Harvington C of E (Controlled) First & Nursery School

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SEND Information Report

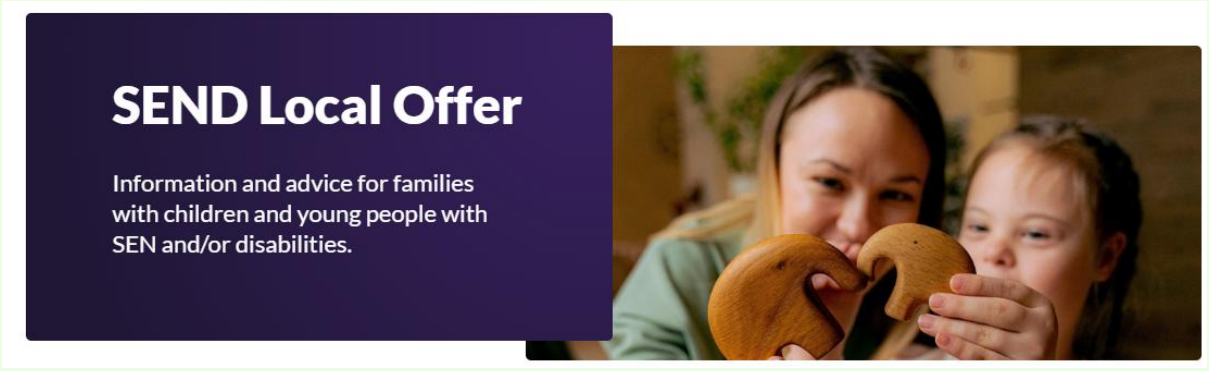
Welcome to our SEND information report. This report outlines the provision Harvington C of E First and Nursery School offers children who have a special education need or disability (SEND).

In this report we will give further details about:

- Worcestershire provision
- Our Inclusion team in school
- Different areas of SEND
- How we identify children with SEND and how we assess their needs
- How we support children with SEND
- Arrangements for assessing and reviewing children's progress towards outcomes
- Arrangements for supporting children and young people in moving between phases of education
- How the school works with external agencies

Worcestershire Provision

The Worcestershire SEND Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have a Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. You can find out about resources, services, support, activities and events by clicking the picture or following the link below. All the information has been arranged by age group to make it easier to navigate.



https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer

Inclusion Team at Harvington C of E First and Nursery School



To make an appointment with the SENCo please contact the school via the office email: office@harvington.worcs.sch.uk or the SENCo email: send@harvington.worcs.sch.uk

Staff Roles and Responsibilities	
Class Teachers	Adapting the curriculum to support the needs of all pupils Following the information set in individual support plans Plan interventions where appropriate Meet with SENCo to review targets and plan next steps Following the school SEND policy
Teaching Assistants	To support children within the classroom Complete small group interventions as directed by the class teacher or SENCo To inform class teacher/SENCo of progress towards targets
SENCo	The SENCo coordinates the day-to-day operation of the school's SEND policy, including developing, implementing, and monitoring support and learning plans for individual students. They liaise with staff, parents, Governors and external professionals/agencies.
Headteacher	Day to day management of SEND provision
SEND Governor	Meeting with the SENCo to review SEND policy and procedures To share SEND evaluation reports with the full Governing Body

Different Areas of SEND

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. The four broad areas of need, give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time (Code of Practice 2015).

The four areas of need as stated in the Code of Practice 2015 are:

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Communication and interaction

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
- understanding or using social rules of communication.
- Children and young people with ASD, including 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.

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Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace to their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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Social, emotional and mental health difficulties

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
- 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.

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Sensory and/or physical needs

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.

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How we identify children with SEND

- A child will enter Nursery/School with the involvement of an external professional such as a speech and language therapist. We will put an individual support plan in place (ISP) using the report provided by the professional to set targets.
- The class teacher may notice a particular area of need from observations/work in the classroom.
- A parent/carer may raise a concern for us to look at
- Through analysis of in school assessment data
- An in-school specific assessment-Wellcomm (speech and language), dyslexia screener, Sandwell maths assessment, YARK reading assessment-may show an area of need
- Assessments provided by external professionals-sometimes we may seek advice from professionals such as: Learning Support Team, Complex Communication Needs team, Speech and Language, Deaf Support Team, Physiotherapy, Occupational Therapy, Education Psychologists or the Early Years Inclusion Team.
- If a child has a medical need a health care plan will be created

We follow the Graduated Approach: Assess, Plan, Do, Review from the Code of Practice:

Assess

Assess to work out the individual's needs-this might be an in-school assessment or advice from an external team

Plan

Plan short term targets and the interventions and resources that are needed to achieve the targets. These targets are usually planned for a term. You will receive a copy of this plan (ISP)

Do

Put in place the resources and/or carry out the interventions. The interventions will be carried out by staff in school.

Review

An ISP review meeting will be held be the SENCo and class teacher to discuss progress towards the targets using evidence from the interventions. These happen 3 times a year-at the end of each term. A further set of targets will be put in place for the next term if required. You will be invited to discuss the review with the class teacher.

Example of an ISP-Individual Support Plan:

Harvington C of E First and Nursery School- Individual Support Plan

Name: DOB:	Year Group:	SEND tier:	Area of need:	Class teacher/TA's:

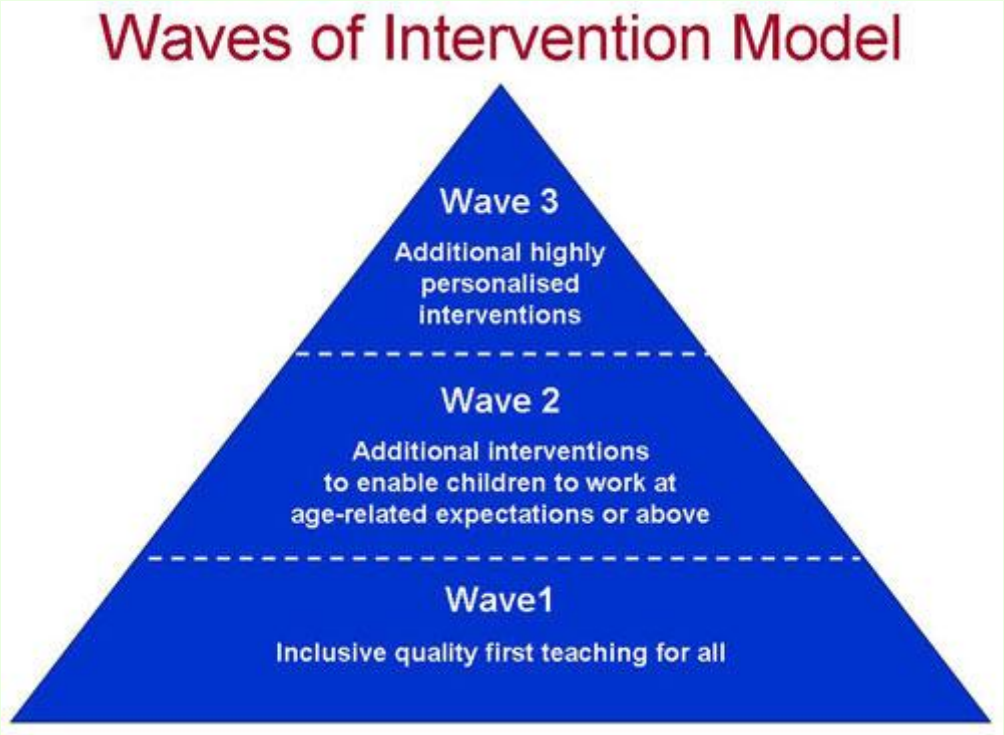
Strengths	Resources	Strategies
Difficulties		

External Agency Involvement:

Parent/Carer Review-End of Autumn Term	Parent/Carer Review-End of Spring Term	Parent/Carer Review-End of Summer Term
Do you agree with the targets set? Any further comments to make?	Do you agree with the targets set? Any further comments to make?	Do you agree with the targets set? Any further comments to make?

Term:	Name:		
Baseline	**Target**	**Provision-How and When?**	**Review**

Support for Children with SEND



Support provided depends on the need identified but these are some of the interventions/resources we provide:

- Visual timetables
- Now/Next boards
- Pupils Passports-all adults in school have the information needed about individual children
- Individual Support Plans with specific targets
- Adapted work
- Small group support/intervention during lessons
- Specific interventions including: Speech and Language, Literacy Gold Reading Intervention, Jumbo Jim fine motor intervention, Phonics, Maths, Starewell to Spell
- Classroom resources to support learning such as word mats, chatterboards, inprint software
- Classroom resources to support concentration such as wobble cushions, chair bands, privacy screens, fidget toys
- Dyslexia resources: coloured exercise books, different reading books, reading rulers
- Social stories for different events such as school trips
- Autism Awareness Program
- SEMH interventions through our Home School Link teaching assistant

Arrangements for assessing and reviewing children's progress towards outcomes

Each term an ISP review meeting is held between the SENCo and the class teacher. Evidence for each target is brought to the meeting to see if targets have been met. A child can be removed from School Support (ISP level) if the support is no longer needed. If support is still needed, we will set targets for the next term. Parents/carers will be invited to meet to discuss these targets and the progress towards them.

Sometimes we may feel that advice is needed from an external agency so would discuss this with parent/carers before any referrals were made.

If a child has an EHCP, as well as termly ISP review meetings, an annual review is held once a year. Parent/carers will be invited to this meeting to discuss the information in the EHCP (updating if necessary) and evaluate progress towards the targets in the EHCP.

Arrangements for supporting children and young people in moving between phases of education

Before children start in our Reception class, we contact the Nursery they are attending and arrange to go for a visit. During the visit we complete a transition form and gather any information about SEND need. If they are on the SEND register we will ask for copies of reports/plans to ensure we have things in place ready for transition.

When children leave us to go to middle school, the SENCo has a meeting with the SENCo from the next school to ensure all information is shared. We then forward all reports, ISP's etc.. to the school. We will arrange extra transition visits if we think it is going to benefit the child.

If a child leaves our school at any other time we have a phone conversation with the new school and send any reports/plans on to them.

How we work with external agencies

There may be times we need to seek advice from an external agency or your child may already have involvement from an external agency. The reports provided by these other professionals will support with ISP target setting and interventions that take place in school.

The agencies that we work with include:

- Complex Communication Needs
- Early Years Inclusion
- Educational Psychologists
- Deaf Support Team
- Learning Support
- MELO-Emotional Wellbeing/Mental Health
- Occupational Therapy
- Perryfields PRU
- Physiotherapists
- Speech and Language Therapists

Glossary

ADHD-Attention Deficit Hyperactivity Disorder

ASD-Autism Spectrum Disorder

EHCP-Education Healthcare plan

ISP-Individual Support Plan

MLD- Moderate learning difficulty

PMLD-Profound and multiple learning difficulties

PRU-Pupil Referral Unit (behaviour support)

SENCo- A qualified teacher in school who is responsible for overseeing and coordinating the support and provision for pupils with special educational needs and disabilities

SEND-Special Educational Need or Disability

SLD- Severe learning difficulty

SpLD- Specific learning difficulty