and with issues like working memory and fine/gross motor skill development.

INVOLVEMENT OF PUPILS

At Caroline Haslett Primary School, we believe that the child’s opinions are fundamental in ensuring they are happy and achieve within school. Pupils are therefore involved in all meetings with regards to their provision. SEND communication passports and provision maps are written in conjunction with the pupil and are shared with their parents. We are committed to capturing the pupil’s voice enabling them to take an active part in their provision.

INVOLVEMENT OF GOVERNORS

Our governing board is very active and fully supportive in all areas of school life, including SEND. We have a SEND Governor, Sam Potter, who meets with appropriate school staff and feeds back results of monitoring at the governors meetings. Any complaints follow our complaints procedures and include the Chair of Governors as per the complaints policy.

TRANSITION

When children with SEND transition to Caroline Haslett Primary School, all information from the previous school/setting is requested and shared with the new teaching team, in order to ensure timely intervention and awareness of needs. An observation will, where possible, be undertaken at the current school/setting to gain a full understanding of successful strategies and the provision currently in place. Additional visits to our school may also be organised as part of the transition process, in order to make children more familiar with the routines and layout of the school. These opportunities are all tailored to individual needs in order to support smooth transition to the next setting.

If a child is transitioning from Caroline Haslett Primary School, all SEND information is passed on to the receiving school as per GDPR guidelines and a transition meeting may be

set up with the SENDCO of the receiving school, the parents and the pupil (if appropriate). Caroline Haslett Primary School will also support any additional transition visits to the receiving school or for members of staff to come into our school in order to build the relationship with the pupil and to offer an awareness of the successful strategies in place for that individual. Invitations are also extended to the receiving school for Annual Review Meetings to establish relevant outcomes for the new setting.

CONTACT DETAILS

At Caroline Haslett Primary School, the first point of contact will be the class teacher either in person, by phone or email. Meetings can also be arranged with the SENDCO or the Assistant Headteacher.

SENDCO: Mrs Helen Thomson

To contact the SENDCo via email, please contact the school office or call 01908 231101

External Agencies:

Milton Keynes Council - 01908 253414

SENDIAS - 01908 254518

Educational Psychology Service – 01908 367333

Children's and Families Practices – 01908 691691

Speech and Language Therapy Team – 01908 725299

Children and Adolescent Mental Health Services – 01908 607501

Further contact information for external agencies is available in the Local Authority's Local Offer which can be located on this web page <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

LOCAL AUTHORITY LOCAL OFFER

Milton Keynes local authority has also devised a local offer. This has been written in order to show the availability of provision within the local area and to support parents/carers with more information with SEND procedures.

This can be found on the following link: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

www.facebook.com/mksend.

The MK local offer is now available on social media via the link above..