

SEND Information Report

Contact Details for point of contact in relation to SEND at Ingleby Mill Primary

Head Teacher : Mrs Beth Atkinson

Deputy Head Teacher/SENDCo : Mrs Kay Coverdale

SEN and Disability Shadow Co-ordinator/LAC lead: Mrs Angela Meynell

SEN and Disability Link Governors: Mrs H Nixon and Mr D McGeehan

Our Admission Arrangements for Pupils with Special Educational Needs

Ingleby Mill Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy.

According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Further details can be found on the school website:

<http://inglebymill.azurewebsites.net/>

Click on the logo **SEND Support Offer** on the home page. Also in the Parents tab you will find Special Educational Needs and Disabilities section, where you will find a link to Stockton Borough Councils Local Offer and the SEND Policy.

SEND at Ingleby Mill Primary

We currently support children with various additional needs these include difficulties with communication and interaction. Difficulties with cognition and learning (general learning and specific learning difficulties). Difficulties with social, mental and emotional health. Difficulties with sensory and physical needs.

Ensuring all children are treated equally

In our Mission Statement we set out the rationale for Ingleby Mill Primary School's existence and our purpose in terms of the values we hold ensuring we treat all our children fairly and equally.

And so we ask:

WHAT SORT OF SCHOOL DO WE WANT AT INGLEBY MILL?

Our School Community

We want a school

- which values and respects the uniqueness and individuality of each child and adult involved here; where all people are supported, encouraged and affirmed to develop self-esteem and their full potential
- which provides a welcoming, happy, non-threatening, secure atmosphere where risks can be taken and mistakes made without fear of failure or rejection
- where all the participants (children, staff, other adults) "belong" to, and are involved in, a community where strengths can be shared and developed and where needs can be met
- where appropriate and acceptable behaviour is modelled, encouraged and expected as a mark of respect for ourselves and each other
- which shows consideration, respect and care in our relationships and interactions, even when we may differ in background, experience, ability, age and beliefs
- where mutual partnerships directly or indirectly benefit the children, where staff and parents listen to, value and acknowledge each others' contributions, role, experience and expertise
- where the staff's individual and collective contribution and commitment are acknowledged and valued by each other, their opinions heard through clear and open channels of communication
- where adults are willing to be responsive to the changes and challenges which will be ever present at Ingleby Mill

- where there is strong leadership which firmly holds a clear vision for the school
- where we all want to be.

Education we offer our children

We want to offer

- a rich and varied curriculum that will encourage self-confidence and independence of learning, meeting the holistic needs of each child
- a quality curriculum which is planned and differentiated for each individual and which also fulfils the legal requirements of the National Curriculum
- an environment which fosters success and achievement, where high expectations lead to high standards, encouraging everyone to reach their full potential
- an equality of opportunity and access where we hope to inspire everyone to accept new challenges without fear of failure or criticism, thereby responding to the needs and interests of the individual.

Links to other school policies

We have other school policies which are linked to this SEND. Our Behaviour Management, Complaints, Disability Equality and Accessibility, Equal Opportunities, Monitoring and Evaluation, More Able, School Improvement Plan 2017-2018.

Access

We have an Accessibility Plan which includes;

1. Ensuring that the physical environment of the school and site are fully accessible to all pupils, staff and the whole school community.
2. All included pupils have access to all aspects of the curriculum on their level and need.
3. To ensure that the Accessibility plan is led, managed and evaluated to a high standard.
4. Ensure smooth transfer of pupils from primary to secondary school.
5. To make reasonable adjustments to accommodate the needs of individual employees, pupils or members of the wider community in order that no area of school is inaccessible to them.
6. To keep absence rates registers including statistics for disabled employees.
7. To keep record of employee exit routes including promotion for all employees including disabled colleagues.
8. Ensure equal opportunities within the workplace.
9. To seek local authority support to provide information in a variety of formats for parents/carers and members of the wider community.

Identification, Assessment and Monitoring

- ❖ Ingleby Mill Primary School aims to ensure that children who need additional support are identified as early as possible. We use the graduated approach as detailed in the SEND Code of Practice.
- ❖ Children are assessed against age related expectations as soon as they enter Nursery.
- ❖ Parents of children who are not yet meeting age related expectations are informed.
- ❖ Children's progress is then tracked and those children who fail to progress despite good first quality teaching are identified.
- ❖ Identified children are discussed in detail at termly pupil progress meetings between the class teacher and the Senior Leadership Team.
- ❖ Children's parents are invited to meet with the teacher and/or SENCo termly.

Our Children are provided with learning opportunities which

- ❖ Set suitable learning challenges.
- ❖ Respond to pupil's diverse needs.
- ❖ Aim to overcome potential barriers to learning and assessment.

The Department for Education recommends a cycle of **Assess, Plan, Do and Review** in relation to meeting the needs of children with Special Educational Needs and Disabilities. At Ingleby Mill we follow this model.

How we evaluate impact and success

The success of the school's SEN Policy and Provision is evaluated through:

- ✓ Monitoring of classroom practice by the SLT and subject leaders
- ✓ Monitoring of interventions
- ✓ Monitoring of planning to identify SEND provision
- ✓ Monitoring of books to identify the progress of SEND children
- ✓ Analysis of pupil tracking data and test results for individual pupils, identified cohorts and specific groups
- ✓ Comparison of school SEND data with LA and national data
- ✓ Monitoring of procedures and practice by SEND Governor
- ✓ School self-evaluation, using a variety of approaches
- ✓ Meeting targets set in The School Improvement Plan

Teaching pupils with SEND - SEND Support Plans (SSP)

Ingleby Mill Primary School arranges the additional and different provision required to enable children to make progress. The provision made for the child will be recorded on their school support plan.

The child's parents/carers will be consulted and school endeavours to work in partnership with parents/carer and the child to provide the support that they need to progress and reach their full potential.

The class teacher and teaching assistant make appropriate arrangements for differentiating the curriculum, tailoring teaching and providing additional support for the child. Clear targets are set and the child's progress is continually reviewed by the Teacher, Teaching Assistant and the Senior Leadership Team.

If the child continues to make very little or no progress, the class teacher in conjunction with the SEND-Co, will assess the child's difficulties using a range of assessments. Alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups may be introduced. Support and advice from outside agencies such as The Specialist Learning Team (English and maths); Educational Psychology Service, Speech and language Team, Behaviour Support Team and Health Services will be sought as appropriate.

Education Health Care Plans

If a child fails to make progress, in spite of high quality, targeted support as planned for in the SEND Support Plan, we may apply for the child to be assessed for an EHC Plan. The child will undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing an Education Health Care Plan is necessary, then the pupil's Special Educational Need and provision will be summarised in the plan. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the Education Health Care Plan.

Additional Support

We provide additional support to ensure our SEND pupil can engage in all activities. This support may be an additional resource, an additional member of staff or an additional programme of study. We assess the needs of the child and ensure provision is appropriate for that child and sustainable.

Should a child require additional provision such as a writing stand or computer software or hardware then the class teacher or parent/carer would speak to the SEND-Co. The SEND-Co would then assess the needs of the child or seek outside assessment e.g. a computer assessment. The resource would be provided if it was evident that it would aid the child in their learning.

Access arrangements are made when completing formal assessments such as SATs to ensure children with SEND are given the right level of support during these tests. This may include a reader or additional time.

Working in Partnership with External Support Agencies and Services

Stockton Borough Council 0-25 SEN Team (details can be found by clicking on the Stockton Local Offer tab on the Ingleby Mill Webpage. The telephone number for the 0-25 SEN Team is 01642 527145/528739). School work with this team on a regular basis and seek advice when necessary.

Ingleby Mill Primary School has purchased time from the Educational Psychology Service. This allows children, their families, individual teachers and school to regularly access support from this service.

Ingleby Mill Primary supports the work of the Speech and Language Service. This allows children, their families, individual teachers and school to regularly access support from this service.

Ingleby Mill Primary School has access to a counselling service. This allows children and their families to access support from this service within the school setting. This support can improve the emotional, mental and social developments of pupils with special needs.

Ingleby Mill Primary School also has access to other external support services for pupils with special educational needs. This may include liaison with special schools, the Visually Impaired Service, the Specialist Learning Team, CAMHS and other specialist provision. There is regular liaison and exchange of information between the SEND-Co and these services throughout the school year.

Teaching and Learning - Staff Development

- ✓ The SEND-Co, Teachers and TA's will attend SEN courses which are of interest and have a particular bearing on children they are supporting. Courses include Autism Awareness Level 4, Dyslexia Awareness, Effective Interventions, Inclusively Outstanding, Reciprocal Reading, Early Identification of Spelling Learning Difficulties', and Autistic Spectrum Disorder.
- ✓ Our DH/SEND-Co also attends regular Local Authority SEND-Co briefing meetings.
- ✓ Our Shadow SEND-Co has recently completed PGCE - National Qualification for SEND.
- ✓ Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Staff meetings are held to ensure that staff are fully aware of any changes taking place within SEND. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEN.
- ✓ NQT's will access specific training through LA induction programmes.

How we work with Parents and Carers

Ingleby Mill Primary School aims to promote a culture of partnership working with parents and carers, Schools, LA's and others. We will do this through:

- ✓ Aim to have a positive, open and honest relationship with all our parents and carers.
- ✓ Involving parents as soon as a concern has been raised. This is done by personal appointment with the class teacher and/or SEND-Co.
- ✓ Ensuring all parents of children with SEND are made aware of the school's arrangements for children with SEND including the opportunities for meetings between parents and the SEND-Co and/or class teacher.
- ✓ Providing access to the SEND-Co to discuss the child's needs and approaches available to support the child.
- ✓ Have meetings with the class teacher, support staff and SEND-Co when required.
- ✓ Supporting parents/carers understanding of external agency advice and support.
- ✓ Undertaking Annual Reviews for children with Statements of SEN or Education Health Care Plans.

How we ensure 'The Voice of the Child' is heard

In Ingleby Mill Primary School we encourage pupils to participate in their learning by:

- ✓ Involving children in their own target setting and in identifying teaching and learning strategies that work for them.
- ✓ Children also evaluate their own success during lessons at the end of a unit of work.
- ✓ Where appropriate, incorporating their views in every aspect of their education.
- ✓ Encouraging independence from the moment our children join our nursery.

How we ensure smooth transitions

At Ingleby Mill we appreciate that transition, whether that be from one class teacher to another or transition from Primary to Secondary School, can be difficult for children with special educational needs or disabilities. The worry and anxiety that such a change can cause can pose real challenges for parents/carers, teachers and support staff. We appreciate each child is different and therefore our transition plans are tailored to meet the individual needs of the child but we would as standard ensure that all transfers between different settings are planned, monitored and supported to ensure successful outcomes for the child.

We often make additional arrangements to extend transition periods. We arrange additional meetings for the parent or carer and child with his or her new teacher. We also arrange additional visits to the classroom environment in order to identify where the toilets are, where pegs are etc. A transition booklets is also given to the child before they move into the new setting.

We also liaise with all parties involved (parents/carers, new setting, outside agencies) when arranging visits and other transition activities to ensure everyone is aware of the planned transition programme.

Complaints

Ingleby Mill Primary School works, wherever possible, in partnership with parents and carers to ensure a collaborative approach to meeting the needs of their child. All complaints are taken seriously and are heard through the school's complaints policy and procedure. We would encourage parents and carers to discuss any concern they have with their child's teacher as it is in everyone's interest that complaints are resolved at the earliest possible stage and we expect that the majority of concerns will be resolved in this way.