

## **SEND Information Report for The Canons C. E. Primary School – October 2015**

The Canons C. E. Primary School is an inclusive school and is committed to meeting the needs of all pupils including those with special educational needs (SEN). There is a shared expectation that all students, regardless of their specific needs, will be provided with every opportunity to make the best possible progress in school.

Our emphasis is first and foremost on teaching and learning in the classroom. All children benefit from 'Quality First Teaching': This means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children.

Those children who have additional needs will be provided for by a single category of SEN support. Those children who have significant needs and are currently have a Statement of educational need will become eligible for an Education, Health and Care (EHC) plan.

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

*The Code of Practice 2014 refers to the following 4 areas of need and disability.*

- Communication and Interaction
- Cognition and Learning difficulties
- Social, emotional and mental health difficulties
- Sensory and Physical needs

The range of support deployed will be tailored to individual need. It is designed to allow students to work as independently as possible.

At The Canons approximately 11% of our children identified as having special educational needs.

## **How are students identified as having SEN?**

- Some children transfer to us with a specific need already identified.
- Staff sometimes raise concerns about a child's progress or ability to access education. We aim to identify additional need as early as possible.
- Parents sometimes raise concerns about their child's progress or behaviour.

Once a concern has been raised the child is placed on an 'at risk' list and further information is gathered and interventions are put into place. The child's place on this list will then be reviewed and discussed with senior staff at the end of the term.

## **How are these needs assessed?**

The child's progress in the classroom will be monitored by the class teacher. This will be against specific targets set during lesson time and as part of interventions.

The school may request that assessment tests are carried out by external professionals. For example The Early Intervention Service (EIS) might be asked to carry out standardised tests for Reading, Writing and/or Maths. A referral might be made to other professionals to carry out specific tests. For example The Speech and Language Therapy Service or The Child and Mental Health Service (CAMHS)

When a clear analysis of need has been made a decision will be made about the child's position on the SEN register.

If a child is listed as 'at risk' and a decision is made to provide them with SEN support, parents will be formally notified.

## **How is progress monitored for children with SEN?**

Progress for all children is monitored by class teachers and Literacy and Numeracy leaders on a half termly basis and discussed with the Senior Leadership team at Pupil Progress meetings.

There is a specific focus on those children listed as having SEN and those children listed as being 'at risk'.

## **How is information shared with parents?**

Parents of children identified as having SEN are invited to a termly review meeting with their child's class teacher. (This is in addition to termly parent consultation meetings)

At this meeting progress and/ or concerns are shared and targets are set for the term. Pupils are also encouraged to attend this meeting.

## **Who should I speak to if I think my child has SEN or I am concerned about their progress?**

In the first instance speak to your child's class teacher about any concerns you might have.

## **What specific provision is available at The Canons?**

- A specialist SEN teacher for learning and behaviour is employed by the school to work with children in small groups and/or on a 1:1 basis delivering specific interventions. For example, an anger management programme, literacy and numeracy programmes, self esteem programme
- The Read, Write, Inc phonics programme runs throughout the lower school and is offered as an intervention in the upper school for those children with gaps in their phonic knowledge.
- A trained school based counsellor (play therapist) is employed by the school to support those children with social and emotional needs.
- 30 trained teaching assistants working throughout the school, supporting children in the classroom and delivering interventions. Some of the teaching assistants work specifically with children with more significant needs.
- A specialist teacher and 2 specialist teaching assistants from the Early Intervention service (EIS) work in school each week delivering specific interventions, supporting an identified caseload of children and carrying out specific learning assessments.
- Access to assessment, advice and support from an Educational Psychologist.
- A before and after school homework facility, staffed by 2 trained teaching assistants. (Available at no additional cost) – **(Available for years 3 to 6)**
- Lunchtime provision (The friendship hut) for those children who need a quiet place to read or play a game. **(Available for years 3 to 6)**
- Support with transition is provided on entry and exit to the school. Teachers meet with Nursery staff to discuss the needs of those children transferring into Reception. Additional visits to secondary school are sometimes arranged for vulnerable year 6 pupils and meetings always

take place with secondary school staff to discuss specific needs. School SEN records are passed to the receiving secondary schools.

- We have staff trained to offer the Common Assessment Framework (CAF) to support families in accessing a range of services.

The school is able to refer pupils for specialist assessment to the following agencies:

- Speech and Language therapy service
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatric Physiotherapy Service.
- Occupational Therapy Service.

The school is also able to refer pupils to the Integrated Disability Service (IDS).

*The Integrated Disability Service (IDS) is a partnership, bringing together professionals from education, social care and health to provide a range of services to support disabled children and young people and their families at home, school and in other settings. (See the Integrated Disability Service website for more information on the range of services provided )*

**The Special Educational Needs Co-ordinator is Mrs Sharon Richards. She can be contacted through the school office by telephone (024 76312220) or by email to [Richards.s@welearn365.com](mailto:Richards.s@welearn365.com)**

**Our specialist SEN teacher is Mrs Lesley Grey.**

**The governor with responsibility for SEN is Mr Geoff Allen. Correspondance can be addressed to the school and marked for his attention.**