

East Bierley C of E (VC) SEN Information Report

Type of school	Primary C of E (Voluntary Controlled)
Specialist provision on site	None
Head teacher	Mrs Lysa Upham
SENCO	Miss Rebecca Hall
Governor with responsibility for SEN	HIna Huntington
Contact details	East Bierley Primary, South View Road, East Bierley Primary BD4 6PH
School office Email	office@eastbierleyprimary.com
Senco Email	office@eastbierleyprimary.com
School office Telephone	01274 335404
SENCO Telephone	01274 335404
Local offer website link	https://www.kirkleeslocaloffer.org.uk
Age Range	4-11
Funding	The SEN budget is spent on: <ul style="list-style-type: none">• Intervention resources• Staffing used to run specific interventions in small groups or 1:1• Training for staff• General classroom resources to help differentiate whole class work.

<p>The kinds of Special Educational Needs that are provided for at East Bierley Primary School</p>	<p>The school provides SEN support for children across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health difficulties 4. Sensory and/or physical needs <p>There is no specialist provision at East Bierley Primary; however, we do seek advice from schools with specialist provision when required.</p>
<p>Information about the school's Policies for the identification and assessment of pupils with SEN</p>	<p>Children are identified as having SEND, and their needs assessed, through:</p> <ul style="list-style-type: none"> • Information passed on from Nurseries or other early years settings (including child minders)/previous schools; • KS1/2 results, baseline testing and progress data; • feedback from teaching staff and observations; • Referrals from parents; • Information shared from other health care professionals.
<p>The school's approach to teaching pupils with SEN</p>	<p>Provision for SEN children includes:</p> <p>All children receive high quality whole class teaching, where work is differentiated to meet their individual needs. This is called Wave One provision.</p> <p>Some children will require some additional support and this is usually in the form of targeted small group work led by the class teacher or a member of support staff. This is recorded on a provision map. This is called Wave Two provision.</p> <p>If in class interventions have not improved a child's level of progress, then targeted support will be set up. Targets are given to the child and these are worked on in a small group or 1:1. Targets are written up on My Profile. These are made with parents and the child present. These are then reviewed at least every term or sooner if required. At this stage your child will be part of whole school intervention programmes organised by the school Senco and run by our experienced support staff. Monitored by the school leadership team.</p> <p>If the My Profile targets are not helping the child to make progress, then additional help may be required. At this stage a My Support Plan would need to be completed with the child, parents and school Senco. A My Support Plan looks in more detail at the child's difficulties and sets more detailed targets.</p>

	<p>If after at least two My Support Plans the child isn't making adequate progress and they have complex needs, an Education Health Care Plan can be requested. All evidence is gathered and provided in written form and sent to a central body. A panel then decides whether or not additional funding is required to support the child in the school. At times a child's Special Educational need may be complex and require advice from outside agencies and professionals. If this is required parents/carers would be informed and consent requested for us to access such services.</p>
<p>Who are the best people to talk to in school about my child's difficulties with learning / special educational needs or disability (SEND)?</p>	<p>Your first point of contact is your child's <u>Class teacher</u>, who is responsible for:</p> <ul style="list-style-type: none"> • Monitoring and reporting on the progress which your child is making and identifying, planning for and giving any additional help your child may need. This could be in the form of an intervention group activity; targeted work; additional classroom support or precision teaching. They will inform the SENCO and parents about any additional support. • Writing 'Individual Plans' (My Profile's) if appropriate. These will be shared with parents/carers each term and reviewed, before future targets are set. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>The <u>SENCo</u> who is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all additional support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all pupils receive get a consistent, high quality response to meeting their needs in school. • Ensuring that parents/carers are involved in supporting their child's learning at home; kept informed about the support their child is receiving and involved in reviewing their child's progress made towards targets • Liaising with professionals who may be coming into school to help support the child e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs. • Monitoring, tracking and analysing the progress of all SEND pupils including progress made through attendance at intervention groups. • Providing specialist support for teachers and support staff in the school so that they can help SEND pupils in the school to make the best progress possible. <p>The <u>Head Teacher</u> who is responsible for:</p>

	<ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for pupils with SEND. • Working with the SENCo and class teachers to ensure that your child's needs are met. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. The SEN Governor who is responsible for: • Ensuring that the school has provided the necessary support for any pupil who attends the school with SEND.
<p>Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>Pupil progress meetings take place at least termly and adaptations to provision are made in light of these findings. If an intervention takes place for less than a term, then the impact it has had is assessed once it is completed. Progress and evaluation is reported to the Governor with responsibility for SEN. Annual report to the Governing Body and SEN Information Report posted on Web site</p> <p>My profiles are reviewed termly with class teachers and parents. During this review targets are discussed linked to the progress made and new targets set.</p> <p>My Support Plans (with detailed SEN targets on) are reviewed at least termly with class teachers, parents and the SENCo.</p> <p>Education Health Care plans are also reviewed termly and an annual review is held where all professionals involved in the child's plan are invited to attend.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> • Groupings that target specific levels of progress; • Differentiated planning, resources and teaching styles; • Appropriate choices of texts and topics to suit the learner; • Access arrangements for tests and or examinations; • Access to interventions to meet needs.

<p>Support that is available for improving the social emotional and mental health of pupils with special educational needs.</p>	<p>Pupils are well supported by:</p> <p>An anti-bullying policy and a behaviour policy. Programmes to support social emotional and mental health such as anger management, self-esteem building etc – as and when appropriate. Whole class teaching of PSHCE activities and a whole school nurturing approach towards children looking after each other. This is specifically taught through our core values.</p> <p>Targeted support for individual pupils (bereavement, family issues, friendship/peer group issues) School Council Pupil Voice Positive, trusting relationships built with at least one adult in school. An in school behaviour worker helps to deal with any social and emotional issues which may arise. Weekly collective worship is used to address social and emotional issues.</p> <p>If a child's Social and Emotional needs are complex then external agencies help will be requested.</p>
<p>Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<p>The SENCo, Miss Hall, is a qualified teacher and has over four years' experience of being a SENCo. She has a Psychology Degree and Post Graduate Certificate in Special Educational Needs.</p> <p>Miss Hall attends the SENco network and is part of the local additional needs partnership where expertise is shared.</p> <p>When needed advice is sought from external services such as – Occupational Therapy, Speech Therapy, ASD, Team Teach, Educational Psychology support, CAMHS.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Support Services will be contacted upon identification of an individual child's need:</p> <ul style="list-style-type: none"> • Sensory impairment service (speech therapy, hearing impairment) • CAMHS and Northorpe Hall • PPRS – Primary Pupil Referral Service • ASD outreach • Nursing service • Psychological service • Parent partnership • Family Support Service • Targeted Youth Support

<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>We work closely with parents and carers to ensure that information is shared at all stages of creating and monitoring My Profiles, My Support Plans and Education Health Care Plans. We encourage parents to talk as often as possible to their child's class teacher to discuss any concerns or successes. Furthermore, the SENCo is available to meet to discuss any worries or concerns, an appointment do this can be made via the child's class teacher or through the school office. Any reports/advice from outside agencies will be shared via the professionals themselves, or if verbal feedback was given to the school, this will be shared with parents/carers via the class teacher or Senco as appropriate.</p>
<p>The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<p>We think it is important that children are at the heart of their learning journey. So all individual targets are discussed with children and any specific interventions explained to them. Children's pupil voice is always listened to and reflected in their my profile's or My Support Plans.</p>
<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>See the school's website for the complaints policy.</p>
<p>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p>Governing Bodies devolves responsibility for involving appropriate bodies to the HT & SENCO. The Governing body receives regular reports from the HT & SENCo detailing SEN procedures & practice. The Governor for SEN oversees practice within school. The Governing Body use their authority to ensure the needs of all pupils are met.</p>
<p>Support services for parents of pupils with special educational needs</p>	<p>Kirklees Information Advice and Support Service (KIAS)It is a statutory service provided at "arms length" from Kirklees Local Authority (LA) and is based in Dewsbury Town Hall, Dewsbury. The service is free and totally confidential and is about parents and They offer support to young people and parents and carers of children who have already been identified as having special educational needs. They also support any parents or carers who are concerned that their child may have special educational needs. They work with all individuals and services involved. Telephone: 01484 225422Email: kias@kirklees.gov.uk</p>

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

When a child identified with SEN is due to transfer to another setting, the SENCo works with parents and teachers to ensure a smooth transition. Appropriate information is shared. If additional visits to the new setting are required these are arranged before the child moves schools.

Updated December 2016 By Miss R Hall