



The Special Educational Needs Report: October 2021

"New Beginnings, Endless Possibilities"

At Arley Primary, we provide SEN support for a range of Special Educational Needs including:

Communication and Interaction Needs:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

Cognition and Learning Needs:

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Complex needs

Social, Emotional and Mental Health Difficulties:

- Social, Emotional and Mental Health (SEMH)

Sensory and/or Physical Needs:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

How are Special Educational Needs identified?

Children who may have Special Educational Needs are identified following discussions between the class teacher, parent/carer and the Inclusion Lead.

Who is the Special Educational Needs Lead?

Mrs Riley is the Lead for Inclusion including SEND. She is a qualified teacher, Nurture trained and also has responsibility for Children who are Looked After, Child Protection Safeguarding and Early Help.



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What does the school do if my child is identified as having Special Educational Needs?

- We identify the particular area of need/concern and discuss this with parent/carer
- The child may be put on the SEN register
- Appropriate intervention and support will be given.
- We will work in partnership with parents and teachers to achieve the best outcome for your child.
- If necessary, with your permission, external specialist agencies will be involved.

How does the school involve parents/carers of children with Special Educational Needs?

- Parent/carer teacher consultation evenings
- Individual Provision Plan review and planning meetings
- Liaison with parents via telephone calls, virtual or face to face meetings

We also:

- Send copies of any reports from external agencies to parents
- Send copies of any action plans or Individual Provision Plans to parents
- Invite parents of children with Education, Health and Care Plans to Annual Review meetings
- Invite parents of children with physical disabilities or health needs to contribute to their care plan

SENDIAS offers additional support, advice and information for parents of children with Special Educational Needs. www.family-action.org.uk/wias



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How does the school involve children with SEN?

- They contribute to personal classroom targets
- They contribute to Individual Provision Plans (IPPs)
- They evaluate their success by contributing to review meetings
- Through the Protective Behaviours Scheme, they understand that there is someone to talk to so that they are able to feel comfortable and safe in school.

What arrangements does the school have in place for assessing and reviewing the progress of pupils with SEN?

This is done through:

- Tracking individual progress
- Monitoring, observations, book trawls and pupil talk
- Consultation conversations with parents/carers
- A Plan, Do, Review approach
- Termly reviews of interventions
- Twice yearly reviews of IPP's
- Annual reviews of EHCP's

How does the school support children with SEN when moving between phases of their education?

- Transition meetings with new teachers and support staff including the transfer of records
- Personalised transition opportunities if required



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What kinds of interventions do we have in our school?

- Supported small group work through targeted catch-up groups in Maths and English key skills
- Precision teaching in English and Maths skills
- Priority 1:1 additional reading
- Individual Provision Plan (IPP) targeted work
- Instant Interventions from misconceptions in day-to-day lessons
- Speech and language support
- Social skills group work or Nurture work
- Key adult support for pupils with social and emotional difficulties
- Read, Write Inc focus groups

What adaptations are made to the curriculum for children with SEN?

- Differentiated Learning Objectives and work including scaffolded writing and recording frames to support the recording of work
- Pace
- Written expectations and step-by-step instructions
- Key vocabulary lists, spelling lists, new vocabulary pre-teaching
- Task boards
- Access to a range of visual representation including photographs and visual timetables
- Use of coloured overlays/paper
- Re-setting focused activities in between the completion of a focused task

Disability Access

What adaptations are made to the learning environment for children with SEN?

- The school is a new (built in 2013) single storey building with:
 - a. Wide doorways
 - b. Ease of access to learning spaces and playground - there are no steps
 - c. Disabled toileting facilities including a shower
 - d. Adaptions as individual accessibility plans "reasonable adjustments"
- Resources are available to support learning in accordance to specific pupil needs



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- On-going staff training and sharing of guidance in response to report recommendations
- Ensuring all extra-curricular are accessible for all pupils
- All policies consider the implications of disability access.
- Evacuation plans reviewed to include disabilities: fire drills; lock downs
- Pupils clear on internet safety rules
- Positive attitudes to disability promoted through the inclusion of British Values; assemblies; achievements of pupils with disabilities celebrated; PSHE curriculum and use of the new Jigsaw scheme of work; ensuring books in the reading scheme and library reflect different disabilities and inclusion.

What training and expertise do staff have access to which enables them to support children with SEN?

Teachers have access to:

- The Inclusion Lead has training in counselling skills including bereavement, Early Help and up-to-date Safeguarding/Child Protection training, Nurture Training
- Advice from an Educational Psychologist and Specialist Teaching Support
- Advice from School Health (Compass)

How does the school evaluate the effectiveness of SEN provision?

- Termly progress meetings including the analysis of data; reviews of interventions by comparing the end judgement to the original baseline at the start of the intervention; to then identify interventions needed for the following term.
- Termly reviews of IPPs
- Annual review of Education, Health and Care Plans
- The child's voice
- Discussions with parents/carers
- Professionals meetings involving specialist agencies as required



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How does the school support the emotional, social and mental health/well-being of pupils with SEN?

- Promoting a culture of kindness, caring, affirmation and listening in which all children are valued - the Arley 8 values
- Access to the Inclusion Lead who has counselling skills
- Referrals to specialist external agencies if appropriate, e.g. RISE Navigation Hub , Sycamore Counselling, Compass School Nurse
- The Taking Care and Protective Behaviours scheme
- The PSHE curriculum; Jigsaw scheme of work including key trusted adults or pupils
- The Early Help process
- Access to the Nurture Room

Which external agencies do we also work with?

- The Educational Psychology Service (EP)
- Specialist Teaching Service (STS)
- Early Intervention Service (EIS)
- Integrated Disability Service (IDS)
- Child and Adult Mental Health Support Service (CAMHSS)
- Speech and Language Therapy Service (SALT)
- Parent Partnership (FIS)
- Social Services
- School Nurse (Compass)
- Counselling Services (RISE or Sycamore)

What activities can pupils with SEN take part in within school?

- We have a range of extra- curricular activities throughout the year which can be accessed by pupils of all abilities.
- There is a before and after school club run by the school; the Hive
- The Nurture Rooms at luncheon time and Cool Boxes for classes



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What is the complaints procedure for parents of children with SEN?

Arley Primary School is a listening school with an open door policy. We welcome dialogue with parents/carers to prevent problems or concerns escalating. Please talk to the class teacher initially. Then, if necessary arrange a meeting with the SEN Lead. If you still have concerns make an appointment to speak to the Head Teacher.

The complaints procedure and policy is accessible on the website.

What is the Local Offer?

The Children and Families Bill 2014 confirmed the obligation for Local Authorities to publish a Local Offer by September 2014.

The purpose of the Local Offer is to improve choice for families by providing information about services available for children and young people aged 0-25 with Special Educational Needs and/or disabilities.

The local offer must include provision that supports young people

- Who have Education, Health and Care Plans and who may require an assessment
- Who do not have a plan but who need support through universal services
- Who require specialist support

The Local Offer is required to include information about:-

- Health
- Education
- Health Care
- Social Care
- Preparing for adulthood
- Leisure
- Travel and transport

You can find more information about Warwickshire's Local Offer at

<https://www.warwickshire.gov.uk/send>



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Admission Arrangements for children with Special Educational Needs or Disabilities

- Each child at Arley Primary School is entitled to quality first differentiated teaching and to a broad and balanced curriculum which is relevant to his or her individual needs.
- Pupils entering Arley Primary School, including those with SEN, will be placed in a class of pupils of similar age, as determined by the pupil's age and year group.
- No child will be disadvantaged regarding admission to the school through any identified Special Educational need.

Mrs S. Riley

Lead for Inclusion and Safeguarding

9.10.21