



Cramlington Village Primary School
SEND Information Report / Local Offer

Summer 2017



“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 Admissions Policy Equalities Action Plan
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	June 2017
Reviewer name and position	Laura Nocon, SENDCO
Date of next review	June 2018
Date approved by Governors	October 2017
Audit file updated (date and name)	DWylie 2.10.17



Context:

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 maximise 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.

Accessibility

Cramlington Village Primary School is fully wheelchair accessible and single storey. The building has a hygiene room with changing facilities.

The School's Approach on the Identification of Children with Special Educational Needs:

We believe that early identification of Special Educational Needs is essential so that the intervention can take place to enable children to make progress.

If any child is causing concern, the teacher should inform the Principal and the SENDCO.

It is essential that the teacher first talks to the parents to get their views and any background information that may be important in helping the child. These parties should work together to draw all relevant information concerning the child's progress. This information should include:

School (some but not necessarily all of the below)

- Teacher observations – academic/social/behaviour
- Teacher assessment



- Records of achievement
- Baseline assessment
- SATs
- Individual reading tests
- Diagnostic spelling assessments
- Read Write Inc reading and spelling lists
- Health and development issues

Parents and Carers

Parents have a vital role to play in supporting their child's education.

- Views of child's health and development
- Perception of the child's performance, progress and behaviour at home
- Factors contributing to any difficulties

Parents should be given information about local authority Parent Partnership Service that can offer independent support and advice for Parents of children with Special Educational Needs.

Other Agencies

- Health concerns
- Observations in the home setting
- Language/Speech concerns
- Pre-school/Playgroup observations
- Transfer of information from previous schools

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

Curriculum Provision and Approaches to Teaching



Cramlington Village Primary School supports a fully inclusive approach to the curriculum. It may therefore be necessary for teachers to differentiate tasks according to the child's ability to enable all pupils to achieve the same objectives. To achieve this, we recognise that a variety of approaches, materials and groupings are necessary if we are to provide a lively, stimulating and satisfying learning environment for all our children, regardless of ability. All children can access and make progress in the curriculum at their own level.

All children are offered:

- Access to a broad, balanced curriculum
- Individualised targets
- High quality facilities
- Access to staff expertise across the school
- Differentiated curriculum planning, work and delivery
- Pupil subject tracking
- Parental reviews
- Early Help Assessment (EHA) and Looked After Children (LAC) Reviews
- Personal Education Plans (PEP) plans for LAC pupils
- After School Clubs, Educational Visits and Residential Visits
- Access to the school health advisor and wider professional support
- Pastoral support

For children with additional needs we offer (as appropriate):

- In class support
- Small group working with Teacher/Teaching Assistant
- Intervention groups
- Multi-sensory teaching
- Targeted differentiation
- Individual Education Plans/Behaviour contracts/Pastoral Support Plans/Risk Assessments/Health and Care Plans/ Intimate Care Plans
- Individual access arrangements for SATS
- Some designated 1:1 support

Specialist facilities / equipment to support SEND:

- Changing facilities, including a height adjustable electronic changing table. Designated bases for small group / individual working.
- Fully wheelchair accessible school.

SEND in School

In school, we currently support the following proportions of children with SEND:

- Education Health and Care Plans (2.6 %)
- Top Up Funding (6 %)



- Children who require SEND support (34 %)

Currently, we provide for children with the following needs:

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Children and young people with speech, language and communication needs (SLCN) • Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism (ASD)
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) children and young people learn at a slower pace than their peers, even with appropriate differentiation. • Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication • Profound and Multiple Learning Difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. • Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, Emotional and Mental Health Difficulties
<p>Social, Emotional and Mental Health Difficulties</p>	<ul style="list-style-type: none"> • Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
<p>Sensory and/or physical needs</p>	<ul style="list-style-type: none"> • Vision impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI) • Physical disability (PD)

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

School have the following additional training and strategies to support children with the following needs:



<u>Area of Need</u>	<u>Whole School Support Strategies</u>	<u>Small Group / Individual Support</u>	<u>Additional Staff Training</u>
<i>Communication and Interaction</i>	'Family style' lunchtimes to promote and model positive interactions.	Individual Speech and Language Support Small group Speech and Language Support (barrier games) Social Speaking Groups Access to Specialist ASD teachers, where appropriate.	
<i>Cognition and Learning</i>	Targeted in-class support for Literacy and Numeracy Individual targets for Literacy and Numeracy	1st Class @ Number intervention group 1st Class @ Number 2 intervention group Number based intervention groups (e.g. number of the day, numeracy pre-teach groups) Read Write Inc intervention group Handwriting Intervention Access to Educational Psychologist, Specialist Literacy	Dyslexia friendly teaching techniques delivered to all teachers and assistant teachers in May 2017 2 x assistant teachers trained in 1st Class @ Number:



		Support Assistants and English as an additional language teachers where appropriate.	
<i>Behavioural Emotional and Social Development</i>	<p>'Thrive' support system in school.</p> <p>Learning Ladder to promote good choices and good learning behaviours.</p> <p>Visual timetables / task ladders used in classes.</p>	<p>Individual Support for Behaviour (individual target sheets.</p> <p>Access to inclusion support workers and Access to Specialist ASD teachers, where appropriate.</p>	Trained Thrive practitioner
<i>Sensory or Physical Conditions</i>		Access to the Sensory Support Service for Hearing Impaired, Visually Impaired and Multi-sensory Impaired children.	Trained Hearing Impaired Assistant Teacher.

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 of '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.

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.

Current Progress

Progress between SEND groups and non-SEND groups is closely monitored. Below is a detailed breakdown of the average progress between September 2016 and May 2017 for these groups, in Reading, Writing and Mathematics.

Year 1

Non SEN

	Sept 16	May 17	Progress
Reading	1 beg	1 secure	1.9
Writing	1 beg	1 secure	2
Maths	1 beg	1 dev +	2



SEN

	Sept 16	May 17	Progress
Reading	WT A	1 beg +	1.9
Writing	WT A	1 beg	1.6
Maths	WT A	1 dev	1.9

- SEN progress is broadly in line with non-SEN.
- SEN progress in writing is slightly below non-SEN progress in writing.

Year 2

Non SEN

	Sept 16	May 17	Progress
Reading	1 exc	2 secure	2.1
Writing	1 exc	2 dev +	1.6
Maths	2 beg	2 dev +	1.6

SEN

	Sept 16	May 17	Progress
Reading	1 beg +	1 secure	1.6
Writing	1 beg +	1 dev+	1.3
Maths	1 beg +	1 secure	1.6

- SEN progress is broadly in line with non-SEN progress in writing and maths.
- SEN progress is below non-SEN progress in reading.

Year 3

Non SEN

	Sept 16	May 17	Progress
Reading	2 exc	2 beg+	1.7
Writing	3 beg	3 beg+	1.6
Maths	3 beg	3 dev	1.6

SEN

	Sept 16	May 17	Progress
Reading	2 dev	2 exc	1.7
Writing	2 dev	2 exc	1.5
Maths	2 dev	3 beg	1.6



- SEN and non-SEN progress is broadly in line across reading, writing and maths.

Year 4

Non SEN

	Sept 16	May 17	Progress
Reading	3 dev	4 beg	2.5
Writing	3 beg +	3 exc	2.4
Maths	3 beg +	4 beg +	2.8

SEN

	Sept 16	May 17	Progress
Reading	2 secure	3 dev	2.1
Writing	2 dev +	3 beg +	1.8
Maths	2 exc	3 secure	2.4

- Non-SEN progress is slightly ahead of SEN progress in reading, and maths.
- A more significant gap between the 2 groups in writing (Non-SEN 0.6 progress points ahead)

Year 5

Non SEN

	Sept 16	May 17	Progress
Reading	4 secure	5 beg +	2.3
Writing	4 beg+	4 exc	2.7
Maths	4 dev	5 beg+	2.9

SEN

	Sept 16	May 17	Progress
Reading	2 exc	3 secure	2.5
Writing	2 exc	3 dev +	2.2
Maths	3 beg +	4 beg	2.8

- Non-SEN progress is broadly in line with SEN progress in reading and maths
- Non-SEN progress is greater in writing compared to SEN group.



Assessment

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows an assess, plan, do, review process. It recognises that there is a continuum of SEND 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 or individualised provision) 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, alongside parental meetings.

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 working with groups or individuals
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Frequency and 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 assistant 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.

How School Supports and Improves Social and Emotional Development of Children With SEND

School is able to provide support in the following ways:

- Access to a trained Thrive practitioner and Thrive programme within school;
- Application of the school's key policies (Behaviour; Anti-bullying; E Safety; Safeguarding; Confidentiality);
- Delivering the PSHE curriculum;
- Training for staff to raise awareness of individual needs;
- Overall nurturing and holistic approach to learning.

How School Involves and Supports the Parents of Children With SEND

If school is concerned about a child's progress or development in any way, the child's class teacher will arrange to discuss concerns with the child's parents and a plan of action will be formulated, if this is needed. Feedback to parents will be given at least six times per year for all children, during parent consultations.

If there is a need for more regular contact, this is available however will be discussed on an individual basis with parents.

For those children with an EHCP (or Statement of Educational Needs for those not yet transferred by the Local Authority) parents will be invited to an annual review meeting to discuss their child's progress where their views and the child's views are taken into consideration for future planning for their child's needs.

Parents have been supported and involved in the following ways:

- SEND Policy consultation
- Termly Parental consultation
- Annual Reviews (for children with statement of special educational needs)
- Individual support for parent access
- Early Help Assessment meetings
- Team around the Family meetings
- Transition planning (in school and between placements)
- Make referrals and provide links to external agencies

If a child's needs are not being met fully by the Local Offer, further advice can be sought from school. Initially, this will be from the school SENDCo, Mrs Amanda Milligan and the child's class teacher.



From this point forward, advice can be given about possible referrals to professionals or agencies that may be able to support the child more fully.

No referrals will be made without prior discussion with parents and consent being given, unless there is a safeguarding concern.

How the school collects the views of children with SEND

The views of the child are important and should be sought and taken into account at an age appropriate level when a review of their progress takes place. At Cramlington Village Primary School, the pupil's views are collected in preparation for meetings. This can be done in a variety of ways dependent on the individual's age/stage of development as well as their communication skills. Children with SEN are also part of the teaching and learning pupil progress reviews that look at provision each term by the Principal. Their contribution is via a learning interview.

Evaluating the Effectiveness of Provision

Provision is evaluated in a variety of ways during the school year. Each term there are two observations, conducted by the Principal as part of the programme to improve Teaching and learning across the school. This includes looking at lessons, teacher planning, children's books and then talking to children. This enables the school to evaluate ongoing provision within lessons.

The SENDCo also observes intervention groups.

Data on progress is collected each term and analysed and pupil progress interviews take place. Data from intervention groups also measures the impact of short term intervention programmes.

Transfer to Other Schools

We recognise that transfer to another school may be a vulnerable time for children with SEND and that they may need additional preparation / support during this time. At transition points, children's individual needs will be met through discussion with their parents.

What will happen if the Local Offer is not being delivered?

If a parent, child or member of staff is concerned that the Local Offer is not being delivered fully in school, the first point of contact will be Amanda Milligan, SENDCo.

An initial meeting will be set up where concerns will be discussed and a plan of actions formulated together, if this is required. If concerns persist, a meeting can be scheduled with the Principal and/ or school Governors in accordance with the school's complaints policy which is available from the school office or the school website.

Admissions:

Cramlington Village Primary School will admit any pupil whose plan names Cramlington Village Primary School and for whom the school has agreed to be named in the plan.

The following is an extract from Cramlington Village Primary School's admissions policy:



If there are more applicants than places, places will be offered in accordance with the following criteria in order of priority:

1. Looked After Children. Children who are looked after, or who have been previously looked after, by a Local Authority in accordance with Section 22 of the Children Act 1989 at the date the relevant application for admission is made, and who the Local Authority has confirmed will continue to be looked after by it in accordance with the said section at the time they are admitted to the school.

2. Pupils with exceptional medical or exceptional social need (evidence must be supported in a written statement by a professionally involved third party, such as a doctor or a social worker). Children for whom it is essential to be admitted to this school because of special circumstances to do with significant medical or social needs evidenced by written professional advice, explaining why these needs can realistically only be met by Cramlington Village Primary School. The definition of what constitutes medical or social needs for this purpose will be set out in the school's prospectus.

Local Authority Local Offer:

High Needs Funding (Top-Up Funding):

High Needs funding is available when the resources normally available to the school have been exceeded. The normally available resources include:

- Up to £6,000 per year of support from the school budget which can fund group work, intensive focussed one to one work, Thrive support, resources and time spent preparing and buying resources. Decisions about the amount of funding sits with the local authority.
- Services readily available to the school that do not have to be separately funded by the school

High Needs funding (Top-Up) can be applied for by schools when additional funding is needed to fully support a child's needs. This funding is time-related and reapplication is required after the time period is over. High Needs funding will only be applied for after discussion with parents and professionals involved and permission gained.

Statutory Assessment:

EHC Plan(Education, Health Care Plan):

EHC Plans are for learners with High Needs who, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the SEN of the learner, have not made expected progress. Only a small number SEND learners will require an EHC 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.

Not all assessments for an EHC Plan will lead to an agreement to create a Plan. In Northumberland all funding and services and resources are available to SEND learners whether or not they have an EHC Plan: an EHC Plan does not always lead to additional resources.

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.