



Cramlington Village Primary School

SEND Information Report/Local Offer



“Empowering everyone to achieve”

Policy Title	SEND Information Report/Local Offer
Policies that inter-relate	Children with Special Educational Needs/Disability Policy (SEND) SEND Information Report
Legal and Statutory documents linked	SEND Code of Practice 2014 Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 2014 Statutory Guidance on Supporting pupils at school with medical conditions April 2014 The National Curriculum in England Key Stage 1 and 2 framework document September 2013 Teachers Standards 2012 Accessibility The DDA, as amended by the SEN and Disability Act 2001
Governor Committee responsibility	Education Committee
Date of last review	Autumn 2016
Reviewer name and position	Anna de Courcy, SENDCo
Date of next review	Spring 2017
Date approved by Governors	
Audit file updated (date and name)	



At Cramlington Village Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Cramlington Village Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention programmes and other learning interventions developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.



The Kinds of Special Education Needs for which provision is made at the school

We refer to the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.



Assessment

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. An IEP (Individual Education Plan) is devised in collaboration with the child. The IEP is shared with parents who are invited to discuss this with the Class Teacher and contribute to the IEP.

Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings at least annually, in addition to parental meetings.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress



- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IEPs and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age. (See Single Equality Scheme)

Assistant teachers

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

INTERVENTION:

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

FREQUENCY & TIMING OF SUPPORT

Children are assessed in a variety of ways and then class teachers and Key Stage coordinators decide which children need interventions. Some children have additional hours allocated by the local authority. Key Stage coordinators and the Principal monitor individual pupils' progress and interventions on a half termly basis.

ORGANISATION OF SUPPORT



Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

External Services

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional difficulties which substantially or regularly interfere with the child's own learning or that of the other learners
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school
- For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's



records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Assistants teachers are assigned across the whole school to support SEND pupils according to need.

Links with outside agencies are well established and transition to and from our school is very good.

Statutory Assessment: EHC Plan(Education, Health Care Plan)

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Northumberland.

Northumberland's SEND Local Offer can be obtained from Northumberland Council's website (www.northumberland.gov.uk) or by phoning 01325 388850. The school office can also provide further information.

Northumberland's SENDIASS (Special Education Needs and Disability Information Advice and Support Service) can be accessed at:

<http://www.northumberland.gov.uk/Children/Needs/SEND.aspx?nccredirect=1>

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need



- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.