

Caslon Primary Community School

SEN INFORMATION REPORT 2020

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1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, moderate learning difficulty and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder. This may also include other underlying mental health difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, specific medical needs.

2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3 Consulting and involving pupils and parents

Parents are welcome to voice any concerns that they have regarding their child's learning at the first available opportunity. The sooner we recognise that a pupil may be having difficulties, the quicker actions can be taken to minimize the impact in later childhood. Class teachers may also share with parents any areas of concern and in discussion together with the child where appropriate, agreement will be sought for actions which can be taken to provide some initial support.

Where concerns remain following initial steps taken by parent and class teacher, the SENCO will become involved to offer advice and support. In Early Years, an SEN Support Plan may be implemented to show that the graduated approach is being followed. This will be based on the concerns with clear actions and a timeline for review.

Parent whose pupils receive SEN support (that which is different and/or additional to their peers) will be invited to book Parents Evening slots prior to parents of non-SEN pupils so that a longer time slot can be allocated. This facilitates a more in-depth dialogue around the needs and progress of pupils with SEN between class teachers and parents.

The parents of pupils who are assessed Dudley's Learning Support Service will be invited to an initial feedback meeting with the specialist teacher. Following on from those, the parents will be meet with the SENCO every other term to receive feedback from their child's reviews with the specialist teachers.

We highly recommend that parents attend these meetings as some of the tests carried out and the language used can be hard to understand therefore the opportunity to explain these reports fully is highly valuable. This is also a key opportunity for parents, class teacher, pupil and SENCO to plan next steps and supportive actions for which we are all responsible. Where a parent does not attend these meetings, copies of the Learning Support Service Reports will be sent out confidentially.

In order to ensure that we are gathering pupil views, at the beginning and end of each cycle of intervention, pupils will complete a 'pupil voice' document which asks their interests, likes/dislikes, preferences for the kind of support they receive, progress that they know they have made and areas they still feel need to be developed.

At the start of each term, as new provision begins, parents whose pupil receive SEN support in the form of group or one-to-one interventions will receive a letter via Class Dojo communicating what interventions the pupil will receive during that term.

4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach; the four-part cycle of **assess, plan, do, review**.

Assess – identify and carry out specific tests and observations to identify the exact area of need

Plan – develop a plan of action for how the pupil can be supported at a range of different levels if necessary. What accelerated progress is expected?

Do – put the planned actions into place with accurate and precise record keeping and high quality delivery.

Review – look at the progress the pupil has made in response to the actions taken, evaluate the effectiveness of these. What accelerated progress has the pupil made? Begin the cycle again if needed.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Data from school-based assessment tools, if relevant.
- Advice from external support services, if relevant

The assessment will be reviewed at least termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

5 Supporting pupil in the Early Years

Our Early Years department includes Beecher Bear Daycare, Nursery and Reception. For pupils in Reception, the procedures for identifying and supporting those with SEND are explained in the rest of this document.

For pupils in Beecher Bear Daycare and Nursery, the approach to identifying SEND needs has some differences. For some pupils in Daycare or Nursery, specific needs may have

been identified by Health Visitors prior to the pupils starting in our provision. Health Visitors may already have made referrals to Speech and Language or other professionals. Where this is the case, advice from those professionals will be gathered and a Support Plan put in place for the individual pupils. These will be done in consultation with parents and are reviewed termly.

Where a possible SEND is identified when a child is in Daycare or Nursery, initially the school SENCO will be invited to observe the child. Once an observation has been made and concerns discussed between staff and parents, referrals can be made to the Specialist Early Years Service (SEYS) and/or Early Years Educational Psychology Service. This will lead to a process of observation for a pupil by a specialist in identifying special needs in those below Reception age.

Following the advice of these professionals and taking into account staff knowledge of the needs of each pupil, a Support Plan will be put in place to evidence the graduated approach (See section 5.4). The pupil will continue to be monitored by SEYS throughout their time in Daycare and Nursery.

There are additional streams of funding available for pupils in the Early Years which the SENCO may apply for. These cover pupils with emerging needs up to complex needs. The use of this funding will be discussed with parents in order to best meet the individual needs of each pupil.

Where it is evident that a child may benefit from a higher level of support, an Education Health Care Plan may be applied for at this stage.

6 Supporting pupils moving between phases and preparing for adulthood

It is important that every child gets a smooth transition into a new phase of education, even more so for those pupils with SEND. Whether the transition is into a different Primary school, going into Reception from our Nursery or starting at Secondary school, all change can be daunting.

It is our priority to make these transitions as smooth as possible and to the best that we can to ensure that new settings are equipped with the information they need in order to meet the needs of their new pupils. We will share all up-to-date and appropriate historic SEND

documents and records with new settings. We will agree with parents and pupils which information will be shared as part of this process.

When a pupil in the Early Years receives SEN Support or has an Education, Health and Care Plan, professionals (and parents) from the current setting and receiving setting will share relevant information after agreeing with parents the information to be shared as part of this process.

When a pupil in Year 5 has an Education, Health and Care Plan, parents and professionals will carry out a transition review. This will be carried out in the summer term with a view to ensuring that the plan is 'fit for purpose' with the child's Secondary School needs in mind. This information will then be shared with the receiving school. Information regarding pupils with SEND support will be shared with Secondary Schools with parental agreement.

A transition program is delivered as standard during the summer term of Year 6 for all pupils. Where it is deemed appropriate, a bespoke transition can be arranged to meet the needs of individuals with SEND. As part of this process we may hold a meeting with parents, pupil, SENCO and class teacher along with the SENCO and other professionals from the next setting.

7 Our approach to teaching pupils with SEN

At Caslon, we endeavor to ensure that every pupil gets the very best support that they need with a view to every child being able to achieve their best in order to become confident individuals. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be evident in work provided that has been differentiated for individual pupils or groups and may involve providing pupils with additional working time, personalised resources or other strategies in order to support them to access learning to the best of their ability.

On a termly basis, following assessments of individual progress and needs, class teachers will plan for additional supports, alternative strategies and/or provision which will be implemented within the classroom to support pupils to access the curriculum fully. This is recorded in a Year Group Provision Map. These are reviewed termly and strategies

may be continued or adapted depending on the progress made. Pupils who have such adaptation and resources may not require SEN support but lower attainers and other pupils may also benefit from some additional strategies.

When a pupil needs a greater level of support, in discussion with parents, the school may carry out internal assessments with appropriate tools. These may enable the school to provide targeted support, which will be reviewed termly as part of the graduated approach. If a pupil's progress following such intervention fails to close the attainment gap, parents consent will be sought to make a referral for assessment or observation from specialist professionals such as an Educational Psychologist, Speech and Language Therapist, Occupational therapist, Child and Adolescent Mental Health Services (CAMHS). The SENCO may advise parents to see a GP in order to seek a referral to agencies which much be accessed via Health services.

In addition, evidence based, high-quality interventions may be implemented for at least one term to accelerate a pupil's learning progress. Depending on the needs, these interventions may be in the form of one-to-one sessions with a Teaching Assistant (TA), small group activities, online programs or apps, being part of a friendship group and many more. The pupil's level of ability will be assessed at the start of the intervention and again at the end in order to measure progress and the impact of the intervention upon the child. Further detail of the range of interventions available at Caslon can be found in Appendix 1.

Some pupils will have SEND needs which may require a higher level of support. This may mean that a child needs additional support for the majority of the school day as part of a small group or by having a program of provision that is tailored to their individual needs. Where a child's needs are such, and with the appropriate involvement of all relevant professionals, the SENCO may apply for an Education and Health Care Plan. Reviews for pupils with an EHC Plan will occur on a termly basis with parents involved. These will involve the pupil, parents, SENCO, class teachers and other school-based professionals involved. A formal annual review of the EHC Plan will be carried out annually to ensure that the plan is fit for purpose, appropriate and still necessary. This formal meeting will involve all professionals involved with the pupil from the full range of external services and will be led by the SENCO. Exceptions to this apply for pupils in Early Years who have an EHC Plan as there will be formal reviews every six months and/or where an EHC Plan needs urgent review where it is deemed to no longer be suitable.

The school is accessible to parents and children with disabilities. The school is mostly on one level with a ramp providing access from lower ground level to upper ground level. A disabled toilet facility is permanently available for access and use in our Upper Key stage 2 corridor. There are also allocated parking bays for the disabled on the main school car park. It may be that the needs of the pupil with SEND mean that additional plans need to be in place such as a Health Care Plan, Personal Emergency Evacuation Plan and specific risk assessments. These will be completed by the SENCO in discussion with class teacher and parent. They must also be submitted to the Physical Impairment and Medical Inclusion Service (PIMIS). These documents will be reviewed annually or more regularly if there are changes to a pupil's condition and needs.

8 Adaptations to the curriculum and learning environment

The individual needs of each pupil with SEND are considered by class teachers in their planning where they show how they will meet their needs in their own classrooms.

The following are examples of just some of the adaptations we make to support pupils with SEND at Caslon:

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, scaffolding for tasks, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Personalised resources and aids may be available for pupils to use in their classrooms as well as in their interventions
- Displays in classrooms are in the form of 'working wall's which ensure that everything on display links to current work and provides prompts and reminders which benefit all pupils.
- We provide a highly differentiated phonics curriculum and pupils will continue to access these groups for as long as is needed. As with other interventions, these groups are reviewed termly.
- Where appropriate, learning stations may be set up within classrooms to support delivery of individualised curriculum.
- Classroom all display a visual timetable to ensure that pupils with SEN understand what will be happening next. This will be explained each morning and afternoon by the class teacher. Some individuals will have a 'now and next' prompt displayed on their table.
- Where pupils are in year groups facing SATs testing, those with SEND may be considered for Access Arrangements such as additional time, a reader, a

scribe. Whatever arrangement is requested must have been recommended by a specialist professional involved with the pupil and be part of normal classroom practice for that pupil.

- The deployment of support staff is based on the needs of individuals and classes. The senior leadership team will consider where pupils most need support and which TAs are best skilled to provide that support.

9 Additional support for learning

We have a team of teaching assistants (TA) who are trained to deliver interventions such as those named in appendix 1. Interventions may be delivered within a classroom or if of benefit, a pupil may be withdrawn from the lessons in order to undertake additional learning with a TA, external professional or a teacher. This is planned for termly as part of the school provision map.

Additional support may be in many forms such as dictionaries, notebooks, additional verbal reminders, frames to support learning tasks, visual aids and so on. All pupils are expected to work independently to the best of their ability. Class teachers may use their own discretion to deploy support staff within their own classrooms for 1:1 work and/or group work. Where teaching assistants are there to support, their purpose is to encourage each SEN pupil to be as independent as possible in making progress.

Expertise from the following agencies provides school staff with guidance to best support pupils with SEN:

- Specialist Early Years Services
- Dudley Learning Support Services
- Dudley Educational Psychology Service
- Speech and Language Therapy
- Child and Adolescent Mental Health Services
- Physical Impairments and Medical Inclusion Service
- Sycamore Outreach
- Hearing Impairment Service
- Visual Impairment Service

10 Expertise and training of staff

The school SENCO, Mrs Warford, has achieved the National Award for Special Educational Needs Coordination.

The staff at Caslon are receive training in SEND at three different levels; awareness, enhanced and specialist. All teaching staff and support staff are trained through staff meetings, inset days and online training at an awareness level to apply the SEND Code of Practice 2014, to understand the areas of special educational need and how they can support pupils with SEND in their classrooms. The school's SENCO plans and delivers this level of training.

Enhanced training is delivered by the SENCO and specialist colleagues from services such as health, speech and language, learning support, and others. Where staff members have been identified for specific training, this is always sought from a reputable external organisation. Elements of the training received by such staff may be shared with colleagues at the awareness level of training.

Specialist training will be provided for staff where a higher level of training is needed in order for that staff member to be able to meet the needs of individual pupils with SEND. Staff may receive specialist training in order to deliver a specific evidence-based intervention correctly and/or to develop their skills in a specific area of SEND such as Dyslexia, Autism, Speech and Language. These staff members may then advise colleagues in the school to ensure appropriate support for those pupils with the relevant SEND needs.

11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Assessments carried out termly using school SEN toolkits
- Reviewing the impact of interventions after 10 weeks
- Gathering pupil views
- Annually gathering parent views
- Monitoring of intervention data by the SENCO
- Using and reviewing provision maps
- Holding annual reviews for pupils with EHC plans (termly reviews for those in Early Years)
- Termly pupil progress meetings

12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including all of our before-and after-school clubs. Opportunities to be involved in school roles such as School Council, Head Boy and Head Girl are offered to all pupils equally. Consideration is taken into how pupils may apply for such positions so that each pupil is able to show their own strengths.

All pupils are encouraged to go on class trips and residential. In order to support pupils with SEND to access all of the above, meetings may be held with parents to ensure that individual risk assessments are in place and any appropriate adaptations have been considered where necessary. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in any activity because of their SEN or disability. On the rare occasion that a parent does not feel confident for their child with SEND to take part in a particular activity, we encourage a dialogue between parents and school staff in order to understand the concerns of the parents and to come to the best decision for the pupil collaboratively.

13 Support for improving social, emotional and mental health.

We pride ourselves on the long-established support Caslon provides for pupils with social, emotional and mental health needs. A learning mentor has long been a priority staff member at Caslon and provides valuable support to pupils and advice to all colleagues.

The school Learning Mentor works directly with individuals who have identified SEMH needs, be these long-term or as a result of something that happens in the life of a child while they are at Caslon. Pupils are encouraged to visit the 'Happy Hub' (with teacher permission) when they feel that they need support from the Learning Mentor during the school day. The school mentor also has a program of small groups and individual interventions which are carried out weekly. As with all other SEND needs, these are reviewed termly and the progress of pupils is monitored.

Pupils are encouraged to use 'worry boxes' to communicate their concerns if they prefer not to speak directly to an adult. These worry boxes are located in the corridors directly outside classroom doors with forms for pupils to fill in with their concerns. These are collected daily by monitors in Year 6 and the learning mentor who will then share them to ensure that individual's concerns are dealt with swiftly and sensitively.

Social stories can be a valuable tool in supporting pupils with SEMH to talk about events and feelings from the perspective of the third person. These may be used by teachers, TAs and learning mentor to support pupils to express themselves where they may otherwise find it difficult.

Please also refer to the school Anti-Bullying Policy.

14 Working with other agencies

Section 8 refers to the external agencies and specialist colleagues that we most regularly work with. These colleagues will provide advice for parents upon request in contained in their reports.

Where a pupil has been referred to health and other support services, school will work to support those professionals as much as possible and provide supporting documents when they are required. This will particularly be in the process of a child with significant SEND seeking a specific diagnosis, which cannot be provided by the school or by the specialist services involved with school.

15 Support and advice for parents

In addition to the processes previously covered in paragraph 5.3, parents may also seek additional support and information through the following sources:

Dudley [SENDIASS](#) provide a range of information, legally based advice and support to help parents/carers, children and young people on all matters relating to Special Educational Needs and Disabilities (SEND). They are there to help parents make informed choices and enable parents/carers to play an active role in their child's education.

Other websites to support parents are;

[Independent Provider of Special Educational Advice](#) - offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). We also provide training on the SEND legal framework to parents and carers, professionals and other organisations.

[Family Lives - We Build Better family Lives Together](#)- Information, advice and guidance for parents/carers of children and young people with Special Educational Needs (SEN), disabilities or additional needs.

[SOS SEN](#) - Offers a free, friendly, independent and confidential telephone helpline for parents and others looking for information and advice on Special Educational Needs and Disability (SEND).

[The Information, Advice and Support Services Network](#) - This service can give information, advice and support on:

- Schools, college or training
- Getting the right healthcare
- Getting the right support at home, school or in the workplace

Advice for specific areas of need can be obtained from the school SENCO, Mrs Warford.

16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. In the event that a complaint cannot be resolved, the school complaints policy should be followed. This can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17 The local authority local offer

The [Local Offer](#) is Dudley Local Authority's publication of all services available to support children with SEND and their families in the area. It gives clear information for parents and carers about how to access their services in their area and what they can expect from those services.

Dudley's aim is to help parents to make informed, positive choices and decisions by bringing together the range of services and support on offer across Dudley Borough, including details on how to access them. There is a wealth of information on areas such as education, health and social care, training and employment, leisure and support to prepare you for adulthood.

Dudley's Local Offer includes information and services for children and young people with the most complex of needs and with an Education Health and Care Plan (EHCP), as well as children and young people who have less complex needs but their additional needs mean they require Special Educational Needs (SEN) support.

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