

## **Martin Primary School**

### **Special Educational Needs Information Report 2019/20**

**Headteacher: Mrs Ziz Chater**

**Assistant Headteacher/Inclusion Manager: Ms Janine Waterman**

**Chair of Governors: Mr Paul Rossi SEN Governor Mrs Susie Davis**

#### **Introduction**

This Special Educational Needs (SEN) Information report highlights some of the key points identified in the Code of Practice 2014 (section 6.79). For more information, please see the school's SEN policy.

#### **What are the kinds of SEN that are provided for?**

At Martin Primary School we support children with a variety of needs. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

#### **How do we identify children and young people with SEN and assessing their needs?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

**'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she;**

- a) Has a significantly greater difficulty in learning than the majority of others the same age or**
- b) 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 or mainstream post-16 institutions.'**

Where pupils, progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking or listening, or

worries that distract them from learning. The schools understand that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

### **Admissions into Martin Primary for children with Special Educational Needs**

We are an inclusive school and follow the London Borough of Barnet Admissions criteria. For further information please see the Admission policy or contact LB of Barnet Admissions Team on 020 8359 2000.

### **What should I do if I think my child may have Special Educational Needs?**

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Ms Waterman to discuss your concerns.

### **What are the arrangements for consulting young people with SEN and/or parents of children with SEN and involving them in their child's education?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The Assistant Headteacher/Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets and interventions will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Your child will be involved in the target setting process with the class teacher, which makes up the targets on the Support Plan. Targets are regularly reviewed with yourself (during termly parents' evenings) and with your child during pupil conferencing times with their teacher.

### **What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?**

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teachings, intended to overcome the barrier to their learning. This support is set out in the whole school Provision Map.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decision will be recorded on an Intervention Plan and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations and pupil conferencing.

**Do** – providing support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, the parents or carer, teachers and Inclusion Manager - contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress of learners are held regularly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

### **What adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

Additional support or 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. A teacher or trained teaching assistant may run these 'interventions'. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers. For a small number of learners, their needs may require access to technology e.g. Modified ICT equipment, recording devices etc. While the majority of learners with SEN will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP) needs, assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Accessibility: Please see the Accessibility Policy.

### **How do we assess the Impact of Interventions?**

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer and all other professionals involved with the child.

### **How are the teachers in school helped to work with children with SEN, and what training do the teachers have?**

Part of the Inclusion Managers role is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, for example Autism Spectrum Disorder (ASD) or speech and language difficulties.
- Individual teachers and support staff attend training courses run by the Local Authority and outside agencies that are relevant to the needs of specific children in their class.
- Trainers are also invited to deliver training to the whole staff in school.

### **How will we support children's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Emotion education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups are run for identified children
- Support from a Learning Mentor
- Lunchtime and playtime support through planned activities and groups

### **What are the arrangements for supporting children and young people in moving between phases of education?**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the Summer Term, arrangements for transition to KS, KS2 and Secondary School for pupils with SEN will be planned according to individual need.

During Year 6 information – previously agreed with parents – will be shared with the Inclusion Manager at their next school, this information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and in some cases, staff from the new school will visit the child at Martin Primary School.

**What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

If you are not happy with the SEN provision at the school, please contact the class teachers or Inclusion Manager or the Headteacher, to share your concerns.

If you wish to make a complaint about the school, please direct your grievance to the schools' chair of governors. The complaints procedure is available on the school's web site.