

## SEN Information Report

2020

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Leeds Local offer:	<b><a href="https://leedslocaloffer.org.uk">https://leedslocaloffer.org.uk</a></b>		

At Oulton Primary School, we focus on the needs of each child and aim where possible to personalise learning for all. We are proud to be an inclusive school where everyone is valued and their strengths are recognised. Our school provides a broad and balanced curriculum for all our children and we ensure that the Special Educational Needs of children are identified, assessed and provisioned to the best of our ability.

### SEN provision:

All children receive quality first teaching, where the teacher has the highest expectations for each child and all the pupils in their class. Teaching staff check understanding and identify any gaps where extra support is needed. Any adaptations needed for the lesson or environment is put in place to help them make the best possible progress.

If specific gaps occur that need to be addressed through targeted support in smaller groups, this provision is also put in place. Interventions are planned in phases and this would include any child who requires intervention. Interventions used at Oulton are specific evidence based interventions which are overseen by phase leaders.

Some children require a personalised approach to teaching and learning and specific provision or interventions to be in place which is additional to or different from the provision described above.

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



We identify children's needs from ongoing assessment as well as from feedback from teachers and parents.

Using a teacher identification of concern form, teachers can highlight the primary areas of concerns, which supports the SENCo to establish specific needs and strategies that could be implemented to enhance quality first teaching in the first instance. We also use CPOMs for staff to log concerns around SEN.

Depending on need, some children may be assessed against Bsquared materials. B Squared materials support teachers to differentiate the curriculum at an age appropriate level for pupils with SEN who are working well below age related expectations. They provide ongoing assessment, helping to inform planning and target set whilst tracking and demonstrating small step progress. These materials are used as a working document. Although Bsquared supports the process, the Pre-Key Stage Standards are used to complete summative assessment.



There are currently 23 children tracked using Bsquared from years 2-6. This is an increase from last year. Children working significantly behind age related expectations in foundation stage are tracked using the SENIT developmental journal.

Throughout the year, children receiving SEN support have specific targets set through their SEN support plan. These targets are set by the class teacher or key professionals involved and are worked on with the child through quality first teaching as well as appropriate interventions that have been identified.

Pupil profiles are used throughout school to ensure staff are aware of particular children's needs. This one page document gives an overview of needs as well as specific strategies or provision that must be in place.

Ensuring quality first teaching meets the needs of all children remains a school priority. The SENCo, phase leaders and senior leadership team support teachers where needed to ensure assessment information is used to plan and differentiate lessons effectively. Where additional interventions are in place, outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.

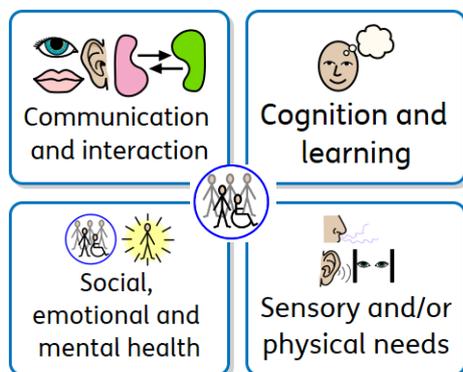
Reviewing progress and the impact of the provision in place may be done in number of ways:

- *Regular team around the child meetings*
- *Phase meetings*
- *The school also holds 2 parents' evenings a year at key points where parents and teachers can discuss their child's progress. Additional parents reviews are held for children receiving SEN support.*
- *Classroom observations may be used to assess the impact of the learning environment and this supports the child.*
- *Reviewing alongside external agencies / key professionals involved*

Through all methods of reviewing, impact/progress takes into account pupil and parent voice, moderation of pupil's work and data where appropriate.

## A child's SEN needs:

Areas of SEN, support and provision can be considered as falling under four broad areas:



We place a high priority on ensuring a holistic approach to SEN is maintained across school and that the provision in place is responsive to the needs, development and well-being of all pupils. The school provision map (Appendix 1) provides an overview of the type of provision currently in place.

### **There are currently 45 children receiving some form of SEN support**

School SEN Support (current)	School EHCP (current)	National Average SEN Support 2019	National Average EHCP 2019
12.2%	0.3%	12.1%	3.3%

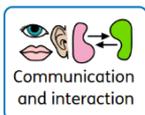
Although the number of children receiving SEN support is slightly below national average, a high number of children receiving SEN support across school have significant and complex needs.

We have a range of professionals within school who, alongside teaching staff, share their expertise in developing learning and teaching for children. This includes the Head of school, Deputy Head, SENCo, and key members of our pastoral team.

Where the school needs to access additional advice or expertise, we are able to refer to a range of professionals including the Educational Psychologist, Complex Needs Team and Speech and Language Therapist. We are also able to refer children with other needs to the AIP (Area inclusion partnership) or our Cluster Guidance and Support Group. Through this, we are able to access additional targeted support such as targeted outreach for SEMH needs and targeted counselling.

Across school, our highest area of need are children requiring additional Speech and Language support. To support this need, we also bought in additional traded time with Chatterbugs. We currently have 1 day a week with extra Speech and Language support in school.

29 children accessed support, assessment or 1:1 therapy this year.





The learning mentors meet regularly attend phase meetings to discuss children who may be needing extra support. A decision is then made as to what pathway and support is most suitable for the child. The Deputy Head and SENCo are involved with regular meetings which oversee the caseload of children and provision in place.

We have built a system to ensure learning mentors are able to follow a graduated response which means their caseload of children stays current and responsive. Prior to learning mentor involvement needs must be assessed, planned for and reviewed. Introduction of interventions that have a pre and post measure will help to evaluate the impact of intervention and support in place.

### **Working with outside agencies:**

Referrals to professionals are usually made by our SENCo

This year, these agencies including SENSAP (special educational needs services), SENIT (special educational needs inclusion team), STARS (specialist autism trained teachers), SALTs (speech and language therapists), EP team (Educational Psychologist) AIP (Area inclusion partnership) and Therapeutic social workers have worked along side staff.

Referrals for cluster support are made by one of our 3 learning mentors, who make up part of the pastoral team.

### **Working with pupils and parents/carers of pupils with SEN:**

The following systems are in place to aid the school and parent/carers to work in partnership. Developing a good level of communication and allowing pupils and parents/carers to meaningfully contribute to shaping the quality of support and provision is a high priority.

<b>What?</b>	<b>Who?</b>	<b>How often?</b>
Parents Evening	Parent, teacher, child key staff and SENCo (if requested by the parent)	2 appointments during an academic year
SEN support reviews (all children receiving SEN support in school)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	2 reviews during an academic year
Annual reviews (children with an EHCP or receiving top up funding – FFI)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	1 review per academic year
ISAR (child with early years top up funding – EYFFI)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	Termly
Pupil interviews	SENCo, teacher, key staff with pupil	Throughout the academic year
Meetings / phone call as a when required – based on need	Parent, SENCo, teacher, key staff	As needed

## **Funding**

Funding is allocated to the school in relation to the number of children with needs and the nature of these. The school then allocates funding to support across the school.

At Oulton, 24% of our children on the SEN register receive top up funding from the FFI team, with the highest allocated funding coming from E band and G band areas of need. An additional £51,838 was received through Funding for Inclusion (FFI) for the period April 19 – March 20)

- A band – Cognition and learning
- B band – Vision
- C band - Hearing
- D band - Physical skills
- E band - Communication and interaction
- F band – Social, emotional and mental health
- G band – Health care needs

As of April 2020, there were 11 children in school who meet the criteria for high needs top up funding because their needs are such that they need additional resources and support. The provisional additional funds allocated for this financial year were an additional £76,538 which would be received on top of the school's notional budget.

### **How was the SEN budget is spent?**

- Higher ratio of staffing
- CPD
- Development of the environment / provision in school
- Resources to support the Learning Mentor team
- Equipment needed to support specific needs

This is an area that needs to continued to be looked at with SLT/Governors, costing accounted for and impact evaluated. It is important the budget for 2020-21 area of need across school is taken into consideration and provision planned for.

At the discretion of our Head Teacher, funding is allocated to particular areas of provision, including recruiting support staff if needed, and investing in resources to support our children. Over the year, we have continued to invest in traded services from Chatterbugs (Speech and Language therapy), the training of staff in specialist interventions and approaches such as Thrive. Plans to develop our sensory provision in school are ongoing, with work hoping to be completed ready for the next academic year. Children with funding access specific learning mentor interventions as well as more specialist interventions such as sensory diet sessions, Lego based therapy. Some children with medical needs have more specialist 1:1 support to carry out specific feeding plans across the school day.

ISARs are completed termly for children receiving top up funding in EYFS. For other children with funding, FFI annual reviews are conducted at the end of the summer term.

### **Staff development**

Teachers and teaching assistants receive regular in-service training, which includes effective teaching and learning strategies related to the teaching of children with SEN.

Where more specialist training is needed – for example in the teaching of children on the autistic spectrum – our teachers and teaching assistants attend courses run by the Local Authority or outside agencies.

When possible, for teachers and teaching assistant’s external agencies who come in to support individual children are also asked to upskill those school staff who will work with the child to ensure the best possible learning.

<b>Staff role</b>	<b>Training accessed academic year 19-20</b>
SENCo and 2 x members of staff	Intensive interaction training - STARS
1 x TA	Social story training
Learning mentor Deputy Head 2 x TA	BUSS training
SENCo	SENco networks x 3
SENCo	SENco conference
2 x teachers SENCo	SENIT using a finely graded tool assessment course - Bsquared
2 x TA	Vocabulary approach training from Chatterbugs SALT
3 members of staff TA /Headteacher	Gastrostomy feed administration theory and practice – nursing team
7 x teaching staff	Autism awareness level 1

### **Current staffing**

At Oulton we believe that all teachers can be a teacher of SEN and the SENCo and Senior Leadership team oversees the correct provision and adaptation to quality first teaching is embedded in our day to day practice. Considerable though, planning and preparation goes into utilising support staff to ensure children achieve outcomes, gain independence and preparation for the next phase of their education / adulthood.

	<b>Staff</b>
Special Educational Needs Co-ordinator	<b>1</b>
Higher-level teaching assistants (HLTAs)	<b>4</b>
Teaching assistants	<b>21</b>
Learning mentors	<b>3</b>
1:1 inclusion support workers	<b>4</b>



Intervention groups are in place to support the diverse needs of the children within our school and some are run by TAs and HLTAs. We use morning and afternoon slots to run these sessions, and adapt and change who attends these groups regularly based on need. For quality assurance, the phase/ subject lead or SENCo may oversee an intervention group and join in with the children to ensure that it is pitched correctly and that learning is taking place in line with our teaching and learning policy which can be found on our school's website. The range of interventions for specific SEN needs that we have are as follows;

### **Complaints**

At Oulton, working as a team around your child is key. We pride ourselves on having strong, effective working relationships with parents and carers. Should any worries or concerns arise, we will work with you to provide support and resolve these as quickly as possible.

There have been no complaints over this academic year around the SEND provision at our school.

A copy of our complaints policy can be found here:

<https://www.oultprimary.co.uk/school-policies/>

### **Challenges of the year:**

The main challenge for this year was related to COVID-19 and the school closure. We were able to offer bespoke learning packages for identified children and regular communication with a focus on wellbeing was a priority. Useful resources for families to access were circulated by the SENCo. As this is likely to remain a challenge into the next academic year, we are looking and will continue to review and evolve our remote learning offer. Particularly for the children receiving SEN support and with an Education Healthcare Plan, what this offer looks like may differ to suit and support individual needs.

### **Going forward:**

Given the significant and complex needs of some individual children, adaptations to provision and the way the classroom learning environment supports specific needs across school has been an ongoing focus.

For next academic year we have planned and recruited staffing for Angelfish class, our inclusion provision. This has been set up to meet the needs of some individual children. The provision will be a nurturing environment which is designed to provide a blend of personalised, 1-1/small group learning experiences, allowing children to develop as independent learners.

KS1 Children accessing Angelfish, will also access link classes in year 1 and 2, providing opportunities to develop confidence, join in and learn with other peers as well as to access other areas of the curriculum and wider school life.

There may be interventions run as part of this provision that will also benefit children across school.

*Our strategic plans for developing and enhancing the SEN provision in school is planned for and monitored through an action plan which is updated every half term*