

# BLACKBOYS CE PRIMARY SEND INFORMATION REPORT FOR SCHOOL YEAR 2014-15

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Dedicated SEND time: SENDCo 1.0 (Fridays)

## Whole School Approach

High quality first teaching and additional interventions are the basis of our provision management. The progress of all children is discussed at termly pupil progress meetings. Provision for children who need a higher level of support to make progress is reviewed and adjusted as needed. A school based plan, co-written with parents, is an option for children where needs are especially complex. Children with individual education plans or programmes will have these reviewed regularly with staff and parents. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational Needs (Reference: Teaching & Learning Policy and Teacher Standards)

**Assess:** Children are regularly assessed. Progress is carefully tracked and monitored. Some children require more specific assessments to track progress in smaller steps through assessments being linked to a specific intervention programme. Occasionally it may be necessary to assess children using a 'one-off' formal SEND assessment, for example The Dyslexia Screening Test and Language Link.

**Plan:** It is the responsibility of the class teacher to plan for interventions and inclusion techniques that any child may require within the class. Advice on planning can be sought from the SENDCo. Interventions are discussed at pupil progress meetings.

**Do:** It is recognised that quality first teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils.

**Review:** Children's progress is regularly reviewed by teachers and teaching assistants as part of an on-going process. We meet together at the pupil progress meetings to discuss progress and effectiveness of the strategies and interventions that have been used. In addition, progress review meetings are held regularly and include parents, staff and external agencies (where appropriate). If a strategy or

intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## **SEND Needs**

There are four broad areas of SEND need and support:

### **1. Communication and interaction**

We are supported by the Speech and Language Service who provide on-going advice. We use Communicate in Print to support children with speech and language difficulties. We use LanguageLink and SpeechLink to assess and plan activities for children.

### **2. Cognition and learning**

We use multisensory approaches as part of our quality first teaching and provide precision-style interventions where appropriate. We have a specialist Dyslexia teacher in school and one specialist Dyslexia trained teaching assistant. They are able to advise on Dyslexia friendly strategies to use in class and can carry out the Dyslexia Screening Test when required.

### **3. Social, emotional and mental health**

We recognise the impact that emotional or mental health issues may have on learning. We have a multi-agency approach to these involving in school support through TalkSpace and Pupil Voice opportunities, to ESBAS or the Educational Psychology Service as required. Any provision put in place is reviewed on a regular basis.

### **4. Sensory and/or physical needs**

Provision is put in place at the advice of our Service for Children with Sensory Needs. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating so they can see and/or hear the teacher.

At the beginning of July 2015, we have 13 children receiving some form of SEND Support. We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, observations of intervention work, work scrutiny, discussions at Pupil Progress Meetings. The children are regularly assessed as part of the school's ongoing process. Additional specialist tests and assessments are carried out to identify needs as required. External agencies are also able to provide specialist assessments as required.

## **Have our children with SEN made good progress this year?**

National Expectation is at least 6 points progress each year in KS1 and at least 3 points progress each year in KS2.

	Reading	Writing	Maths
KS1	7.0	7.0	8.0
KS2	3.5	2.8	2.0

Average progress in reading and writing for children with SEN is just above national expectation and largely in line with the progress of all children at Blackboys School.

Progress in maths is above national expectation in KS1 and in line with all children at our school.

Average progress in maths in KS2 for children with SEN has been weaker this year, although some children have made good progress other children have just made small steps which aren't reflected here.

## Consulting with children and their parents

Involving parents and learners in a dialogue is central to our approach and we do this through:

<u>Action/Event</u>	<u>Who's involved</u>	<u>Frequency</u>
SEN Meetings (i.e; school meetings, parent consultations, review meetings with parents)	Sophie Levey (SENDCo) All professionals working with the child concerned. Parents, teachers, children as appropriate.	As required. Plans are reviewed at least 3 x a year.
Parents' Evenings	Class teachers and parents	Twice yearly
Open Class events/workshops	Class teachers and pupils	On a regular basis
Parent Questionnaire	Parents and Senior Leadership Team	At least once a year
Parents know that class teachers are available after school most days. Appointments can be arranged in advance if needed.	Class teachers, parents, pupils and senco if appropriate	As required depending on the need of the child
Pupil Voice/Questionnaire	Pupils and teachers.	Pupil Voice as needed for individuals; pupil questionnaire at least once a year.

## Staff development

We are committed to developing the ongoing expertise of our staff. We have the following expertise and particular experience in our school:

	<u>Area of special experience or expertise</u>
Teaching Staff	Specialist Dyslexia trained teacher.
Support Staff	Dyslexia trained HLTA (Higher level Teaching Assistant) and specialism in supporting the needs of children with speech and language difficulties
	'Happy To Be Me' trained TA - delivering this programme to small groups of children
	Trained nurture, social skills group and play leaders.

This year, we have put in additional training into:

Term 1 - Feedback and differentiation

Term 3 - Mindfulness Training

Term 5 - useful strategies/ resources that are used successfully to maximise independence (following up from previous training)

## Staff deployment

We work hard to make sure that our all staff support children to achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We have a highly trained team of Teaching Assistants. Careful consideration is given to the expertise of staff and the needs of the children.

## **Finance**

Our notional SEND budget this year was £30,442.

This income was spent on staffing for 1:1 and small-group intervention programmes and resources.

A full list of our external partners can be found in our contribution to our School Offer. Extending our school approach, we commission from our external partners using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

## **School Partnerships and Transitions**

Our on-going assessment for children and young people with special educational needs is moderated within our federation (with Framfield CE Primary) and our wider alliance of schools. We work closely with our local pre-schools and nurseries to ensure smooth transitions to school. If a child comes into school with a high level of need, we have additional transition meetings always involving parents, nursery staff, foundation stage staff, SENCo and the Early Years Service where necessary. We work closely alongside the secondary schools in our local area and run a transition programme for more vulnerable pupils. Where a child transfers to another school, we liaise closely with the receiving school providing additional support and taster days where necessary.

## **Complaints (referencing Blackboys Church of England Primary School Complaints Procedure Policy)**

Most issues and concerns about school life can be resolved on an informal basis. The complaint procedure is in place to be used when parents are not happy that an informal resolution has been reached.

### **Stage 1:**

Parents wanting to make a complaint should, in the first instance, make an appointment to take the matter up with the child's teacher, and attempt to resolve it by informal discussion.

### **Stage 2:**

If it is undesirable or impracticable to discuss the complaint with the teacher, or the complaint remains unresolved after discussion with the teacher, an appointment should be made to take up the matter with the Head teacher.

The Head teacher will, within one school day, if practicable, discuss the complaint with the parents and with the teacher present - either initially or, if desirable, at a later stage.

If the matter is resolved to the satisfaction of the parents, brief details of the complaint and of the outcome will be recorded in a register of complaints maintained by the school.

The outcome will be recorded in writing to the parents if they request it.

If the complaint is against the Head teacher, attempts will be made to discuss and resolve the matter informally. If that fails and the parents remain dissatisfied, then the Chair of Governors will see the parents as soon as possible, with the Head teacher - initially or at a later stage - and attempt to find a solution to the problem.

### **Stage 3:**

If the parents remain dissatisfied, they must inform the Head teacher and then write to the Chair of Governors, c/o Blackboys CE Primary School. The Chair of Governors will decide whether to pass the matter on to the Governors full-body meeting or the Local Education Authority (LEA), then either:

- (a) The Governors' full-body meeting will seek to resolve the situation, or
- (b) The LEA County Education Officer will be advised.

Parents will be kept informed and the complaint will be recorded in the Register of Complaints (purple file).

Useful addresses:

The Executive Head teacher  
Blackboys Church of England Primary School  
School Lane,  
TN22 5LL

Chair of Governors  
c/o Blackboys Church of England Primary School  
(as above)

### **Challenges this year**

Challenges for our school have included implementing the new SEND reforms. We intend to closely monitor the guidance and ensure high quality provision remains in place for all children.

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Review monitoring strategies to assess the effectiveness of interventions
- Developing independence strategies further
- Reviewing our assessment systems
- Developing further independence using the Growth Mindset model

Sophie Levey  
July 2015