

**Special Educational Need (SEN) Information Report**

*This page is part of the Local Offer for Hampshire under the Children and Families Act 2014. Local Authorities are required to publish and keep under review, information about services that they expect to be available for children and young children with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families.*

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| Introduction to Oliver’s Battery Primary and Nursery School | Oliver’s Battery Primary and Nursery School is a mainstream primary school catering for boys and girls from 2-11. | | |
|  | We are committed to working towards the provision of the highest quality education for all our pupils, regardless of specific need. All schools are supported to be inclusive of all pupils and the early identification of additional needs is paramount in ensuring the best possible progress for all pupils. Children may have additional needs in the four broad areas of need:   * Communication and Interaction * Cognition and Learning * Social, Emotional and Mental Health Difficulties * Sensory and Physical Needs | | |
| Identification of Special Educational Needs | At Oliver’s Battery we regularly assess pupils against their own prior learning, and use this information to set realistic targets. These assessments aid identifying whether a pupil is not making expected progress. Once pupils have been identified as not making sufficient progress the following take place:   * Discussion between the class teacher, inclusions leader and headteacher at pupil progress review meetings * Discussion with teachers within their Key Stage * Appropriate classroom teaching and planning adaptations take place   If these measures do not aid the pupil to make progress the following take place:   * Discussion with the Inclusions Leader * Classroom observations of a pupil where appropriate * Discussions with parents * Close tracking using the Hampshire Assessment Model SEN Domain Tracker. * Targets which are shared and reviewed regularly with the pupil and parents. Objectives achieved are highlighted within the school’s assessment cycle and those not highlighted become the child’s next step or target * Identification of intervention programmes and monitoring of these through pupil progress meetings and observations to ensure appropriateness for the pupil   Additional screening tools can also be used in identifying a child’s potential barrier to learning. For example:  Language Link is a screening tool which assesses children’s understanding of expressing and receptive language  DEST (Dyslexic Screening Test – Early) and DST-J (Dyslexic Screening Test – Junior) are used when children are not making expected progress in literacy.  If parents believe their child has special educational needs, then we invite them to make an appointment with their child’s class teacher to discuss specific concerns. Where necessary, the class teacher will then meet with the Inclusions Leader to discuss next steps. After a period of intervention a subsequent meeting may be held between the parents, class teacher and Inclusions Leader.  Once a pupil has been identified as having a specific need and an intervention programme has been decided upon, we will use two further tests:   * Salford – Assessing reading ages * SWST – Single Word Spelling Test – Assessing spelling ages   These will be used before the intervention is started in a pre-assessment in September, then at the end of the first half term and then termly; more frequently if required. This helps to measure the pupil’s progress and to ensure the effectiveness of the intervention programme.  If a pupil continues to make limited progress advice and guidance from outside agencies may be sought. Examples of which are:   * Speech and Language Therapy (SALT) * Local special school * Educational Psychologist (EP) * SENCo circles – a meeting of SENCOs in the local area sharing good practice, expertise and knowledge under the guidance of the Educational Psychologist   It is always our intention that the school works with the family of any pupil, regardless of need. Where a child is identified as having Special Educational Needs or Disability (SEND) the school will fully support the pupil and the pupil’s family. If outside support is necessary, we will work together with the family to provide the best education and opportunities for the pupil. | | |
| How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs? | The Inclusions Leader uses pupil progress tracking information to regularly review the SEN register and to monitor the progress of pupils with SEN. The updated register is shared with class teachers. From this, provision is implemented according to individual need. Impact of this is measured through pre-and post-assessments and is reported to class teachers, the senior leadership team and governors. The information is used to aid the monitoring and review of individual targets which is shared with parents, either through parent’s evenings or additional parent’s meetings. The Inclusions Leader may also be involved in sharing progress information. The Inclusions Leader, meets with the school’s governor for special educational needs regularly to evaluate the effectiveness of provision and to develop next steps. Staff training, quality of teaching and assessment are monitored regularly. The school itself is monitored by the Hampshire Inspector Advisory Service (HIAS) SEN team and Ofsted. | | |
| How does the school teaching staff support pupils? | At Oliver’s Battery we are committed to working towards the delivery of the highest quality education. To ensure this, teaching staff are regularly monitored to ensure that all pupils benefit from High Quality Inclusive Teaching. This is paramount to the successful progress any child makes. Monitoring consists of planning and delivery of lessons, how effectively differentiation is used to match the needs of the pupils and the learning that takes place. Planning is also monitored to ensure that children with special educational needs are planned for. Teachers are also responsible for writing and reviewing individual targets. Teachers devise timetables, planning time for their learning support assistants to be able to deliver the intervention programme. Progress is monitored by the learning support assistant and class teacher. The Inclusions Leader oversees the delivery and impact of the interventions through progress information and observations of the learning support assistants. | | |
| How does the curriculum match a pupil’s needs? | Lessons are inclusive and adaptations to the curriculum and environment are tailored to meet individual pupil need. The class teacher, along with the Inclusions Leader / Senior Leadership Team, discuss the pupils’ needs and plan appropriate support. This is reviewed regularly and support will be allocated flexibly to meet pupil need.  Pupils with SEND are included on all school trips including residential, playtimes and lunchtimes, after school clubs and all extra-curricular activities.  Where a pupil has a medical need, health care plans are written in line with Hampshire Health and Safety Guidelines and Government statutory guidance (Apr 2014). This may cover areas such as the management of the administration of medicines and personal care. A healthcare plan will be written by the SENCo, with the pupil’s parents, class teacher and if necessary outside agency support such as the school nurse.  Children are involved in their provision through:   * Pupils involved in the target setting process– sharing strengths and what helps them in the classroom * Pupils contribute to Transition Partnership Agreement (TPA)/Annual Reviews * ELSA (Emotional Literacy Support Assistants) * Pupil conference | | |
| How is the decision made about what type and how much support a pupil will receive?  (Range of provision) | There is a wide range of provision type available to help support and enhance learning for pupils with Special Educational Needs. Once it has been established that a pupil has special educational needs through observations and assessment, discussions take place between the class teacher and Inclusions Leader to enable closely match intervention to meet the pupil’s need. In certain circumstances further guidance is sought from outside agencies, with the involvement of the pupil’s parents.  Examples of outside agencies include:   * Specialist Teacher advisors (e.g. Hearing, Visual, Physical) * Educational Psychologists * Primary Behaviour Support * Speech and Language Therapy * Occupational Therapy   Where a pupil has an EHCP (Education, Health and Care plan) the level of support is identified and teachers plan to incorporate the objectives set out in the EHCP. | | |
| **School Provision for**  **4 Areas of SEND** | **School Expertise** | **Specialist Services** |
| **Communication and interaction**  Individual Speech and Language assessment  Individual speech therapy programme  Time-To-Talk Group Speech and Language Programme  ELSA | All LSAs trained in administration of Language Link  Year R Teacher established in Year R Screen  Learning support assistant works alongside Speech and language  LSAs trained where relevant  ELSA | Speech Therapist  Educational Psychology service  Outreach support from local resourced provision including Shepherd Down Special school/Lanterns Pre-School  Communication and Language Specialist Teacher advisors for children with EHCP with ASD or SCLN as identified need. |
|  | **Cognition and learning**  Acceleread/Accelerwrite  Precision Teaching  Little Wandle  5 minute box  5 minute number box  SEN Domain trackers | All LSAs trained  All LSAs trained  Many LSAs familiar  with programme,  supported by  colleagues/Inclusions  Leader if the  programme would  suit a child. | Educational Psychology service  Outreach support from local resourced provision including Shepherd Down Special school/Lanterns Children Centre |
|  | **Social, Mental and Emotional health**  ELSA  Time-to-Talk programme  Socially Speaking programme  Individual Behaviour Management Plans  Circle of Friends  Drawing therapy | LSAs have had the opportunity to work alongside behaviour support workers from Primary Behaviour Support Service.  3/6 LSAs trained in Circle of Friends by EP | Primary Behaviour Support  Young Carers  Educational Psychology service |
|  | **Sensory and/or physical**  Clever hands / Bodies Occupational Health Programme  Speed-Up Handwriting programme | All staff familiar with Children’s Therapy file. | Occupational Therapy  Physiotherapy  Specialist Teacher advisors – e.g. Hearing, Visual, Physical  School nurse  Educational Psychology service |
| What support is available for improving the emotional and social development of pupils with special educational needs? | Emotional literacy can become a barrier to learning and it is important that pupils are supported effectively. Our inclusions team (inclusions leader, pupil and family support worker, ELSA) work together to identify barriers to learning and put a programme of support in.  An ELSA is a member of staff who have been trained on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, anxieties, loss, bereavement and family break-up. ELSA’s receive supervision from educational psychologists once every half term in a local group.  Children are seen on a regular basis, once/twice weekly for a session which helps to develop an area emotional or social need. Our ELSA also support children with friendships and have weekly friendship groups to develop play and social skills. | | |
| What training is provided for staff supporting pupils with special educational needs? | Name and contact details of Inclusions Leader:  Mrs Bordoli  01962 869496  Training and development:  Teaching staff meet on a weekly basis in Teaching and Learning Meetings, through which development opportunities are provided for linked to whole school issues. Teachers also meet in their phases which provide the opportunity to discuss planning and pupil progress. Teachers are able to share expertise in helping to support pupils with particular needs.  Through continuous professional development (CPD) there are opportunities to keep up-to-date through Inclusion Development Programmes which focus on different specific learning difficulties.  Learning support assistants meet regularly with the Inclusions Leader and in line with whole school development, INSET and longer meetings are planned.  In line with whole school development, and teachers individual needs, training courses are explored and undertaken, to ensure best possible practice. | | |
| Accessibility of school | |  |  | | --- | --- | | Fully Wheelchair Accessible | No;  There are 3 fully accessibly classrooms  Hall and office area accessible; playground and outdoor spaces, accessible through key stage areas.  Reception outdoor space requires a ramp out from the classroom, and adaptations are required for the reception garden area to be fully accessible. | | Auditory/visual enhancements | No | | Specialist facilities/Equipment to support SEND | Disabled changing and toilet (including shower)  2 Disabled parking bays  Physiotherapy Table |   Where necessary, where there is a specific special need, we would contact the specialist teacher advisors to ensure any measures required are put into place prior to a child starting at Oliver’s Battery. | | |
| How are parents/carers currently involved?  How can parents/carers get involved and who can be contacted for further information? | At Oliver’s Battery Primary and Nursery School we communicate progress and involve parents by*:*   * Sharing targets * Parents evenings * School reports * TPA meetings / Individual provision maps for SEND pupils with complex needs * TAF (Team around the Family) multi-agency support meetings * Annual Review meetings   *Family Support (contact the Inclusions Leader for more details)*   * Links with charitable organisations which support families ie: Parent Partnership. * Locality Team * CAMHS (Child and Adult Mental Health Service) support helpline * Educational Psychologist helpline * School nurse * Primary Behaviour Service * Early Help Hub   *Should you wish to discuss the provision for your child, please contact the class teacher in the first instance. If further information or advice is required please contact the Inclusions Leader or Head teacher via the school office.* | | |
| What steps can be made if there are concerns about the school’s SEND provision? | Should there be any concerns, it is paramount that a resolution should be found quickly. The initial step is to discuss the concerns with the pupil’s class teacher. This discussion should cover techniques and classroom approaches, as well the pupil’s current attainment and progress. Taking into account the views of the parents, agreed actions should be planned and reviewed after a few weeks. If the concerns continue a meeting with the Inclusions Leader, class teacher and parents should be held. If parents feel it necessary to take matters further, members of the school’s leadership team – the Assistant headteacher or Head Teacher will become involved.  The school’s complaints procedure is overseen by the School’s Governing Body and is available in the school office. | | |
| How will the school prepare and support a pupil to join the school, transfer to a new school, or transition to the next stage? | We have carefully planned and structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed.  The Inclusions Leader, along with the Foundation Stage Teacher, meet with preschool staff and usually an Transition Partnership Agreement (TPA) is written for pupils with more complex needs. Through this a child’s strengths and areas of difficulty are identified and actions are set out to support the school and the pupil in a successful transition.  Year 6 staff and Inclusions Leader meet with secondary staff to plan transition arrangements for pupils who need additional support and TPA’s are written for pupils with more complex needs.  With in-school transition, pupils are supported through ELSA support and a moving up day. Where necessary a pupil can visit their new classroom more regularly to become more familiar with the new environment. | | |
| Where can further information about services be found? | More information can be found through Hampshire County Council’s website:  <http://www3.hants.gov.uk/parents>  <http://www3.hants.gov.uk/parents-sen>  <http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>  These pages offer further information and links. | | |