Skylark Federation: SEN Information Report

Welcome

Appleshaw St Peter's C of E Primary School is a mainstream primary school. As part of the Skylark Federation, we pride ourselves on being a small school with big ambitions. Rooted in our Christian values of **Faith, Hope, and Love**, we provide a 'sanctuary' for learning where every child is known, valued, and challenged. This includes pupils with Special Educational Needs and/or Disabilities (SEN/D).

Purpose of this Report

The purpose of this report is to give parents, carers and children a clear understanding of the support available to them, as well as the processes that the school uses to identify and assess children with special educational needs. Ordinarily available provision refers to the support that every school and college provides to help all children and young people learn. This should include high-quality, inclusive teaching, ensuring every child feels welcome and can succeed, no matter their background or abilities. We provide a wide range of support to help all pupils succeed.

Other documents that may be useful:

- SEND policy
- Accessibility report
- Hampshire Local Offer
- SEN Code of Practice
- Ordinarily Available Provision guidance

These documents are available on the school website.

Statutory Guidance and Framework

In 2015, the government published the updated Special educational needs and disability code of practice: 0-25 years. This is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It sets guidelines that the Department for Education (DfE) states local authorities and schools must follow.

Defining Special Educational Needs (SEN)

The SEN code of Practice states: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- 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 age in mainstream schools or mainstream post-16 institutions

Special educational provision (what a school provides to support a child's learning and progress is school) is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

The Local Offer

The Hampshire Local Offer is a website that provides information about the help and services available for children and young people (aged 0 to 25 years) with special educational needs and disabilities (SEND) in Hampshire.

Details of this can be found here:
https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/

The Four Areas of Need

Taken from the SEN Code of Practice 2015:

1. **Communication and interaction**
    a. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. **Cognition and learning**
    a. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. **Social, emotional and mental health difficulties**
    a. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.
4. **Sensory and/or physical needs**
    a. Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What types of SEN are provided for?

At Appleshaw St Peter's C of E Primary School we provide an exceptional education for all of our students where we aim to nurture the whole child, fostering academic excellence, spiritual growth, and social well-being.

Types of SEN include (but not limited to):

- Autism

- ADHD
- Dyslexia
- Dyscalculia
- Speech and Language
- Sensory Processing
- Physical Disabilities
- Social, Emotional and Mental Health (SEMH)
- Medical Needs

Who is responsible for SEN?

Every leader, teacher, support staff member and governor are responsible for pupils with SEND. Class teachers are the frist point of contact for parents/carers.

School is responsible for identifying needs - not diagnosing or labelling them.

SEND Identification and Provision Pathway

Stage 1: Ordinarily Available Provision / Quality First Teaching

Potential area of need identified by Class Teacher or Parents/Carers.

Assess: Class Teacher to identify any gaps, discussions with parents/carers and pupil.
Plan, Do: Class Teacher to adapt teaching, additional support given where required, interventions set up (6 – 12 weeks)

Review: Is the pupil making progress?
If Yes, remain in this stage if still appropriate, or begin to withdraw support if no longer required.

If pupil not making progress:

Assess: Investigate further, complete additional formal assessments as required.
Plan, Do: Adapt provision. If required, Class Teacher to meet with SENCO for further advice. (6 – 12 weeks)

Review: Is the pupil making progress?
If Yes, remain in this stage if still appropriate, or begin to withdraw support if no longer required.

If pupil not making progress:

Stage 2: SENCO Involvement (consider Formal Monitor My Pupil Profile)

Assess: SENCO completes further information gathering/assessments/observations to evaluate need.
Plan, Do: SENCO and Class Teacher to work together to adapt provision/resources/curriculum/interventions. SENCO to seek advice from external agencies if appropriate. Monitor My Pupil Profile shared with parents/carers. (6 weeks – 12 weeks)

Review: Is the pupil making progress?
If Yes, remain in this stage if still appropriate, or begin to withdraw support if no longer required.

If pupil not making progress:

Stage 3: SENCO Involvement (consider SEND Register)

Assess, Plan, Do: Consultation with parents/carers around area of need and SEND register. SEN Support My Pupil Profile. Targets reviewed termly and shared with parents/carers by Class Teacher. Interventions and additional interventions as required.

Review: Is the pupil making progress?
If Yes, remain in this stage if still appropriate.

If pupil not making progress:

Assess, Plan, Do, Review: Meeting between SENCO, Class Teacher and Parents to discussion current provision, progress and next steps. Support if requested from external agencies for advice and assessment. SENCO to seek advice from SEND team if more specific interventions are required of an EHCO assessment should be sought.

There is no guarantee and EHCP will be granted. Pupils will not be given a 1:1 if granted an EHCP.

The Role of the Special Educational Needs Coordinator (SENCO)

Every school has a SENCO / SENDCO, who must be a qualified teacher and have completed the relevant SENCO qualification within 3 years of taking up the post.

The SENCO is responsible for:

- Supporting class teachers in identifying additional needs
- Supporting class teachers in planning appropriate support for pupils with SEN, recommending strategies and resources etc
- Coordinating external support and assessments for pupils with SEN
- Liaising with teachers, parents/carers and other professionals (eg Educational Psychologist, Speech and Language Therapist)
- Maintaining records of interventions and progress of children with SEN, including EHCPs and holding Annual Reviews.
- And much more!

The SENCO for the Skylark Federation is Mrs Claire Kent.

Mrs Kent works Tuesdays, Wednesdays and Thursdays across both Appleshaw St Peter's C of E Primary School and Kimpton, Thruxton and Fyfield C of E Primary School.

You can contact Mrs Kent via the school office telephone or admin email, or via the SENCO email address senco@skylarkfed.co.uk.

For anything urgent please contact the school office, as this SENCO email account is not monitored full time throughout Mrs Kent's working days.

What should I do if I am concerned about my child or think they have additional needs?

In the first instance, always discuss your concerns with your child's class teacher. Have a look above at the SEND Identification and Provision Pathway for more information on our processes at the Skylark Federation.

What does it mean if my child is on the SEN register?

Children may be put on the SEN register if they have sustained difficulties in any of the following 4 areas of need (or a combination of them):

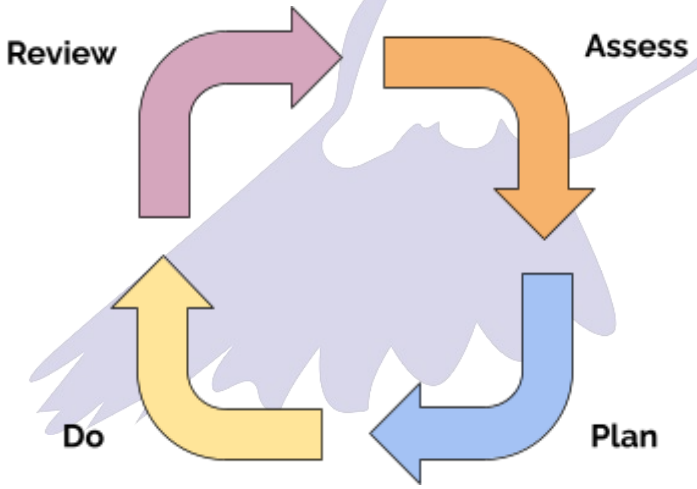
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical or Sensory

Some children may be on the SEN register for just a small amount of time whereas others may stay on the SEN register for the duration of their time in education. As parents/carers you will be fully involved in this process and the additional support we are providing in school.

The Graduated Approach

The Graduated Approach follows a four-part cycle:

1. Assess: Identifying needs through observation and data.
2. Plan: Setting targets and identifying support.
3. Do: Implementing targeted interventions.
4. Review: Evaluating progress and impact.



We use a variety of assessment methods including, but not limited to, teacher assessment, standardised scores, & GL assessment dyslexia screening.

Transition Support

When pupils move on to Year 7 we are always sad to see them go but excited for their new stage of education. We recognise that some pupils need additional support to manage this change. We work closely with our local Secondary Schools, particularly Harrow Way who we are a feeder school for. Children who are on the SEN register or who may need additional support with transition will be offered a Transition Partnership Agreement meeting (TPA). This is a meeting between parents, class teacher, current school SENCO and new school SENCO to set out what support is already in place, what any challenges might be and what support can be put in place for the first term of Year 7. This is drawn up in a contract and reviewed with parents and the new school SENCO near the end of the first term. We arrange these regardless of which setting a pupil is going to.

Pupils with an EHCP apply for Secondary Settings through a different process. This is done within the Year 5 Annual Review (normally held in the Summer Term). The pupil's needs and parental preferences are discussed, then shared with the Local Authority (Hampshire or Wiltshire) by the SENCO. Consultations are sent to Secondary Schools by the Local Authority who will place the pupil in the most appropriate setting. Parents have the right of appeal if they do not agree with this decision. More information will be given by the SENCO at the Year 4 and Year 5 Annual Reviews, or just ask if you would like more clarity.

Pupils who transfer in-year are given a bespoke transition package if needed. Class teachers/SENCO will speak to the old class teacher (and SENCO if appropriate) to gain a full handover of the pupil's needs and levels of support.

In school, we run an enhanced transition process for all pupils in the Summer Term. This includes multiple sessions in new classes and Social Stories.

Evaluating Effectiveness

The school evaluates the effectiveness of provision through termly progress reviews, impact assessments of interventions, and regular feedback from pupils and parents.

Looked After Children (LAC)

We are committed to supporting looked-after children with SEN. This is managed through close collaboration between the SENCO and the Designated Teacher for LAC to ensure that their personal education plans reflect their individual needs. Mrs Kent is currently the Designated Teacher for LAC across the Federation.

Complaints Procedure

If parents or carers have concerns about the SEN provision made for their child, they should first discuss these with the class teacher or the SENCO. If the concern is not resolved, parents can follow the school's formal complaints procedure, which is available on our website.