

Spinfield School SEN Information Report



SENDCo & Inclusion Manager – Miss B Denton

Email: Spinfield Office

SENCO senco

Tel: 01628 473551

A community inspiring lifelong learning

At Spinfield school we recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

The Buckinghamshire County Council Local Offer for Children with SEN and disabilities can be found at:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5>

Information and Guidance/Points of Contact

- ***Who should I contact to discuss the concerns or needs of my child?***

Spinfield School is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

- Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- Key Stage Coordinator/Early Years Foundation Stage Coordinator- deals with concerns which cannot be dealt with by the class teacher.
- SENDCo – Miss B Denton senco@spinfieldschool.co.uk
- SEN Governor – Mr K Spence chairofgovernors@spinfieldschool.co.uk

Spinfield School SEN Information Report



Assessment, Planning and Review/Partnerships for Progress

- *How does the school know how well my child is doing?*
 - *How will I be kept informed about how well my child is doing?*
 - *How regularly will I be updated on my child's progress?*
- Will I know if my child is not making progress and what will happen?*

Identification

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- Behaviour is interfering with the child's ability to progress
- The SENDCo analyses termly assessment data and identifies children who are not meeting targets.

In the first instance, children who are not progressing will be supported under the "wave 1" support model, where they will be targeted in class and work will be differentiated. If this does not prove successful and if there are significant concerns about a child's progress, parents will be consulted. The SENDCo and class teacher will meet with parents to discuss the value in adding the child to the SEN register and developing a support plan to address specific targets.

Assessment

- The SENDCo monitors the movement of children within the SEN system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy in relation to the practice of the school. In partnership with the headteacher and assessment coordinator, children who are not making progress are identified and monitored. Where necessary, extra support is given within the classroom by differentiating work and using resources to enable children to work on their targets.
- The SENDCo supports teachers involved in drawing up SEN Support Plans for children.
- The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings.
- If a child is working within age related expectations, they will be assessed in line with this. If they are not working within age related expectations, children will be assessed termly using Pre Key Stage Standards. Children will be assessed at the same time as the rest of their class using this system.
- Targets for children on the SEN register will be reviewed by school with parents every term, and new targets will then be set. These targets will be SMART targets.
- Children are likely to move on and off the SEN register. If the support that has been offered to a child has demonstrated good progress, the child may then move to monitoring as they are progressing well. Parents will be included in this decision.

Evaluating the effectiveness of provision for pupils with SEND

Intervention groups are run by teaching assistants and teachers. Each member of staff involved in running an intervention will record progress of children taking part in them.

Our SENDCo monitors interventions and progress for SEND. There are a variety of interventions that are run regularly at Spinfield. We also, from time to time, offer new interventions for a specific amount of time; this may be to address a particular area of SEND that we feel is a benefit for our children.

The school's arrangements for consultation

Each pupil who has been identified as having special needs will have a SEN Support Plan that is written with the support and involvement of their parent/carer.

Some children being supported by a specialist support assistant (SSA) will require more frequent communication with the parent/carer and it may be appropriate to use a communication diary. There is also an opportunity for parents whose children have an EHCP to meet on a weekly basis for a short catch up with the relevant SSA.

Parent evenings are held twice a year when parents/carers can meet with teachers. In Key Stage Two, a baseline report is shared with parents in the autumn term, an interim report in the spring term and a full report sent out in the summer term. These reports allow parents to be fully informed about their child's progress.

Students with EHC plans will have an Annual Review once per year and three meetings in each term to discuss individual targets. All professionals and parents will be invited to attend these, where targets can be reviewed and updated.

Curriculum and Teaching Methods (including groupings / interventions)

- ***What is the curriculum and how is it taught?***
 - ***How will the curriculum be adapted to meet the needs of my child?***
 - ***How flexible can teachers be in meeting the needs of my child?***
- Is there any additional support available to help my child reach his/her expected outcomes?***

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning

Spinfield School SEN Information Report



- These interventions will be recorded on the intervention log. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.
- Pupil progress meetings are held each term. This is a meeting between the class teacher and the child's parents to discuss the progress of the pupils in their class. It will also allow previous targets to be reviewed and new targets to be set. These targets will be SMART (specific, measurable, achievable, realistic and time specific).
- A pupil may need more expert support from an outside agency such as Education Psychologist or Occupational Therapist, Cognition and Learning Team etc. A referral will be made, with the parent's consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Spinfield School is an inclusive environment for all children with special needs. We aim to include all children in all lessons. Any children with specific targets set by external professionals may take part in one-to-one or group work during personalised learning times in the morning.
- The Governors of Spinfield School are responsible for entrusting named persons, Mrs Rebecca Holland, Miss Jayne Spreadbury and Miss Beth Denton to monitor safeguarding and child protection procedures.

● ***When will interventions be provided to my child if necessary?***

- Support may be offered during personalised learning times (9.00 am -9.30am). Group support is normally offered at these times; the support is normally offered for targeting a specific area of learning. Examples of support offered at these times are: maths booster groups, literacy 'catch up', handwriting practice, phonics support, spelling work.
- There are occasionally interventions that run before school or during lunch times. If your child will be receiving support, a letter will be sent home explaining the support and asking for consent.

Access to Learning and the Curriculum

● ***Are there any special features or strategies to help children learn?***

● ***How do I know my child's particular needs will be met?***

- Children are involved in their own learning and are able to feed into the topic.
- Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged.
- Daily phonics lesson, using 'Letters and Sounds' across Early Years Foundation Stage and Key Stage 1.
- Lessons are differentiated to meet the needs of all learners.
- Learning walls in classrooms support the learning of literacy and maths.
- ICT is used to support learning, including computer programmes such as Purple Mash.

Spinfield School SEN Information Report



- Some classes/identified pupils may be allocated support staff and have access to guided group work.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencil grips, sound amplification systems and sloped writing desks.
- Children may be identified as benefitting from social skills groups.

Training for staff

- Specialist training has been accessed through a variety of sources, including the Educational Psychology services, Bucks PRU and Cognition & Learning. Staff are also encouraged to undertake learning online to support individual children.
- Individual staff have had further, or more specific training on how to support students with individual needs from specialists or through external training courses.

Tests and Assessments: Access Arrangements

- ***What arrangements are available for pupils to access tests and assessments?***
- ***How will I know if my child qualifies for additional support or time to access tests?***
- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.
- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Pupils who are in years 3 – 6 who have been identified as needing extra time will be monitored closely and this will be used as evidence for any applications for extra time for statutory tests.
- Booster and target groups are run throughout the school year.

Social and Emotional Support

- ***How does the school help my child to feel comfortable and safe and manage social situations?***
- ***How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?***
- We support children with managing their behaviour in order to take part in learning effectively and safely. We do this by supporting children to build on their social skills and their ability to socialise with their peers and other children effectively. We also help individuals to manage their emotions, including trauma or stress, and to take part in learning.
- All classes follow a structured PSHE (Personal, Social, Health and Economic education). Teachers identify children who would benefit from small/group interventions to develop their social and emotional skills (SEAL groups).
- Family Liaison and Outreach Worker- to support families with difficulties.
- Groups to develop social skills and/enhance self-esteem.
- Young Carers group
- Lunchtime and after-school clubs e.g. sports activities, computer, games.
- Additional support for children who are struggling at playtime.
- Nurture group with trained adults for children in a selected children who would benefit.
- Home/School liaison.
- Visual timetables/symbols.
- Strong ethos of pastoral care (Family Liaison and Outreach Worker, mentors).
- Anti-Bullying Policy and procedures – focus on vulnerable groups.
- E-safety and cyber bullying is addressed at an age appropriate level.
- Transition preparation

Accessibility to Premises and Facilities

- ***What facilities are in the school to assist children with disabilities move around the building and take part in lessons?***
- ***How do I know my child will be able to access all lessons?***
 - The school's main buildings are DDA compliant.
 - The school building is accessible for wheelchair users. Ramps are in place to allow access to areas where there would have been a raised curb or steps.
 - Our main building has a toilet adapted for disabled users.
 - A designated parking space located near to the reception to provide access for students and parents/carers of children with disabilities.
 - Regular fire alarm and lock down practices take place to ensure all of our children, including children with a physical disability, are aware of the procedures and can identify exit routes from each classroom they access, in the event of an emergency.
 - Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.

Spinfield School SEN Information Report



- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation.

Working with others

- ***Who does the school work with?***
- ***How does the school work with other agencies?***
- ***How will I be informed?***

School works with a number of services including:

- Specialist Teaching Service to support students with autism, visual impairment, hearing impairment and physical disabilities, speech and language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Social Care
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Bucks Pupil Referral Unit (PRU)
- County SEN Team
- The SENDCo liaises with class teachers, leadership team, Family Support Worker and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Staff (usually the SENDCo or class teacher) discusses the referral to a service with parents/carers.
- Parents' views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Transition

- ***How will the school help my child settle with confidence and manage change as they move between schools and year groups?***

Early Years Transition

- SENDCo or class teacher attend transition meetings for pupils with SEN making the transition from pre-school to Nursery or Reception. Class teacher visits the child in the setting.
- Parents are invited to a pre-admission meeting.

Moving on at Year 6

- All pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENDCo attends Year 6 to Year 7 SEN transfer meetings.
- Use of social stories/transition books.
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENDCo meets with key staff from the new school.
- One page profiles for identified pupils are written for pupils to share with secondary schools.
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school we will:

- contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- Make a transition book/social story for them if we feel it will help to prepare a one page profile for the new school.

If your child joins us from another school we will:

- Contact the school SENDCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.

Policies

- You will find all policies on our website:
<https://www.spinfieldschool.co.uk/policy-and-information-documents->
- SEN policy
- Behaviour policy
- Anti-bullying policy
- Equality Policy
- Access plan

Spinfield School SEN Information Report



- Complaints policy

Complaints

- ***What do I do if I am not satisfied with the provision Spinfield School is offering my child?***

If a parent/carer feels dissatisfied or has a complaint regarding SEN provision, they should in the first instance contact Miss Denton, SENDCO. If the parent/carer is still not satisfied, they should follow the school's complaint procedure.

Complaints procedure can be found at www.spinfieldschool.co.uk – Key Information – Policies – Complaints Procedure