



**Parsons Down Partnership
SEN, D Information Report
September 2018**

Introduction

Parsons Down Partnership has an inclusive ethos that is committed to meeting the Special Educational Needs (SEN) of all pupils and ensuring that they make progress, are challenged and encouraged to achieve their full potential in every aspect of school life. We provide a varied curriculum for children with a range of abilities, interests and needs. Parsons Down Partnership is committed to ensuring we narrow the attainment and progress gaps between SEND and non-SEND pupils. A range of strategies, interventions, resources and expertise are utilized to ensure the needs of each individual pupil are met. The school aims to work closely with parents to ensure they are fully involved in the provision for the child. The child is always at the centre of decisions that are made and the advice of outside agencies is used to provide the best possible provision we can within our setting.

As outlined in the Code of Practice 2014, the vision for pupils with SEND is:

'That they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'

Under the Children and Families Act 2014, local authorities are required to publish and keep under review, information about services that they expect to be available for children with disabilities and special educational needs. This is called the Local Offer.

Information about the Local Offer for West Berkshire can be found online at
<http://fis.westbrks.gov.uk/kb5/westberkshire/fsd/localoffer.page>

The school's Local offer can be accessed through the school website.

What types of SEN do we provide for?

We aim to identify and provide support for the wide spectrum of needs that make up an individual's profile; whether cognitive, social and emotional, sensory or physical. Some examples include:

- Autistic spectrum
- Visual impairment
- Hearing impairment
- Physical disability
- Sensory difficulties
- Cognition and learning
- Social and emotional needs

At our school we use the definition for Special Educational Needs and for disability from the SEND Code of Practice (2014).

This states:

Special Educational Needs

'A child or young person has 'special educational needs' if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of school age has a learning difficulty or disability if he/ she has significantly greater difficulty in learning than the majority of others of the same age.
- 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'

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. *Code of Practice, 2014.*

	<p><u>Disability</u></p> <p>‘Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ <i>Code of Practice, 2014</i></p>
<p>How do we identify and assess pupils with SEN?</p>	<p>Parsons Down Partnership of Schools uses a whole school approach to identify children with SEN, D. We take into consideration:</p> <ul style="list-style-type: none"> • Parental concerns – the parent would usually speak directly to the class teacher about their concerns, or sometimes they would approach the Head of School or the Inclusion Manager. Discussions at parents’ evenings enable parents to share their concerns. • Teacher concerns – the child’s class teacher would speak to the parents of the child and the Inclusion Manager. • ESA(Educational Support Assistant)concerns- when they work with the child in class or during an intervention. • Child’s own comments - the teacher and parent may speak to the child to get their input, depending on the concerns, or the child may discuss their own concerns with their class teacher or ESA. • Concerns from another setting - if the child has come to the school from another setting, concerns may be brought to our attention from the staff at that setting • Pupil performance. School concerns are identified through whole school monitoring and observations. Assessment and monitoring data is gathered as part of the whole school Partnership process to identify any barriers to learning. • Concerns following observations by Senior Leaders <p>The Inclusion manager analyses assessment data at the end of each term. Provision is decided for children who are not making progress, are making limited progress or are not reaching ARE (age related expectations). A list of children who require interventions is produced for each year group. These interventions are monitored and reviewed. If the child is not making progress despite the interventions that have been put in place, and the child requires support that is ‘additional to’ that given to the rest of the class, then the Inclusion manager will review with the teacher and parents if the child needs to be added to the SEN,D register. If they are added to the SEN, D register a SAP will be written, which provides clear focused targets and provision that will enable the child to make progress in small steps.</p> <p>Class teachers continually monitor the attainment and progress of all of the children in their class. When they are concerned about a child’s progress, the class teacher will discuss this with the Inclusion Manager, and may need to write a GAP (Graduated Approach Plan) to monitor the progress of the child. Parents would be informed if this was needed. The child may need a specific intervention/</p>

resources/ higher level of differentiation to enable him/her to make progress or bridge a gap in their learning. Once these strategies have been put in place and carried out over the set time, the outcomes will be reviewed and the progress and outcomes will be added to the Graduated Approach Plan. The teacher then discusses the outcome of the GAP with the Inclusion Manager. The Inclusion Manager and class teacher would have a discussion as to whether the child has a greater difficulty in learning than the majority of children in the year group or whether the child has a disability which prevents or hinders them from accessing the curriculum. If this is the case, then the child may have SEN,D and would be added to the SEN,D register.

At this stage the Inclusion Manager would support the class teacher in planning the appropriate provision for the child. The child's needs would be assessed as part of this process, and appropriate action would be taken. This could include:

- Inclusion Manager to assess the child to identify the gaps in Literacy and Numeracy by carrying out a SENCO Pack assessment
- The child may be given an intervention, which could include STAR, SNAP maths, Precision Teaching, ELSA or SNIP
- Meeting with parents
- Referral to an external professional, recommendations from the report are included in the SAP.

The teacher would write a Support and Achievement Plan (SAP) for the child to set small steps towards a desired outcome. We work with parents (and child if appropriate) to produce the SAP during parents evening.

Assessment of children with SEN,D

All children on the SEN,D register are tracked using Salford reading results, Hodder spelling results and using achievement codes. The codes track whether children are 'emerging', 'developing' or 'secure' in year group expectations. For children with severe learning difficulties the teachers will assess against the most appropriate year group's expectations. Teachers will enter achievement data for children during 3 data drops throughout the year. This enables the Inclusion manager to track progress of the children with SEN, D and make provision for those children that are not making the expected rate of progress.

In EYFS/ KS1 the phonics manager regularly assesses the children and works alongside the InCo to plan the correct intervention to suit each child's needs. This may be a intervention such as Precision Teaching.

Following an intervention cycle the children doing the intervention will be reassessed. This will indicate if the child is responding to the intervention. The Inclusion Manager also collects records from the lead ESA to assess the effectiveness of the intervention.

Sometimes outside agencies complete assessments with the children to enable school to focus the support they provide the child with, and help them to make accelerated progress. Reports are given to class teachers and parents, and recommendations are added to the child's SAP.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

*Ms. Laura Street is the Inclusion Manager across the Partnership.
She can be contacted via the school office (01635 866700 PDI) or emailed at lstreet@pdp.w-berks.sch.uk*

What is our approach to teaching pupils with SEN?

At Parsons Down Partnership we aim to ensure our classrooms and ethos are inclusive of all children's needs. Pupils with SEND are taught inclusively with their peers and staff use differentiation and resources to enable children with SEND to access the lessons. They sometimes access short and precise individual and small group interventions to support them in developing their understanding in key areas.

Teachers make their teaching as multisensory as possible, using a variety of teaching techniques within their lessons to suit different learning styles. Bespoke packages are used for some individuals to ensure they are able to access the school day.

We are also committed to high quality teaching and have a strong belief that this enables children to succeed. Children are encouraged to be as independent as possible and are supported in gaining independence.

The class teacher will plan work that will be at the right level for the child (differentiated). Resources to support the child in their learning will be relevant and seating positions/ peers within the classroom will be carefully considered. Regular assessment of the child's progress and needs take place.

The school has a range of strategies which can be put into place for children with SEN, D. Usually if a child has difficulties, an external professional will also be involved with observing and assessing the child to provide additional expertise or advice. Following an assessment from an external professional, a report and next step recommendations for the class teacher will be provided for them to put in place. The report will be shared with parents and it may have recommendations for the parents to work in further partnership with the school on. The recommendations will be added to the child's SAP.

We have a strong belief in working with the child's parents to enable the child to achieve their potential. The input of parents is vital to the success of the child. Good communication will be established during meetings to review and write SAPs, and during parent's evenings. Other meetings are organised if necessary.

The needs of the child are assessed and then relevant approaches are implemented. E.g. Some children require regular sensory/ movements breaks, this is incorporated into their timetable of activities throughout the day.

How do we adapt the curriculum and learning environment?

When we have children with visual impairments a member of staff from the sensory consortium usually completes a site audit. This provides the school with recommendations about how to make the site more accessible for the child. E.g. white markings on steps, no trip hazards. Some children require contrast colours to be used on the SMART board or on sheets that they access in lessons.

The seating position of children is considered carefully and according to their needs. In some situations their coat peg and tray is also positioned carefully to ensure they can be independent and successful in the classroom.

Visual timetables will be on display for all children to access. Some children will be provided with an individual visual timetable, depending on their needs.

Classrooms are well organized and staff are aware of the sensory needs of the children within the class. The classroom is kept cool, and a quiet but purposeful learning environment is established. Resources are labeled or have a specific place, so children can access what they need to support their learning with independence.

The curriculum is differentiated to meet the needs of all learners. Teachers will plan work at the right level for the child. This can be achieved through differentiating the task, using an adult to support the children e.g. by explaining/ modelling the task in a different way, use of resources or equipment, by outcome, allowing children to choose how they portray what they have learned.

At lunchtime we offer SEAL club for children who feel they are unable to cope with the playground environment that day. The SEAL club runs activities that children enjoy and engage in, so they are able to have a successful lunchtime, which for some children can be an unsettled time of the day.

Some children require a bespoke package to enable them to access mainstream education. This can involve the use of regular sensory time, a carefully devised reward system, specialized resources, a specific timetable, a personalised curriculum, interventions.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

The school is fully committed to children working with independence and inclusive working within the classroom.

Teachers carefully group children together so that they are able to support one another E.g. Someone who can scribe the ideas of the SEN,D child and the rest of the group.

Teachers provide children with resources or scaffolds to enable them to access the work of the group.

Staff teach effective group skills, encouraging children to be inclusive and recognising the strengths of each person in the group.

All children have equal access to participate in activities.

The school always encourages children with SEN,D to participate in extra curricular activities and residential trips. When a child with SEN,D goes on a school trip or residential trip we ensure that all the necessary arrangements are made for children to participate. Their needs will be assessed by the class teacher if necessary, a personal risk assessment will be written if there is a need to do so. For specific needs the setting will be contacted to ensure that they are prepared and make any special arrangements.

When a child with SEN,D goes on a residential trip, prior additional planning is made for the child to make sure they can access as much of the experience as possible. This could include sharing photos of where the child will be going, where they will sleep, other children

	<p>that have been in previous years, some of the activities that are available. It may be decided that we take additional staff to support the child and/or the activity programme has to be adapted. Children who have SEN,D may have personalised plans for them to access the school activities. Staff will talk to parents about how to support the child while he/ she is away from home.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>The school has good communication between the staff and parents. Parents may speak to their child's class teacher after school about any concerns, or arrange an appointment if a longer discussion is required. In some instances the child may have a Home/ School Book. This will stay in the child's book bag and notes can be made to inform the teacher/ parent of what has gone well for the child that day/ evening/ weekend. Parents of SEN,D children and the teaching staff involved with the child, often find this a useful resource to begin a discussion with the child.</p> <p>Parents of SEN,D children are always welcome to contact the Inclusion Manager regarding their child. Appointments to meet with the Inclusion manger can be booked through the school office.</p> <p>Parent Consultation evenings are held each term for all children. SAPs will be reviewed and written three times a year, and these will be shared with parents during Parent Consultation evenings. Parents will be asked their views on the progress children have made towards achieving each target. New targets will be produced with the input of parents.</p> <p>Letters will be sent to parents, communicating the interventions their child will be participating in that term.</p> <p>Children who have an EHCP have an Annual Review of their targets each year. Parents are invited to these reviews and are sent questions to complete prior to the meeting, to enable a clear image of the child to be gained.</p> <p>A report is written for each child once a year. This informs parents of the progress their child is making and next steps.</p> <p>There are regular parent open mornings/ afternoons when parents are invited into school and get involved in their child's learning. Parents are also encouraged to volunteer to accompany the children on trips to the Lakes or on other educational experiences.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>The school encourages the child to be part of their learning process. The child will be included in writing/ reviewing their Support and Achievement Plan (SAP), where appropriate.</p> <p>Teachers will discuss with the child, their achievements, next steps and how we can support them in their learning.</p> <p>Children who have an EHCP are invited and encouraged to participate in their Annual Review, if it is felt it is appropriate. They can either</p>

	<p>attend the Annual review or produce something that can be shared on their behalf, e.g. a picture, written work.</p> <p>When submitting an EHC application, children complete a 'I want to tell you what's important to me' booklet. This allows us to gain an insight into the child's thoughts and feelings.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The child's progress will be monitored through daily planning in the classroom, assessment against Development Matters, National Curriculum standards and the child's Support and Achievement Plan (SAP). The SAP focuses on outcomes for the child and targets will be chosen by the teacher and parent to enable the child to achieve their goals.</p> <p>The class teacher will also track the progress of the child through regular teacher assessment. All children on the SEND register are tracked using Salford and Hodder standardized tests and using achievement codes. The codes show whether children are 'emerging', 'developing' or 'secure' in year group expectations. Some SEND children will be assessed against a different year group's expectations.</p> <p>The Support and Achievement Plan (SAP) will be reviewed by the class teacher, the parent and the child three times a year. The child's progress will be discussed and new targets will be agreed by the parent, the child and the class teacher. The Inclusion Manager may sometimes be involved with this process.</p> <p>The Inclusion Manager tracks the outcomes of all SEND children and ensures they are making progress. We assess using the assessments that teachers make daily, Salford reading tests, Hodder spelling tests, assessments specific to interventions.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Transition books are completed with some SEN,D children if we feel they need this resource. They include photos of their new teacher, ESA, classroom, cloakroom and other areas that they would find useful for transition. These books are taken home at the end of the summer term and shared with their family over the summer holiday.</p> <p>Parents of children with 1:1 support are informed about which ESA will be supporting their child the following year via a letter or in some circumstances meetings with the Inclusion Manager are organised. Some children with SEN,D require advance notice of the staff that will be working with them the following year. These children will be told who their new class teacher and support assistant will be earlier than the rest of the school, and in advance of 'Changeover Day' to enable us to prepare the child for the change.</p> <p>ELSAs (Emotional Literacy Support Assistants) and FSWs (Family Support Workers) work with groups of children or individuals that require extra sessions to support their transition. Activities completed in these sessions can include: extra visits to their new classrooms and areas such as the toilets, producing a transition book, the opportunity to talk to children in the year group they are moving to, discussions about topics such as changes, worries, feelings.</p> <p>Year 2 teachers take the children over to the Junior School for stories in the Summer term. They also have some lunchtimes in the Junior school playground and go to Year 3 class rooms to share work and learning that Year 3 have been doing.</p> <p>A clear handover is completed in June/ July between teachers across the Partnership to ensure the needs of all SEN,D children are</p>

	<p>understood and the provision needed for these children continues. It allows the new teacher to gain a clear understanding of where the child is working both academically and emotionally. Teachers will discuss the needs of the child and the provision that the child is currently receiving. This enables staff to prepare for the needs of the child effectively and in advance.</p> <p>‘Changeover Day’ in July is when children get to spend a day in their new classroom with their new teacher. It provides the opportunity for all children to work with their new teacher for the day, and experience their new classroom, routines and expectations.</p> <p>Some secondary school staff come to school in the summer term and complete extra transition sessions with children that need extra support with transition. Some children also access extra transition days at their new secondary school if this is needed, in some circumstances with their 1:1 ESA. The secondary schools’ SENCo discusses the needs of each pupil on the SEN,D register and the provision required for them in September with the Inclusion Manager or Year 6 teachers. This allows a smooth transition.</p>
How do we support pupils preparing for adulthood?	<p>We encourage all of our pupils to become as independent as possible. This will enable them to learn the skills they require for adult hood. E.g. perseverance, communication, problem solving.</p>
How do we support pupils with SEN to improve their emotional and social development?	<p>Our school has 2 Family Support Workers that works alongside families to support pupils with SEN,D. The Inclusion manager and FSWs work closely together and provide families with information about workshops, activities and support groups they can access. This information is shared in the newsletter or sometimes emailed to families.</p> <p>We have 2 trained ELSAs in school who deliver ELSA sessions within school on a 1:1 basis. The Inclusion Manager meets with the ELSAs within the school to decide which children need to access ELSA interventions each term. The impact of this intervention is measured and reviewed. Children can be selected for ELSA by the teacher, InCo or in response to the work by outside agencies, or discussions with parents.</p> <p>We have an integrative art therapist at school to work with the most vulnerable children and enable them to work through a range of circumstances. The impact of this intervention is measured termly. Children with a variety of needs access this support.</p> <p>Assemblies and PSHCE lessons teach a range of social and emotional skills to all children.</p> <p>A lunchtime SEAL club is available daily for children who need/ choose to have additional support with developing their social and emotional skills. It allows children to access a quieter environment and practice social skills with the support of ESAs, InCo and the FSWs.</p> <p>The Partnership has an Anti-Bullying Policy and a Behaviour Policy. These policies and systems have clear expectations for the children.</p>

	<p>Some SEN,D children have individual behaviour plans. The behaviour plan ensures everyone working alongside the child is aware of their needs and supports them in a consistent way. Children sometimes receive reward time after each activity, or earn minutes of reward time for the end of the morning/ afternoon. The reward choices are selected to motivate the child and encourage them to make good choices.</p> <p>In some instances referrals to outside agencies such as BIT and the I college are made and they support children in improving their social and emotional skills, offering advice and support to school.</p> <p>Bespoke packages are sometimes needed to support pupils with their emotional development. This sometimes includes an individualized timetable and curriculum.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>All support staff have training in specific areas of SEN,D. Training may be carried out by Local Authority staff e.g. the Educational Psychologist, or the Inclusion Manager.</p> <p>Individual teachers will have their relevant Continued Professional Development (CPD) needs discussed with their Line Manager or the Inclusion Manager in accordance to the needs of the children in their class.</p> <p>The Partnership has qualified HLTA's, ELSA's and staff with specific Child Care qualifications.</p> <p>2 ESAs are trained ELSAs 1 ESA has been trained by our Speech and Language Therapist to deliver Speech and Language programmes to individual children. 1 ESA is trained in supporting the children who attend the LAL unit</p> <p>Regular staff meetings and INSET days provide training for staff too.</p>
<p>How will we secure specialist expertise?</p>	<p>The school may use the services of the Cognition and Learning Team (CaLT), Behaviour Intervention Team (BIT), Educational Psychologist (E.P.), ASD Advisory teacher, ASD Behaviour Support Service (ABSS), Speech and Language Services, Sensory Consortium Service (Visual Impairment and Hearing Impairment), Specialist Inclusion Support Service (SISS), Occupational Therapy Service or Child and Mental Health Service (CAMHS), Emotional Health Academy (EHA).</p> <p>If you think your child needs support from these services you would speak to the class teacher about your concerns. These concerns will be communicated with the Inclusion Manager and a referral may be made from school. Alternatively, you may prefer to go to your G.P. for a referral.</p> <p>Parents are required to give permission for most professionals to observe their child, or for a referral to be sent to one of the services listed above. A letter is sent from the Inclusion Manager to inform you of anyone that is coming into school to complete assessments or</p>

	<p>do observations with your child.</p> <p>The Inclusion Manager meets with a member of the CALT team regularly to discuss the needs of the children.</p>
How will we secure equipment and facilities to support pupils with SEN?	<p>Resources and equipment are purchased by the Inclusion Manager. The resources are often advised by specialists who write reports following assessments or observations. Resources are purchased if they will facilitate the child in accessing the curriculum or supporting their disability or need. E.g. sloped desks, sensory resources. Teachers, ESAs or parents may suggest resources a child requires to the Inclusion Manager.</p>
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>If the class teacher or Inclusion Manager are concerned about the progress of a child they will give the child access to an intervention. The progress of the child will be monitored throughout the intervention. If it is felt the intervention is not impacting on progress the Inclusion Manager may refer the child to an outside agency for more specialist assessment, such as the Cognition and Learning team or CAMHS.</p> <p>The partnership has a FSW that is always available to advise families about support that is available.</p> <p>The InCo and FSW provide families with information about local voluntary groups that support families with children that have SEN, D e.g. Happy Days, Sunshine and Showers.</p> <p>The InCo and FSW also receive regular updates from the FSW that supports families that have children specifically with ASD. She provides workshops that we can signpost parents to and she is also able to offer advice and support.</p> <p>The Executive Head teacher, Heads of School, Family Support Worker or Inclusion Manager liaise with Children's Social Care services whenever it is appropriate. Support may take the form of a discussion with the Inclusion Team, Executive Head, Head of School or a TAC (Team around the child) or a personal Educational Plan (PEP).</p>
How do we evaluate the effectiveness of our SEN provision?	<p>The effectiveness of SEND provision will be measured by</p> <ul style="list-style-type: none"> • gathering the views of parents • gathering the views of pupils • gathering the views of teachers and support staff • analyzing the progress and attainment levels of pupils, and comparing them to those achieved nationally • discussions with our link from the CALT team, or outside agencies

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has an 'Open Door' policy where we encourage parents to come and talk to us about concerns so that we can discuss things and put something in place if required.</p> <p>Parents are encouraged to discuss problems/ issues as soon as they arise with the class teacher or InCo.</p> <p>We have a Complaints Policy, which states the procedure to take if you are unhappy with anything.</p> <p>Compliments or positive feedback are also appreciated, and can be emailed into the school office.</p>
<p>What support services are available to parents?</p>	<p>Refer to Local Offer on West Berkshire website http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page?familychannel=4</p> <p>Children Centres will support families if there is a child under 5 in the family.</p> <p>Parenting Special Children</p> <p>Parenting Special Children- Sleep Service</p> <p>ASD Family support worker</p> <p>Children's social Care services</p> <p>SEND Information Advice Support Service</p> <p>Autism Berkshire</p> <p>West Berkshire Mencap</p> <p>Home start, if the family have a child under 5</p> <p>Many National organisations e.g. The National Autistic Society</p> <p>Voluntary organisations e.g. Swings and smiles, Happy Days, Sunshine and Showers</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Under the Children and Families Act 2014, local authorities are required to publish and keep under review, information about services that they expect to be available for children with disabilities and special educational needs. This is called the Local Offer.</p> <p><i>Information about the Local Offer for West Berkshire can be found online at:</i></p> <p>http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page?familychannel=4</p> <p>The school's Local offer can be accessed through the school website.</p>