



Deeping St James Community Primary School



Special Educational Needs and Disabilities Information Report 2022

This document complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (September 2015)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2017)
- The National Curriculum in England, Key Stages 1 & 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (June 2013)

Our school

Deeping St James Community Primary School is a vibrant, inclusive learning environment where each child is recognised and valued as an individual in their own right. We take careful steps to ensure everyone is able to participate fully in all aspects of school life and to learn to their full potential, becoming confident individuals, able to make successful transitions between the different phases of their education.

Because supporting a child with additional needs can be worrying for parents, we want you to know that you are not alone; we aim to support parents as much as children, and to offer reassurances about how we can work together to ensure the best outcomes for your child. Therefore, we take a partnership approach to learning and support, where the views and wishes of children and their parents are at the centre of our practice.

If you have any concerns, would like to discuss aspects of your child's needs, or to simply have an informal chat about how things are going, please speak to your child's class teacher, or ask to see Mr Newton the SENCo.

The Special Educational Needs Coordinator is Mr Steve Newton, BA (Hons), PGCE, National Award for SENCo.

Making provision for pupils with Special Educational Needs

How we track children's progress and identify additional support needs

We employ a simple, effective approach to tracking pupil progress and which enables us to quickly identify where children may be struggling. Data is collected on a termly basis which allows us to compare a pupil's current attainment with that of the previous term. Also, class teachers have termly meetings to discuss the progress of the children in their class, based on lesson-by-lesson progress and the topics covered. Where a child's progress is less than we expect, additional inclusive teaching strategies are discussed and documented as ways of providing additional support. Because this is done each term, we can assess to see what has worked and whether support needs to be changed or modified.

Our approach to teaching pupils with Special Educational Needs (SEN) is highly inclusive and recognizes that each child has individual needs regardless of their ability or background. To this end, class teachers use high-quality teaching practices that benefit all pupils, and adapt this practice to meet individual needs and enable full access to enhanced learning opportunities. We have high aspirations for all pupils and endeavour to do our best to remove and overcome barriers to learning to make sure that all pupils reach their full potential. Where pupils need additional support, we may make use of an intervention program that is delivered out of the class room either individually, or in a small group.

How will my child's learning needs be met?

Teachers plan for, and deliver the necessary adaptations in lessons to ensure children can access learning at a level and pace that enables them to make progress. This may be by the kind of activity, by the level of adult support, by occasional peer support or by the use of particular resources and equipment. We like to regularly offer pupils choices in their work and allow them to aim high, so they have opportunities to guide their study. Seniors leaders monitor pupil's books throughout the year to ensure that learning is personalised for each child.

Within the classroom adult support is allocated by the teacher, based on the activities set for each lesson. A lesson may involve short bursts or extended periods of adult support, either individually, in small groups or large groups. Extra support outside of core lessons, in the form of targeted intervention groups, is allocated according to a pupil's current attainment and the options available in school.

We have a team of highly-experienced Teaching Assistants with a wide range of skills to support pupils with SEN, who deliver and facilitate targeted intervention programs. Where more specialist advice and support are needed, we may refer to other agencies such as the Speech and Language Therapy service. These services may observe children and offer a structured programme of support.

What specialist services and expertise are accessed by the school?

Local Authority Services:

Educational Psychology Service
'Working Together Team' ASD outreach
Behaviour Outreach Support Service
Early Help Team
Sensory Impairment outreach team

NHS Services (often provided at the school):

Paediatric Physiotherapy
Occupational Therapy Service
Speech & Language Service
Community Paediatrician
Children & Young Person Nursing Service

Other services:

Parenting support programmes
Bereavement support
Counselling
Educational Psychology

The SENCo is able to refer your child to all of these services. If you wish you can ask your GP to refer you to those operated by Health and your GP can ask the school to offer some information to support the referral.

Equal Opportunities for all pupils

All staff at DSJ recognise the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make 'reasonable adjustments' to ensure equal opportunities.

The Equality Act 210 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities."

(Section 1 (1) Disability Discrimination Act 1995)

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEND, within the curriculum and with extra-curricular activities. Please contact our SENCo or Headteacher for further advice and support for specific requirements.

Class teachers will liaise with parents and carers on suitable adjustments to improve access to activities for their child if things prove challenging. If a personal risk assessment is needed for a pupil to access in-school or offsite activities then this will be discussed with parents/carers for feedback. If a pupil has an additional need that needs to be carefully supported on a school trip the teacher will talk with parents beforehand to go through how to best support and what extra arrangements may be needed.

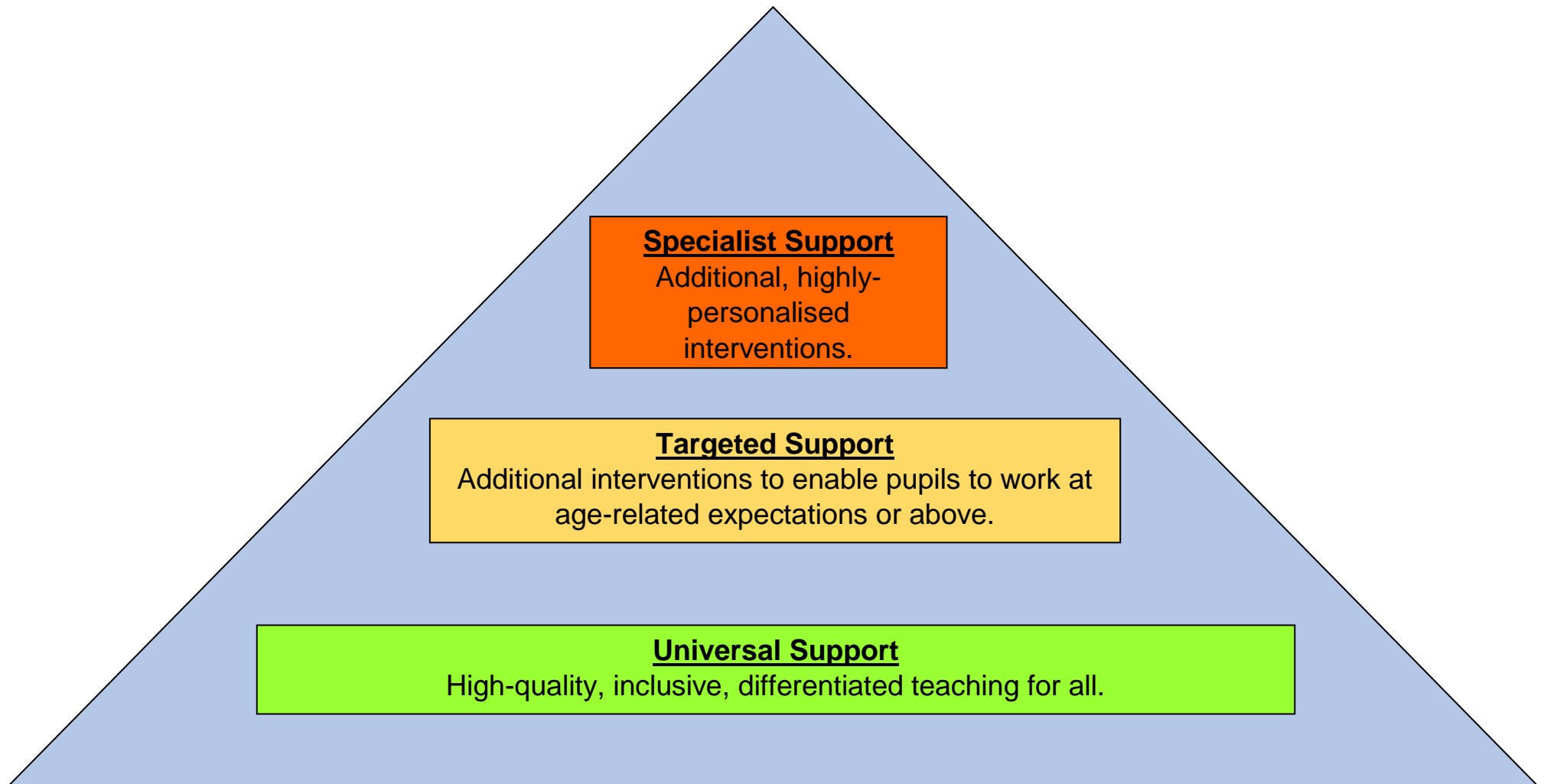


Identification and assessment of pupils with SEN

DSJ follows the “graduated approach” (para’ 6.44) to the identification and assessment of SEN referred to in the Special Educational Needs and Disability code of practice: 0-25 years, May 2015.

Special Educational Needs at Deeping St James CP School

We identify children as SEN where there is a barrier to learning, diagnosed or otherwise, that requires specialist, targeted provision beyond our universal and targeted support.



Specialist Support

This is additional support for children provided via in-school and sometimes external specialists and may take the form of advice, plans or provision directly from the specialist. It may also involve structured programmes from the *Targeted Support* block.

Targeted Support

This involves a range of structured programmes to address gaps in learning and learning misconceptions and will also include aspects of Universal Support. Children may access support at this level at different points in the year depending on their individual needs and the progress made.

Universal Support

High-quality teaching is differentiated to meet individual needs in the classroom and may involve some of the following examples:

- Different materials and aids to support learning
- Different use of spoken language and questioning techniques
- Different tasks to achieve the same outcome
- Different learning objectives
- Additional time to complete the same task
- The same time to complete a different task



Listening to parents, carers and children

When a child is identified as needing additional support, he or she is placed on the school's SEN Register. As part of this process, we shall listen to and record the views and concerns of parents, carers and the child as part of creating a personalised provision plan of support.

As part of high-quality teaching, class teachers will continually monitor and assess the progress of all pupils, and adapt and differentiate their own practice and resources to meet the individual needs of all pupils. Where a pupil is not making expected progress, "the first response should be high quality teaching targeted at their areas of weakness" (Sen CoP, 6.19). Where a pupil's progress continues to be less than expected, the process shall involve the following stages:

1. **Assess** – this will be an analysis of the individual's needs, taking into account prior attainment, external reports, the views of parents and the pupil, and may involve focussed, diagnostic assessments to identify a pupil's strengths and areas of need.
 2. **Plan**
 - a. if a range of differentiated access strategies have not enabled a child to make accelerated progress, a structured intervention programme may be planned; if this enables a gap in learning to be closed, the child need not be identified as SEN;
 - b. if it is felt that a pupil requires SEN support, then parents shall be formally notified of this. The SENCo, class teacher, parents and the pupil will meet to discuss and agree on the interventions and support to be put into place. Part of this process will be the creation of a *Personal Learning Passport*, where the pupil will be fully involved by talking about and discussing their needs and recording their views about their education. Support interventions shall be selected to meet identified outcomes for the pupil and be based on evidence of effectiveness;
 3. **Do** – the planned support and interventions shall be in place and remain the responsibility of the class teacher;
 4. **Review** – the impact and effectiveness of support and interventions shall be assessed at an agreed point. This will involve further assessment of progress and need, and feed back into the next steps for the pupil. Pupils with SEN shall have a Personal Learning Passport - formulated during the assessment stage – on which progress shall be recorded. Further and continued support shall be decided through discussions with parents, the pupil and the class teacher.
- It should be noted that as information is being gathered, "schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required" (6.19) in consultation with the pupil and parents.

Special Educational Needs Provision

SEN is an extensive and varied area, in which, knowledge and expertise are continuing to evolve and develop. Some of the more common kinds of SEN that we make provision for are included here under the four broad areas of need and support. However, as the Code of Practice says, “individual children often have needs that cut across all these areas and their needs may change over time”.

Cognition and Learning

- Specific Literacy Difficulty
- Delayed language acquisition
- Speech difficulties / specific language impairment
- Specific Numeracy Difficulty
- Difficulties with working memory

Communication and Interaction

- Autistic Spectrum Disorder
- Language acquisition / speech disorders

Social, Emotional and Mental Health

- Attachment Disorder / experience of trauma
- Bereavement
- Attention Deficit Hyperactivity Disorder

Sensory and, or Physical Needs

- Provision is personalised to meet individual needs and may include medical needs as well as:
- Visual impairment
- Auditory Processing Disorder
- Hearing impairment
- Fine motor skills
- Sensory Processing Disorder

Deeping St James CP School is well-resourced, but where particular equipment or resources are needed, we may seek advice and support from other agencies including Special Educational Needs and Disabilities Specialist Services (SEN/D SS), Social Care or Health.

Support for improving the emotional and social development of pupils

ELSA - Emotional Literacy Support Assistant

ELSA sessions provide structured, personalised support for children’s wellbeing and may include things such as building self-esteem, developing social skills and enabling children to recognise, understand and manage their own feelings.

We support children with social and emotional needs via our specially-trained ELSA staff and we can also refer for additional support from the Local Authority and other agencies using the Early Help Assessment framework.

ELSAs help children and young people to understand their emotions and respect the feelings of those around them. They provide a consistent private space, time and the opportunity for your children to think about their personal circumstances and how they manage them.

The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, we use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions take place in our 'ELSA/SEN room' which aims to provide a calm, safe space for the child to feel supported and nurtured.

In ELSA we aim to provide support for a wide range of emotional needs:

- Recognising emotions
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement

How does ELSA work?

Children are usually referred for ELSA support by their class teacher, Senior Leaders, SENCo or by parents request. The ELSAs meet each other regularly to discuss the referral forms and to identify and prioritise which children require the weekly sessions. They then plan support sessions to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.

Supporting - not fixing

Remember, ELSAs are not there to fix children's problems. What we can do is provide emotional support. We aim to establish a warm, respectful relationship with a pupil and to provide a reflective space where they are able to share honestly their thoughts and feelings.

It needs to be appreciated that change cannot necessarily be achieved rapidly and is dependent upon the context and complexity of the presenting issues. For children with complex or long-term needs it is unrealistic to expect ELSA intervention to resolve all their difficulties, however support will be designed to target specific aspects of a child's need. Training and development of ELSAs is an on-going process and wisdom is required to recognise when issues are beyond the level of expertise that could reasonably be expected of an ELSA. However, we can sign post you to outside support that maybe more suitable in complex cases.

Staff Development

Staff training and expertise are vital to ensuring high-quality support and provision for SEN pupils, and DSJ is a training-rich environment. The SENCo is a qualified teacher and also holds the National Award for SENCo and a Post Graduate Certificate in SEN and Inclusion. All staff receive on-going training, some of which is delivered in school, and some via external sources.

Where additional expertise is required, the school works closely with other agencies, and can refer pupils' needs to the SEND Team for support, as well as to other agencies such as Speech and Language Therapy, and Community Paediatrics. There is also the Early Help Assessment that we can use to access other forms of support from the Local Authority.

Transition

For children who are transferring from year 6 to year 7, the SENCo will contact secondary schools to communicate children's individual needs. There are also transition events during the course of year 6, including opportunities to visit secondary school settings. Where children have Education, Health and Care Plans, the SENCo will invite the secondary school's SENCo to the Annual Review. As pupils move up within the school each year they all participate in 'move up' days to meet their next teacher in the summer term. Additional arrangements e.g. photo books or extra-time, can be made for pupils who are likely to find moving up challenging.

External support for information/advice

- Lincolnshire Council SEND Parent Partnership Service
01522 553351
- Liaise SEND Information, Advice and Support in Lincolnshire can be contacted through the Family Information Service (FIS) 0800 195 1635 or email Liaise@lincolnshire.gov.uk
- County Council SEN Website including the 'Local Offer':
www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-dreforms/the-local-offer/
 - Special Educational Needs Code of Practice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
 - Special Educational Needs Guide for Parents
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Assessment Tools

We have a range of assessment tools available in school that enable us to identify a child's strengths and difficulties and plan accordingly to best meet their needs. These include the following, with links to find out more:

Reading / vocabulary

- The British Picture Vocabulary Scale - <https://www.gl-assessment.co.uk/assessments/products/british-picture-vocabulary-scale/>
- Weschler Individual Achievement Test - https://www.pearsonclinical.co.uk/store/ukassessments/en/Store/Professional-Assessments/Academic-Learning/Reading/Wechsler-Individual-Achievement-Test---Third-UK-Edition/p/P100009274.html?gclid=EAlaIqObChMliOugg4Hk-AIVFpftCh2dNQXjEAAYASAAEqKxZ_D_BwE
- York Assessment for Reading Comprehension - <https://www.gl-assessment.co.uk/assessments/products/yarc/>

Dyslexia / Working Memory (please see note below)*

- The Dyslexia Portfolio - <https://www.gl-assessment.co.uk/assessments/products/dyslexia-portfolio/>
- Lucid Recall - <https://www.gl-assessment.co.uk/assessments/products/lucid-recall/>

Cognition

- Wide Range Intelligence Test - <https://www.pearsonclinical.co.uk/store/ukassessments/en/wide-range/Wide-Range-Intelligence-Test/p/P100009122.html?tab=product-details>

Maths / Number

- Key Maths3 - <https://www.pearsonclinical.co.uk/store/ukassessments/en/Store/Professional-Assessments/Academic-Learning/Math/KeyMaths3-UK/p/P100009275.html>

*Dyslexia

The Dyslexia Portfolio helps us to identify a child's strengths and difficulties in terms of literacy learning and **does not diagnose dyslexia**. From the **GL Assessment website**: "This individual diagnostic assessment provides a profile of strengths and weaknesses, helping teachers identify particular areas of difficulty in literacy learning. This knowledge can then be translated directly into an appropriate individual teaching plan."

Contact



We place children and families at the heart of our practice and are always ready to listen to your feedback, as well as any concerns you might have and how we may improve the support we offer. To discuss any aspect of SEN, please contact Mr Newton the SENCo to arrange a meeting.

