

SEN Information Report for Weston Favell Primary School 2015 – 2016

Part of the Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Northamptonshire Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website and the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information must be updated annually. The required information is set out in the draft SEN regulations which can be found by following the links at the end of this report.

At Weston Favell Primary School we are committed to working together with all members of our school community and NPAT partnership. The best people to contact are:

Jill Ramshaw (Head teacher)

Denise Bridgens (SEN Governor)

Marta Varilone (SENCO)

If you have specific questions about the Northamptonshire Local Offer please look at the links at the end of this report. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Marta Varilone our SENCO.

Our Approach to Teaching Learners with SEN

At Weston Favell Primary we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture both within our school and beyond into our local community.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Awakening Talents, Developing Strengths

We will provide the best opportunities for all children to learn and develop to their maximum potential.

Weston Favell Primary School provide best opportunities for all children to learn and develop maximum potential.

We provide:

High quality teaching that makes learning purposeful, challenging and enjoyable;

A safe, attractive and positive learning environment;

Relevant visitors and visits to enthuse learners;

A curriculum where learning is not only purposeful but challenging and enjoyable;

Teaching that is matched to each child's abilities, ensuring that children make good progress;

High standards to promote good behaviour.

We will teach children to:

Think, reason and express themselves effectively and with confidence.
Respect and understand the views of other people and their beliefs.
Persevere in order to reach their goals.

We teach children to:

Be enthusiastic and confident learners. Be motivated by their learning and make ambitious choices. Aspire to do their best and make the most of their abilities. Have a caring and responsible attitude.

How we identify SEN

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age.
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

If a learner is identified as having SEN, we will provide provision that is 'additional to and different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind for many reasons including absence from school, attendance at many different schools or not having a consistent opportunity to learn. Some children may not speak English well or may have worries that distract them from learning. At Weston Favell Primary we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Assessing SEN at Weston Favell Primary School

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Weston Favell Primary we ensure that assessment of educational needs involves the learner, their parents/carers and of course their teacher. The SENCO will also support with the identification of barriers to learning. We have a range of assessment tools available, and our tool kit for 2015 – 2016, includes:

- The British Picture and Vocabulary Scale
- Young's Spelling Test (from year 2)
- Salford Sentence Reading
- Peter Body Maths Tests
- Northampton Literacy Assessment
- Lucid Rapid Dyslexia Screen
- Phonological Assessment Battery
- Diagnostic Test of Word Reading Processes
- Sandwell Early Numeracy Test
- Renfrew Action Picture Test
- Rewnfrew Word Finding Vocabulary Test

For some learners we may want to seek advice from specialist teams. In our school we access a range of specialist services, in addition to those described on the Local Offer website. Educational Psychologist, Target Autism, Speech and Language Services, Occupational Therapy, Jogo Behaviour Support and Visual Impairment.

We also employ Learning Support Assistants who deliver a range of group/individual interventions and in class support across school. A provision map is available and shows all support available in school. The support is coordinated by the SENCO.

What we do to Support Learners with SEN at Weston Favell Primary School

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Weston Favell Primary School are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Tablets, lap tops or other recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Dictionaries/reading materials/ for children with dyslexia

Everyone who is identified as having SEN is entitled to support that is 'additional to or different from' a differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barriers to learning identified. The support given is described on the provision map which although does not detail the individual learner names, describes the interventions and actions that we undertake at Weston Favell Primary School to support learners with SEN across the year groups. We modify the provision map each term as our learners and their needs change. (see table of interventions available to support our children) This may be added to depending on the needs of our children and recommendations made following assessments.

Our provision map is shared with the SEN Governor who is able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEN

Weston Favell Primary receives funding directly to the school from the Local Authority to support the needs of learners with SEN.

The NPAT Cluster of schools are committed to working together to improve learning for all, and we are able to share some resources, training and moderate provision for learners with SEN.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Weston Favell Primary School, parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parents/carers and learner, agree what they expect to be different following this intervention. A baseline will be recorded, which can be used to compare the impact of provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps to be taken. If a learner has an Education Health and Care Plan(EHC Plan) the same termly review conversations take place, but the EHC plan will be formally reviewed annually. Children who still have a statement will be have their needs reviewed termly with an annual review until the process of transition to an EHC is completed.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Other opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Weston Favell Primary school in 2015 – 2016 we are offering the following range of additional clubs and activities.

Breakfast Sport Basketball (M,Tu,W)

Netball

Football

Choir

FIFA Football Stars

Photography Club

Chess

Forest School

Funky Dance

Gymnastics

Skateboarding

We are committed to making reasonable adjustments to ensure participation for all so please contact the leaders of each group to discuss specific requirements.

All staff at Weston Favell Primary have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments.’

The Equality Act 2010 definition of disability is:

‘A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.’

Section 1 (1) Disability Discriminations Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled

children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the next step

Transition is part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Weston Favell Primary is committed to working in partnership with families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed during year 5 to ensure time for planning and preparation.

Have your say

Weston Favell Primary School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff.

Useful Links

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/local-offer/Pages/The-education-offer.aspx>

www.dfe.gov.uk

Area of Need	Provision	Staff/pupil ratio
Cognition and Learning	Precision Teaching	1:1
	Catch Up	1:1
	Toe by Toe	1:1
	Plus One	1:1
	Power of Two	1:1
	Phonographix	1:1
	Turnabout	1:1
	Talking Partners	1:3
	Read Write Inc	1:4
	Fresh Start	1:4
	Wave 3 Maths	
Pre-teaching		
Sensory and/or Physical	Write from the Start	1:1
	OT	1:1
	Mobility Training	1:1
	Teaching Braille	1:1
	Fine/Gross Motor Skills	
Communication and Interaction	Speech and Language	1:1
	Social Detective	1:2
	Language for Thinking	1:1
	Anger Management	1:1
	Emotional Literacy	
	Socially Speaking	1:4
	Time to Talk	1:4
	Talking Partners	1:3
	Play Buddies	
	Social Stories	1:1
Sunshine Club	1:8	
Social, Mental and Mental Health Difficulties	Drawing and Talking	1:1
	Social Skills	1:2/4
	Family Support Worker	1:1
	Bereavement	1:1
	Counselling	
	Anger Management	