

SEND Information Report

2017-18



SENCO: Mrs Vicky Atkinson

SEN Governor: Mrs Janet Millar

Contact: Mrs Vicky Atkinson can be contacted via the school office – 01274 678545

Local Offer Contribution: Please see a copy of Farfield's Local Offer on the school website

SEND Policy: Please see a copy of Farfield's SEND Policy on the school website

Whole School Approach

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different types of SEN. Children can be placed on the SEND register at different levels of need:

- **Range 1** = Low level of need, working just below age related expectations
- **Range 2** = Need small group intervention within the classroom, working below age related expectations
- **Range 3** = Need a significant level of tailored intervention and 1:1 support, working well below age related expectations
- **Range 4** = Statutory Assessment. If support beyond range 3 is required, the school in conjunction with the Local Authority (LA) must conduct an assessment of Education, Health and Care Needs.

Assess, Plan, Do, Review

If a teacher has concerns about any child in their class, they will raise the concerns with the SENCO (Mrs Atkinson), who will work with the class teacher to decide on an appropriate plan of next steps.

Assess: Children are assessed to find their strengths and areas of need, using school's procedures and assessment tools, such as:

- Baseline Assessments from the Cognition and Learning Team, used to identify specific gaps in learning
- Reading, writing or numeracy assessments, used to identify specific gaps in learning
- Speech and Language assessments carried out by a Speech and Language Therapist
- Observation carried out by an Educational Psychologist

Plan: During half termly Pupil Progress Meetings, discussions are held between class teachers and the SENCO to plan for the support that will be put in place for each child with SEND. Parents are consulted if it is felt that children need some support for Special Educational Needs.

Do: Planned support is implemented by class teachers, working in close collaboration with classroom support staff, learning mentors, Nurture Group staff (if applicable) and any external agencies involved.

Review: Reviews take place between class teachers and SENCO each half term. The progress that has taken place will be the focus of discussions, as well as next steps. Termly 'Assertive Mentoring' meetings take place between children and their class teachers, in order for them to review their own progress and decide on next steps. Parents are invited to meet the SENCO each term, in order to review their child's progress. Parents are free to make an appointment to meet with the SENCO whenever they wish.

<p>Number of children receiving SEND support in 2017/18:</p> <p>Range 1 = 79</p> <p>Range 2 = 49</p> <p>Range 3 = 11</p> <p>Range 4 = 7 (5 with EHCPs, 2 in process)</p>	<p>Total = 144 children (36% of the children in school, exc. Nursery)</p>
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Assessment and Progress of Children with Special Educational Needs and Disabilities

Progress of our children with SEND is tracked and monitored regularly. If any child seems ‘stuck’ with any aspect of their learning, then we work in conjunction with parents and other agencies to address this. We strive for all our children to achieve as well as they can.

Supporting the Emotional Wellbeing of Children

Children have access to a variety of provision aimed at supporting children with Social, Emotional and Mental Health Needs. Some of these include:

- 3x full time Learning/Behaviour mentors including one offering art and music therapy to vulnerable children
- Nurture group
- School council
- ESCAYP counselling referrals made as necessary
- Referral to the Bradford SEMH team at Children’s Services (Bradford) as necessary

Involvement of Outside Agencies and Partnerships with other Schools

The following agencies have supported children with SEND during the academic year of 2017-18:

- Bradford Cognition and Learning Team
- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- School Nursing Team
- Autistic Spectrum Team
- Community Paediatric Team
- Bradford Social, Emotional and Mental Health Team
- Children’s Social Care
- ESCAYP Counselling Service

Partnership with Parents/Carers

Parents and carers of children with SEND are informed of their child’s progress in a number of ways:

- Parent’s evening twice per year, plus a third time if they wish to make an appointment after receiving their child’s end of year report, where the SENCO is also available to meet with parents
- End of year written report
- Open access to meet with the SENCO at any time, by making an appointment through the school office
- Annual review meetings, for those children who have an Education, Health and Care Plan

If the class teacher or SENCO has concerns regarding a child’s needs, parents/carers will be invited into school to discuss these.

If parents have any concerns regarding their child’s needs, they are welcome to make an appointment to see their child’s teacher or the SENCO at any time by contacting the school office or the teacher directly.

Staff Professional Development and CPD

Oct 17 – ‘Evidencing progress and Provision for Children with SEND’ training attended by SENCO (Bradford, Margaret McMillan Tower)

Nov 17 & Jan 18 – Precision Teach training for all teaching assistants (delivered by Educational Psychologist, Geoff Morgan, in school)

Feb 18 – SENCO delivered staff meeting to teaching staff – Bradford Progress Grid, IEPs, EHCPs, My Support Plan, changes to Bradford services (School SENCO)

May 18 – Anaphylaxis training for all SLT, key teachers and support staff, Lunchtime supervisors, First Aiders (School Nurse and Online training)

May 18 – ‘Practical Strategies to Support Children with Anxiety, Stress and Depression’ training for all teachers and learning mentors (delivered by Gemma Fieldsend, Charlie Waller Memorial Trust)

July 18 – Ketotic Hypoglycaemia training for teachers of children moving into their class next year with the condition (Metabolic Nurse, St. Lukes Hospital)

July 18 – Type 1 Diabetes training for First Aider and new class teacher (St Lukes Hospital)

Termly – SENCO attended SENCO Network meetings at Bradford, McMillan Tower (Ruth Denis, Senior Educational Psychologist at Bradford Education)

Half Termly – SENCO attended network meetings with other local SENCOs in the Futures Partnership

As required, members of teaching and support staff have worked closely with professionals from Bradford Children’s Services (ASD team, SEMH Team, Educational Psychology Team etc) to gain support for working with individuals

Information on Support for Transition and School Partnerships

Strong links exist with local Secondary school SENCOs. In the Summer term, meetings take place between SENCOs to ensure accurate and efficient transfer of records and information, in order to minimise the disruption of support levels for pupils transferring to secondary school. Separate and/or additional transition visits are set up for pupils with SEND, where required. For children with EHCPs moving to secondary schools, detailed transition plans are discussed during Annual Reviews in the Summer term.

Half termly SENCO meetings take place between SENCOs in the Futures Learning Partnership. This allows SENCOs to share good practice and resources. It also enables SENCOs to share information when children move between the Partnership schools.

Admissions of children with SEND

Farfield Primary and Nursery School is compliant with the Equality Act 2010 in terms of admission to school for children with disabilities i.e. no child would be refused admission because of a Special Educational Need or disability. We would always strive to make reasonable adjustments for children with disabilities and carefully consider how we could meet the needs of children with EHCPs. The LA admission policy is followed by the school.

Where a child has been identified as having Special Educational Needs or Disabilities, the SENCO or Head Teacher will endeavour to contact the child’s previous school prior to their arrival, in order to ensure that any necessary arrangements are made.

Accessibility

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents, carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equal opportunities for disabled pupils.

Farfield Primary and Nursery is on a predominantly level site. Level or ramp access is provided via several entrances. Additionally, Farfield Primary and Nursery has toilet facilities for disabled and a lift for access to our Key Stage 1 area.

Finance

SEND funding was used in a variety of ways in 2017-18:

- 1:1/small group support from Teaching Assistants
- The renewal of a dyslexia screening tool to identify dyslexic tendencies
- Equipment to support children with fine and gross motor skills needs
- Books to support the specific needs of children – both text books for staff to refer to and picture books for the children to use
- The commission of a Speech and Language therapist (1.5 days per week)