

# Corvedale C of E Primary School

## SEND (Special Educational Needs and Disability) Information Report



## Introduction/overview

Corvedale Primary School is a small rural school with 80 pupils on roll who are taught in the four mixed aged classes (Reception/year 1, years 2/3 and years 4/5 and year 5/6.)

A child is defined as having SEND where ‘they have a learning difficulty or disability which calls for special educational provision to be made for him or her, has a significantly greater difficulty in learning than the majority of others of the same age, or 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.’ (SEND Code of practice June 2014.)

The SENCo (Special Educational Needs Co-ordinator) for the school is Mrs Vanessa Watts. She is responsible for co-ordinating the support for all children with Special Educational Needs and/or disabilities, staff training and developing the school’s SEND policy to make sure that all children get a consistent, high quality response to meeting their needs in school. She will ensure that you are fully involved and informed about your child’s support, learning and progress.

The Governor with responsibility for SEND is Mr. David Hedgley. He is responsible for ensuring that the school makes appropriate provision for all pupils with SEND and that funding is appropriately allocated. He also is responsible for monitoring the progress of pupils with SEND.

The importance of good communication with parents and carers about their child, the progress being made, and any provision needed underpins our approach.

The school is committed to the inclusion of all its pupils in all aspects of school life.



## How does the school know when a child has a Special Educational Need or a learning difficulty?

The school is rigorous in its assessment practice. As well as ongoing daily assessments made by the class teacher, there are more formal assessments made at the end of each term. Continuous and formal assessments demonstrate how much progress pupils have made from their starting points within the term. From this we can identify pupils who are not making expected progress or may have an educational need or learning difficulty.

As a small school, staff know individual pupils well. It may be that a child is demonstrating behaviours which are different from the majority of his or her peers or a member of staff has recognised aspects of a SEND. Equally, it may be that the parent of a pupil has a concern which has been brought to the attention of the school.

We pride ourselves at Corvedale in the early identification of and rapid response to pupils who have additional needs and work in partnership with parents to ensure that there is quality provision for pupils so that they make progress and achieve. When a child is identified as needing support of any kind, parents will always be consul



## **What can I expect if my child is not making progress?**

If your child is not making expected progress it does not necessarily mean that they have a Special Educational Need. They may just need additional support in specific areas of the curriculum. Each class teacher will outline any extra support required through targeted intervention within their provision map. The following areas will be taken into consideration.

- The proposed intervention
- The number of weeks the support will last for
- Who will deliver the intervention
- The impact of the intervention
- If further support is required or the intervention is to cease

Impact of the targeted intervention will be reviewed following the indicated time period. If the desired outcomes have been met, then the child will no longer receive targeted support. There may be a need to give additional or different targeted support in which case the child will continue with intervention. If your child, despite targeted school based support, continues not to make the expected progress, then by agreement, the advice of external professionals may be sought (e.g. LSAT - Learning Support Advisory Teacher, Educational Psychologist, Woodlands Outreach etc.)

If your child is demonstrating behaviours which are different from his or her peers, or showing signs of a recognised need, then you will be invited in to school to meet with the class teacher and the SENCo to discuss strategies to support your child. If your child, despite targeted school based support, continues to exhibit the same problems, then by agreement, the advice of external professionals may be sought and a pupil profile will be set up.

## **What if, despite interventions and outside advice, my child is still not making progress or has been identified as potentially having additional needs?**

For pupils whose progress is still significantly behind that of their peers, then the school and parents may agree that a Multi-agency Assessment is necessary with a view to putting an EHCP (Education Health Care Plan – formerly a Statement of Educational Need) in place. This involves all agencies coming together, assessing the child's difficulties and ensuring that the child has the support they need to make progress. The view of the child and parents is an important aspect of an EHCP. The plan must be reviewed annually or earlier if there is a requirement.

## How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Pupils may be set according to ability or need in some subject areas and teaching assistants (TA) are deployed according to individual needs, this can be either within or outside the classroom, in either small groups or on a 1:1 basis. All teachers adhere to quality first teaching and differentiate their lessons according to learning needs
- Additional learning support is provided through interventions to support pupils with SEND.
- Children are assessed for year six SAT access arrangements (readers/scribes/extra-time).
- Maths and Reading programmes (e.g., Toe by Toe, Nessy), target individuals whose needs have been identified through screening.
- We provide laptops and software, when needed to support pupils with SEND.



## What provision does the school make for the range of SEND which may be identified?

As a school we have been committed to looking ahead to the range of needs which the school can and may be required to provide for so that all pupils have the same opportunities. This has been particularly the case when making long term improvements to the school building and environment. (See Corvedale's Equality Policy.) While the school has provided a range of interventions and resources for pupils with SEN over the years, we recognise that every child is unique and that one strategy or resource does not necessarily have impact for all pupils. In respect of this, we will always gather the views of all stakeholders, implement advice received from external professionals and personalise the support for the pupil. This may involve the purchase of new resources or training for staff. There is provision within the school's budget to ensure that this can happen. As such, while the following pages set out school's response and main provision based on what has had the greatest impact for pupils, it is by no means exhaustive.

The response is divided in to 4 main areas:

- **Cognition and Learning difficulties** including General/Moderate Learning Difficulties, Specific Learning Difficulty – Dyslexia, Specific Learning Difficulty dyscalculia, Down Syndrome.
- **Communication and Interaction** including Physical dyspraxia (DCD) Autistic Spectrum Disorder (ASD) /Asperger Syndrome, speech language and communication needs.
- **Social, Emotional and Behavioural Needs** including Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory Physical and/or Physical Needs** Including visual impairment, hearing impairment and physical and medical conditions

## Cognition and Learning: General/Moderate Learning Difficulties

The school will have identified that the pupil is having significantly greater difficulty in learning than the majority of children of the same age. These difficulties can manifest themselves in every area of the curriculum. The pupil will have been on targeted intervention but it will have become clear that there is a need for long term, on-going support in order for the pupil to make progress. The SENCo, in agreement with parents, will arrange for an assessment and diagnosis of cognition and learning difficulties by an Educational Psychologist or an LSAT (Learning Support Advisory Teacher.) Following discussions with the pupil, parents, Educational Psychologist, LSAT, SENCo, head teacher and class teacher the school will ensure that:

- the appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- the advice from any external report is followed
- the necessary support and provision is in place
- teaching is adapted, differentiated and personalised for the child
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary

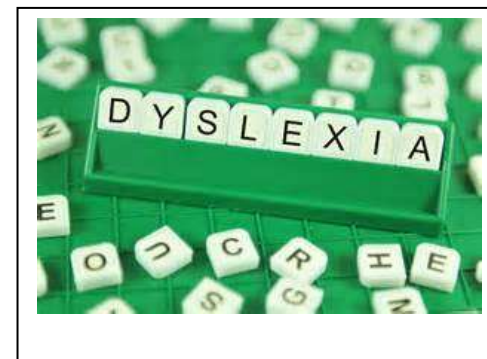
### **Part of the provision may include:**

- 1:1 provided by a fully qualified teacher across the core areas of learning (reading, writing, mathematics)
- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- Small group intervention by the class teacher
- High quality additional teaching of phonics (Letters and Sounds)
- Regular 1:1 reading sessions provided by voluntary helpers and paired reading
- Nessy - ICT programme to support letter patterns and phonemes
- Spelling games
- Closing the gap materials for mathematics
- Any other programmes or resources recommended by external professionals.

## Cognition and Learning: Specific Learning Difficulty – Dyslexia

The school will have identified that the pupil is having continued difficulties with accurate and fluent word reading and spelling if progress is not being made then the SENCo, in agreement with parents, will arrange for an assessment and diagnosis of dyslexia by an Educational Psychologist or a specialist teacher holding AMBDA status. Following discussions with the pupil, parents, Educational Psychologist or specialist teacher SENCo, head teacher and class teacher the school will ensure that:

- the appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- the advice from any external report is followed
- the necessary support and provision is in place
- teaching is adapted, differentiated and personalised for the child
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary



Part of the provision may include:

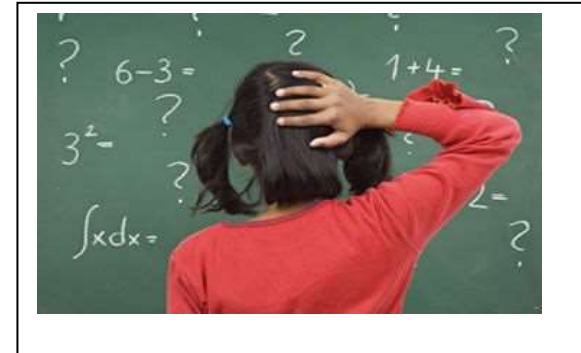
- 1:1 provided by a fully qualified teacher in reading and spelling
- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- 1:1 reading with the class teacher supported with additional reading sessions with parent helpers
- High quality additional teaching of phonics (Letters and Sounds)
- Paired reading
- Nessy - ICT programme to support letter patterns and phonemes
- Wordshark
- Speed reading – Educational Psychologist recommended intervention
- Any other programmes or resources recommended by external professionals.



## Cognition and Learning: Specific Learning Difficulty – Dyscalculia

The school will have identified that the pupil is having continued difficulties acquiring arithmetical skills. Research in to dyscalculia is still in its early stages so there is no general agreement as to what the best means of testing for it is. If progress is not being made then the SENCo, in agreement with parents, will arrange for an assessment and diagnosis of dyscalculia by an Educational Psychologist or Learning Support Advisory Teacher (LSAT). The SENCo will ensure that:

- outcomes of the screener are shared with parents and the class teacher
- the necessary support and provision is in place
- teaching is adapted, differentiated and personalised for the child
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- the school undertakes training as research is developed
- an EHCP is applied for if it is deemed necessary.



### **Part of the provision may include:**

- Strategic use of a TA (Teaching Assistant) for basic mathematical skills and concepts or the provision of a designated TA
- Use of Supporting children with Gaps in their Mathematical Understanding
- Springboard Mathematics
- Any other programmes or resources recommended by external professionals.

## Cognition and Learning: Down Syndrome

Should a pupil with Down Syndrome attend the primary school, then we would follow the EHCP (Educational Health Care Plan), or alternatively put an Educational Plan and a Pupil Profile in place. Should the Educational Plan not meet the needs of the child then we would work with outside agencies to draw up an EHCP.

The SENCo will ensure that:

- the necessary support and provision is in place
- teaching is adapted, differentiated and personalised for the child
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- the school undertakes training

**Part of the provision may include:**

- Strategic use of a TA
- Use of visual clues to support the learning
- Sit near the front of the class to support hearing
- Hand exercises and activities to support perceptual skills
- ICT – personal laptop to support all areas of the curriculum
- Reading/phonics and mathematics programmes to support the learning
- Implementation of recommended programmes following training



## Communication and Interaction: Physical dyspraxia (Development Co-ordination Disorder)

The school will have identified that the pupil is having continued difficulties with movement and co-ordination. The pupil will have targeted intervention to support their needs. If dyspraxia is suspected then the SENCo in agreement with parents will ensure that the child is referred to another health care professional (usually an Occupational Therapist) to assist with the diagnosis process. The SENCo will ensure that:

- the appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- advice from the health care professional is carried out
- the necessary support and provision is in place
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary

### **Part of the provision may include:**

- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- Kool Kids programme (Staff are trained in this programme)
- Development programmes for fine and gross motor skills
- Handwriting activities
- Use of a laptop (Personal laptop available)
- Resources such as wobble cushions, pencil grips, adapted rulers, chewit bracelets, adapted scissors (all available in school.)
- Any other programmes and resources recommended by the OT.



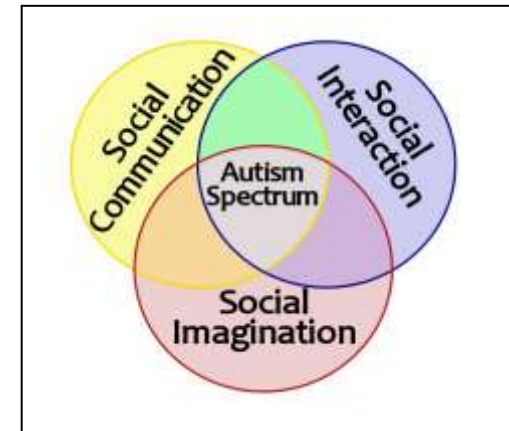
## Communication and Interaction: Autistic Spectrum Disorder (ASD) /Asperger Syndrome

The school will have identified that the pupil is having continued difficulties with communication and is demonstrating characteristics associated with ASD. If ASD is suspected, then the SENCo in agreement with parents will ensure that the child is referred to CAMHS (Child and Adult Mental Health Service.) Referral can be made through the GP, but school will also refer through COMPASS which coordinates Early Help pathways to services including CAMHS. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- advice from the external professionals is carried out
- the necessary support and provision is in place
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary

### **Part of the provision may include:**

- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- Social Stories (Staff training has been undertaken to deliver this programme)
- Use of a laptop (Personal laptop available)
- Visual timetables and a structured activities
- Support at lunchtime
- Early notification of changes to routine
- Any other programmes and resources recommended by external professionals
- Communication book with parents/carers



The school has an area where pupils with ASD can go for 'time out' at times of sensory overload. All regularly used classrooms have lowered ceilings which has improved the acoustics. The main school hall has also been fitted with acoustic tiles. There is a disabled toilet in both the KS1 block and the KS2 building. Staff training in ASD has been undertaken.

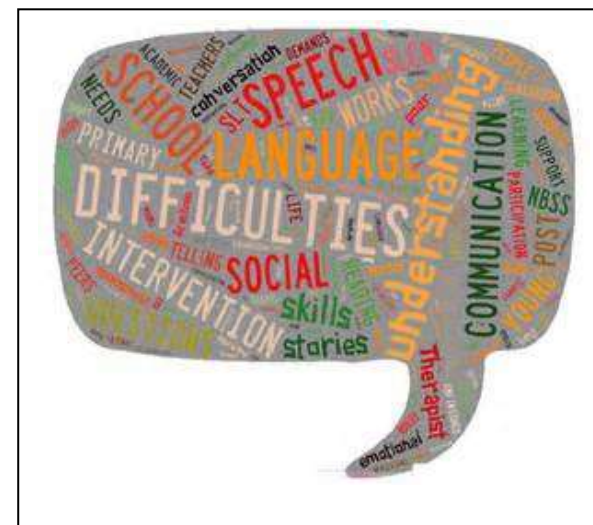
## Communication and Interaction: Speech Language and Communication Needs

The school will have identified that the pupil is having continued difficulties with either the ability to understand words and sentences, an inability to process and combine sounds to say words, communicate in the right way, understand non-verbal communication or has difficulties in all four areas. If difficulties continue, then the SENCo in agreement with parents will ensure that the child is referred to a Speech and Language Therapist (SALT) or a specialist Language Teacher (SSLIC Team). This will determine the communication needs of the child. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- advice from the external professionals is carried out
- the necessary support and provision is in place
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary

### **Part of the provision may include:**

- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- Individual programmes devised by the SALT
- Visual timetables
- ELKAN Programme carried out by a trained Elklan TA
- Any other programmes and resources recommended by external professionals



## Social, Emotional and Behavioural Needs: Attention Deficit Hyperactivity Disorder (ADHD.)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. There may be other circumstances contributing to the presenting behaviour. In these circumstances, it may be appropriate to use approaches such as an Early Help Assessment. Sometimes behaviours can be directly attributed to the medical diagnosis of ASD (See Communication and Interaction section) or Attention Deficit Hyperactivity Disorder (ADHD.)

The school will have identified that the pupil is having continued difficulties with behaviour. The pupil will have received targeted support for this. If difficulties continue, then the SENCo in agreement with parents will, depending on the reasons for the behaviour, either seek support through an Early Help Assessment, Woodlands Outreach Service, the Educational Psychology Service or Child and Adolescent Mental Health Services (CAMHS). The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- advice from the external professionals is carried out
- the necessary support and provision is in place
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary



### **Part of the provision may include:**

- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- Individual programmes advised from external professionals
- Anger Management
- Social Skills training
- Self Esteem interventions
- Communication book

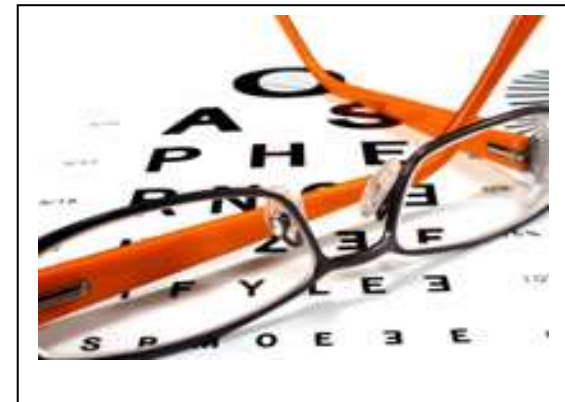
## Sensory Physical and/or Physical Needs: Visual impairment.

Visual impairment impacts on all areas of the curriculum and requires specialist advice and support in order for pupils to be fully included. If a child with visual impairment is admitted to school, we would follow advice given from a Teacher of the Visually Impaired. If characteristics of visual impairment were identified by the school and was a concern, then in the first instance, school would recommend that the child should see an Optician or GP who would be able to refer them to a Consultant Ophthalmologist if necessary. An Educational Plan would be put in place. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- advice from the external professionals is carried out
- the necessary support and provision is in place
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary

### **Part of the provision may include:**

- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- Ensuring an uncluttered environment and good levels of contrast
- Seating the child at the front or close to the focal point of the lesson
- Visually friendly fonts
- Individual programmes devised by a Teacher of the Visually Impaired
- Any other programmes and resources recommended by external professionals which may include physical adaptations to the layout and higher visual markings on obstacles.



## Sensory Physical and/or Physical Needs: Physical and medical needs.

There is a range of physical and medical needs which the school may need to provide for. Consultants, Physiotherapists, Occupational Therapists or the GP will have made the diagnosis of a physical or medical need. The SENCo will ensure that:

- The appropriate paperwork is filled in to enlist the support of the appropriate external agencies
- advice from the external professionals is carried out
- the necessary support and provision is in place
- the child has access to appropriate learning resources
- the child has an appropriate level of support from an additional adult
- the child has access to specific intervention programmes
- an EHCP is applied for if it is deemed necessary



### **Part of the provision may include:**

- Strategic use of a TA (Teaching Assistant) or the provision of a designated TA
- Individual programmes recommended by outside agencies
- Any other programmes and resources recommended by external professionals to meet their needs including physical adaptations to the schools layout.
- Staff training as necessary





## How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process?

- Through the Annual review process.
- Parental feedback from parent consultation meetings/SEND meetings.
- Reviews of Education Plans leading to removal of pupil from SEND list as making expected progress.
- Pupil progress monitored in core subjects.
- Internal SEND gap data analysis for English and maths and pupil progress meetings.
- The SENCO annual report to the Governors.
- Parents and pupils can complete questionnaires.
- Through the analysis of national data and raise online.

Involving pupils, parents and other outside agencies in creating and reviewing pupil profiles.



## My child has additional needs and is about to transfer from one setting to another. What will happen?

There is a full transition programme in place for all pupils who transition from one setting to another whether this be from nursery to primary or primary to secondary. It may be deemed that pupils with additional needs require over and above what is usually on offer. If this is the case, you will be fully informed about transition for your child.



### **I would like to talk to someone outside of school about my child**

The best people to talk to who are independent of school are the **Shropshire Information, Advice and Support Service (IASS)**.

Details can be found via the Shropshire Council Website at

<http://search3.openobjects.com/kb5/shropshire/fid/service.page?id=TkOUICSM3QE&familychannel=322>

or contact IASS directly on 01743 280019

<http://www.cabshropshire.org.uk/shropshire-iass/>

### **Concerns/Complaints**

Should you have any concerns about any matter please do not hesitate to telephone the school and we will make sure that you see the appropriate person. We would hope that any concerns you have would be resolved but if not then we would direct you to the school's complaints policy which is available on the website or alternatively in hard copy from the school.

### **Further Information**

If you require further information regarding the SEND provision within the school please refer to the schools SEND policy which is available on the website. Alternatively make an appointment to meet with either the head teacher or the SENCo on (01584) 841630.