

## **Special Educational Needs and Disability Annual Report to Parents**

**July 2020**

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### **Our Vision**

At Cantrell Primary School, it is the belief that all pupils have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the Code of Practice (January 2015).

### **Our Aims**

- To create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for pupil's individual special educational needs
- Through reasonable adjustments, enable all pupils have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **Identification of pupils with SEND**

Provision for pupils with special educational needs is a matter for the whole school. The governing body, the Head Teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each pupil's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the pupil's pre-school years. If the pupil already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

- Ensure ongoing observation and assessments, provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of their learning. The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about a particular pupil, a teacher will look carefully at all aspects of the pupil's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Pupils who require support in terms of their acquisition of English are not considered SEND but as they may require additional support, their needs are reflected in our local offer.

Our local offer describes the range of provision and support available to identified children, as and when appropriate. This offer is subject to change depending on budget, staffing constraints and policy review.

### **A graduated approach to Special Educational Needs support**

We encompass a graduated approach to support. This begins with quality first teaching with differentiated approaches to learning and opportunities to work with an adult, maybe 1:1 or within a small group, to rehearse or consolidate learning in some areas. At this point, intervention will be short term and have a high impact to plug gaps in knowledge or support understanding of concepts in line with age related expectations. The next level of support is 'Monitoring'. At this level, more regular intervention is required to maintain age related expectations and there may be an attainment gap with peers. Barriers to learning are being identified and a more bespoke programme of support and approach is in place, above that which the others receive. When a pupil has more complex and significant barriers to learning, including social, emotional and mental health issues, they will receive the next level of support which is 'SEND Support'. At this level, further funding may be required and a much more bespoke approach to teaching and learning strategies implemented. There may also be additional support sought from outside agencies. At this level of support, provision may look markedly different to that of other pupils. All levels of support are monitored and evaluated at least termly.

### **Education Health Care Plan (EHC Plan)**

In some exceptional cases, at SEND support level, there may be an application to the Local Authority for an Education Health Care Plan. Within a legal time frame, the authority will gather information about the case and decide if it is to grant an EHC plan. This process seeks to clarify and document a pupil's needs and sets out a clear pathway of provision. All agencies supporting the family, the family and the young person will be invited to make a contribution and held accountable for progress towards highlighted goals. The Children and Families Act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual Reviews will be chaired by the SENDCO and all involved parties will be invited to attend.

### **Engagement with Parents/Carers**

Only at SEND Support, and in consultation with the parents/carers, will a pupil be placed on the school SEND register. The parent/carer will be invited to meet the teacher on a termly basis (Parents Evening) to agree learning goals (as part of an Individual Provision Map) and any other avenues of support such as wider outcomes or social/emotional needs. The plan will be clarified and persons assigned responsibility for specific outcomes within time lines. Progress towards meeting the targets and reviewing the plan for support will be closely monitored by the class teacher and

SENDCO. The pupil is encouraged to attend these meetings to share their successes and views for future areas of support and targets.

**Further opportunities:**

- Open door policy for parents/carers to meet class teacher/senior leadership
- Termly opportunity for parents/carers to attend a Parents Evening with the class teacher to agree progress goals, share pupil success, clarify needs and secure appropriate support
- Multi-agency meetings as required
- SENDCO available to Parents Evenings where necessary
- Support for parents/carers with wider outcomes for children such as social and emotional needs, behaviour and attendance
- Opportunities for parents/carers to take part in sessions on how best to support their pupil's learning, e.g. Phonics sessions.

**Budget and Staffing Allocation**

SEND funding is allocated towards the cost of staffing providing support for individual children, small group work both in and outside of the classroom, and towards the purchase of resources to support the teaching and provision for pupils with SEND. The governing body receives termly updates from the SENDCO regarding the training and deployment of staff to support pupils with SEND.

**Examples of provision**

**Access to the curriculum/independent learning:**

- Small group support in class from teacher/teaching assistant
- Small group support through an intervention group
- Facilitating access to learning through the appropriate differentiation of tasks and activities
- Use of visual support such as pictures, enlarged text, coloured paper etc.
- Use of hearing support such as the use of loop systems and other hearing aids
- Provision of individual/visual time tables, now and next cards and check lists
- Individual targets set in agreement with parents/carers and the pupil to form an Individual Provision Map (IPM)
- Scaffolding e.g. writing frames, story maps/mind maps
- Additional resources if appropriate e.g. pen grips, seating pads, etc
- Allocated time in our Nurture Unit

**Strategies to support/develop Maths:**

- Targeted small group support in class
- Booster groups
- Withdrawal of small groups or individual pupils for additional numeracy support
- Provision of table top resources to ensure that learning is multi-sensory and practical
- Teaching staff trained to recognise and support learning styles for Dyscalculia such as vocabulary support, memory skill development, use of resources such as Cuisenaire apparatus
- Interventions include: Dynamo Maths and First Class Number

**Strategies to support/develop English:**

- Small group reading support in class through guided reading and individual reading
- Reading support from volunteers
- Specific interventions including, Reading Recovery, Five Minute Box, etc
- Additional small group literacy support from teachers/teaching assistants

- Differentiated and multi-sensory activities
- Handwriting support
- Provision of table top packs, containing high frequency words and phonics
- Phonics intervention groups to support spelling and reading development
- Teaching staff trained in strategies to support Dyslexic Learners such as coloured backgrounds/overlays, appropriate font sizes, types and page layout, avoiding copying text and distance reading from whiteboards etc.

**Strategies to support social, emotional and mental health needs:**

- Consistent implementation of the whole school behaviour policy
- Use of the Routes to Inclusion Framework
- Intervention programmes such as, Circle Of Friends, Managing Emotions (Emotional Literacy), Raising Self-Esteem and Co-Operation Skills, specific use of the Sensory Room to highlight and manage sensory needs
- Support from outside agencies such as, Behaviour Support Team (BST) and Community Educational Psychology Service (CEPS)

**Support/Supervision at unstructured times of the day:**

- Additional Needs lunchtime group – access to a smaller, quieter environment to eat lunch
- Courtyard – Higher ratio of Midday Supervisors, supported by Teaching Assistants. Secure environment to play and develop social skills
- Lunchtime clubs
- Lunchtime buddies where older pupils support the younger pupils when eating and playing

**Strategies/programmes to support physical needs:**

- Implementation of recommendations by Occupational Therapists or Physiotherapists by an allocated member of staff
- Interventions delivered by staff include 'Fun Fit'
- Provision of support resources, such as writing wedges and pencil grips, scissors, seating arrangements, cutlery, etc.
- Teaching Assistants are trained in supporting children with physical needs during PE sessions
- School has four disabled toilets located throughout school
- There are currently five Teaching Assistants trained to change and manage a tracheotomy.

**Access to medical interventions:**

- Regular conversations between SENCO and school nurse
- Range of support staff and midday supervisors trained in first aid
- Staff trained in the administration of support/medication
- Liaison with medical professionals for children with ongoing treatment
- Agreed emergency plans and procedures with parents/carers and medical advisers

**Strategies/programmes to support speech and language:**

- Additional support and interventions within class
- Implementation of Speech and Language programmes by teaching assistants
- Staff trained to use Makaton signing to support speech

### **Arrangement of specialist expertise in and outside school**

We focus on early identification of needs requiring referral to external professionals. We employ a policy of regular communication and information sharing with an extensive range of external agencies such as, School Nursing and Paediatrics, Education Psychology, Cognition and Learning Team, Speech and Language Team, Communication and Interaction Team, BST, CAMHs, Early Support Team, Children's Centre Services, ASD teacher.

### **Accessibility Plan**

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff, governors, parents/carers and visitors are treated equally. Cantrell Primary and Nursery School has an Accessibility Plan, which aims to address any issues of accessibility for our school community.

### **Monitoring and evaluating the impact of the "additional and different arrangements" – on progress and outcomes for pupils with SEND:**

- Termly meetings are held between the SENDCO and SEND Governor
- Teacher and teaching assistant CPD to improve practice where appropriate
- Analysing data through in school tracking system and progress of pupils discussed during data review meetings with teachers on a termly basis
- Age Related Expectations and progress discussed with parents/carers at Parents Evenings
- SEND pupil representation on the School Council

### **Attainment and progress for children with SEND at the end of Key Stage 1 and 2 at Cantrell Primary and Nursery School – 2017-2018**

#### **SEND Y2 (Key Stage 1 results)**

0.03% of this cohort had SEND

No pupils held an Education, Health and Care Plan (EHC Plan)

Attainment	Reading	Writing	Maths
SEND	0%	0%	0%
Non SEND	78%	73%	75%

#### **SEND Y6 (Key Stage 2 results)**

13% of this cohort had SEND

No pupils held an Education, Health and Care Plan (EHC Plan)

Attainment	Reading	Writing	Maths	Combined
SEND	50%	38%	63%	38%
Non SEND	65%	73%	80%	63%

Progress	Reading	Writing	Maths
SEND	-1.35	-3.47	+1.25
Non SEND	-0.56	-0.97	+0.90