



## Sharps Copse Primary School

Drafted by:	Kate Wood
Reviewed by:	Mike Elsen
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Implementation:	Immediate
Reviewed/ updated	New format from October 2021 Reviewed September '22 Reviewed Sept '23 Next review Sept '24

### SEND Information Report

SENDCO: Kate Wood

SEND Governor: Jane Towers

Contact: [adminoffice@sharpscopse.hants.sch.uk](mailto:adminoffice@sharpscopse.hants.sch.uk)

Dedicated SEN time: 5 days per week

Local Offer Contribution: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

At Sharps Copse Primary School all children are entitled to full access to the curriculum regardless of physical ability or special needs. In addition, every member of this school should feel equally valued and free from discrimination irrespective of ability or disability. Equality of opportunity is concerned with justice for all, raising expectations and enabling each individual to have a wide choice in life and the opportunity to fulfil his or her potential. (Ref SEN policy, Sept 2021)

### Whole School Approach

Quality first teaching and additional interventions are in place to support pupils with additional needs. We regularly review the needs of all children. Pupil Progress meetings include all classroom staff and prioritise the need for quality first teaching with adaptations for differentiation and personalisation in teaching and learning.

All children have a Pupil Plan, which tracks their journey through the school identifying needs, adaptations and outcomes.

The cycle of Assess, Plan, Do, Review underpins our support.

#### **Assess:**

- Class teachers use a variety of assessments to ensure children's individual academic needs are known

- Observations and advice, utilising the expertise in the school
- Diagnostic tests to identify areas of additional need.
- The involvement of external experts to support us with our assessments – e.g. Educational Psychology, Primary Behaviour Support, Specialist School Outreach and Speech and Language Therapy

#### **Plan:**

We believe in looking at the whole child and that consulting parents and the child is central to putting the best support plan in place. We have several forums where we can plan for children with additional needs.

- CSI- These are weekly meetings held within the SEND team where teachers can refer any child for whom there is a concern. The child is discussed and a plan put in place to best support the needs they are presenting with.
- Pupil Progress meetings – Head Teacher, SENDCO and all class staff
- Annual Reviews (Children with EHCPs)
- Behaviour leads analyse data from out of class and lunchtime reflection and then plan support alongside class teacher.
- Meetings with External agencies – Primary Behaviour Support, Educational Psychology, INCLUDE, Speech and Language Therapy, Specialist School Outreach
- We employ a private Speech and Language therapist who meets half termly with our SENDCO.

Pupil Plans are used as working documents and are reviewed regularly to ensure that they are continuing to meet the needs of the child.

#### **Do:**

All plans identify what the barrier to learning is, the impact this is having on a child, what action should be taken and who is responsible for supporting this.

#### **Review:**

Plans are used as working documents. Each element on the plan is reviewed regularly (at least half termly) by the staff involved and is overseen in the first instance by class teacher and then SENDCO.

#### **Special Educational Needs:**

Children and young people's SEND are generally thought of in the following four broad areas of need and support.

##### **1. Communication and Interaction**

The school employs a Speech and Language Therapist (2 mornings a week) and two specialist HLTAs in speech and language (equating to 9 days per week)

The role of our Speech and Language Therapist is to:

- Liaise with SENDCO, teachers and regular liaison with our speech and language HLTAs
- Deliver communication and language interventions to our highest needs children
- Share good practice with members of staff
- Assess and advise on children for whom we have concerns
- Provide relevant training

Our specialist HLTAs provide support and interventions to children identified, under the direction of our Speech and Language Therapist and the SENDCo.

- The school also works with the NHS Speech and Language Service who assess and provide targets for pupils with additional needs in this area.
- The school has staff trained in NELI and ELKLAN
- Several staff are trained in Lego therapy
- We also work closely with the Specialist Teacher Advisory Service, where necessary to support children with additional needs in this area. Staff also regularly attend their training.
- The school uses Makaton and PECs where appropriate to support pupils with communication needs.
- We also refer to Riverside Outreach to gain additional support for children who present with needs in this area.

## **2.Cognition and Learning**

Quality first teaching is the key to all children with SEND making good progress. In addition the following takes place:

- Regular updates of data for all children. This data is analysed at regular points throughout the academic year through Pupil Progress meetings, where adaptations to the curriculum and support are identified for children.
- Learning Walks, book screening and observations monitor the adaptations to the curriculum and the support given to the children with additional needs, as well as identifying any next steps for children.
- All children have a Pupil Plan. This follows them through school and records barriers to learning, provisions and impact throughout their time with us. These are updated regularly (at least half termly) to ensure that provisions are having a beneficial impact.
- Due to COVID 19 school closures some of our children's learning has been interrupted. These children are carefully monitored and this enables us to recognise the need for a specific provisions to support the gaps in their learning.
- Afternoon provisions support the needs of identified children in bridging these gaps
- Staff have been trained to recognise signs of dyslexia and resources in school have been adopted to make us more dyslexia friendly.

## **3.Social, Emotional and Mental Health (SEMH)**

We believe that if a child does not feel happy and safe they will not learn to the best of their ability and therefore we have a school wide focus on mental health. This has become even more important in light of school closures and COVID 19. The school has the following support in place:

- We have a strong behaviour policy that is linked closely to our core values of Standards, Honesty, Attitude, Resilience and Pride
- We have high expectations that our children will make the right choices. These choices are linked closely to a comprehensive and appropriate rewards and sanctions system.
- The School employs a counsellor. We are currently training 2 ELSAs and this year we have 2 play therapists supporting 2 half days per week. In addition, all TAs have had training so that they can support children as a learning mentor.

- In years 1,2 and 3 we have a Nurture class which is run every afternoon to support a small group of vulnerable children to develop emotional resilience and social communication skills.
- Our HSLW (Home School Link Worker) supports families and works alongside our families and agencies to support home life, either through referral or joint support
- We work closely with the Primary Behaviour Service (PBS) to gain additional support and guidance to support some of our children with SEMH needs. In addition PBS also work with the families to support home life.
- For those children who require more specialist emotional support or for who there may be neurodevelopmental needs, the school works closely with parents to support a referral to the Child and Adolescent Mental Health Service. (CAMHS)
- School also works closely with the School Nurse Team.
- We are an Attachment and Trauma Aware School (ATAS). This course was attended by our head teacher and SENDCo and shared with staff. All staff have an understanding about supporting children who have experienced trauma.
- As a result of the ATAS training the school has adopted the approach of emotion coaching. This is about validating a child's feelings and helping them to deal with them in the moment.
- At Sharps Copse we firmly believe that children's behaviour is a communicative function and that we need to adapt the way we work with children to ensure that their needs are met.
- The school was part of the PBS emotional wellbeing lead project. As a result we now have 2 Behaviour and Wellbeing leads who support pupils and staff across the school
- Our Well-being leads have established a strong and supportive curriculum which builds on skills of emotional understanding as the children move through school. Teaching strategies, resilience and emotional vocabulary and understanding.
- Some staff have accessed training through Beacon House, Riverside and Primary Behaviour support to enable them to better understand childhood trauma, autism, attachment and wellbeing.
- Staff have also had additional training in mindfulness, problem solving and children's mental health issues.
- All staff are trained in behaviour support.
- Our SENDCo has completed an advanced course in 'Embedding a strategic Approach as Senior Mental Health Lead.'
- We recognise the impact that COVID has had on many of our children and families. During lockdowns we made regular welfare checks, helping families to access relevant emotional well being support and we recognise that this is still a much needed support. Every morning and afternoon members of the Senior Leadership Team (including Head Teacher and SENDCO) are on the playground meeting our families and making themselves available for a chat.

#### **4.Sensory and/or Physical needs**

- The school works with the Specialist Teacher Advisory Service to support those children with physical disabilities.
- For those children with sensory needs, we adapt their curriculum so that they have access to sensory breaks and quiet spaces. We also have a range of resources to support their sensory needs – for example, weighted blankets, ear defenders, sensory toys.
- The school uses the Solent Therapy Resource to assess and support children's gross and fine motor skills.

- A number of our staff have attended twilight sessions at Riverside Community Special School to develop their understanding of supporting children with sensory and neurodevelopmental conditions.

#### **Arrangements for the admission of pupils with a disability:**

The Disability Discrimination Act 1995, defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with special needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered, in the first instance, in the same way as non-disabled pupils. Further considerations are made in light of need and accessibility. It is the school's policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

When we are aware that a pupil with disabilities has applied for a place at our school, we will ensure that we meet with parents and the child to gain a clear picture of their needs. We also liaise with any relevant external agencies that may be supporting the family. If there are no external agencies, we may seek parental permission to refer to these services.

#### **We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:**

- Having high expectations of all pupils
- Finding ways in which all students can take part in the full curriculum
- Planning out of school activities including all school trips so that pupils with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Employing teaching strategies which will remove barriers to learning for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Providing training to all staff to raise the awareness of disability
- Providing resources for pupils with disabilities in a form which is user friendly.

#### **Existing facilities provided to assist access to the school by pupils with disabilities are:**

- Wheelchair access at main entrances. Where the thresholds to entrances are high, a ramp is available to support access.
- Carpeted classrooms to aid hearing impaired pupil's learning.
- Disabled toilet
- Disabled parking bays
- We have several upstairs classrooms, this is taken into consideration when placing children with a disability, or with parents with a disability

## **Additional support**

The school has a service level agreement with Educational Psychology. We buy in 8 days of support across the year.

We work with the Primary Behaviour Support Service to improve the outcomes for those children who have social, emotional and mental health needs.

The school employ a Home School Link Worker – Linda Cutting – who supports families with a variety of issues – signposting them to relevant external partners. We work particularly closely with INCLUDE.

The school runs a parent Hub 3 mornings and 2 afternoons per week. All parents are welcome for either a chat or support and sign posting.

We have internal processes for monitoring the quality of provision and assessment of need.

These include: -

- CSI – Our internal referral system
- Analysis of data
- looking at specific groups
- Formal lesson observations
- Learning walks
- Book monitoring
- Intervention feedback
- SENDCo attending pupil progress meetings
- PBS Action Plans, Behaviour Plans and other individualised support plans.

## **SEND provision**

Our approach to identification and assessment of special educational needs is set out in our SEND Policy. Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. educational psychologists, speech and language therapists, other local authority services, occupational therapists etc.) Our approach in such situations is to speak to parents to discuss the needs of their child and talk about how external agencies can support the child and the family.

## **Attendance**

Attendance of every child is monitored on a daily basis. Lateness and absence are tracked, recorded and acted upon. Good attendance is actively encouraged and celebrated throughout the school. Families who are experiencing difficulties with lateness and absence are supported by a member of our team.

## **Governors**

- The SENDCo reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed.
- The Governors finance subcommittee discuss priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

## Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach, and we do this through:

Action/event	Who's involved	Frequency
Parent Hub	Headteacher, SENDCo, HSLW and teachers	3 mornings and 2 afternoons per week
INCLUDE drop in	HSLW and SENDCo	termly
Primary Behaviour Service action planning meeting	PBS, class teacher, SENDCo, parents (and child if appropriate), HSLW	6 weekly
EHCP annual reviews	Class teacher, support staff, SENDCO, parents and child	Annually or sooner if there is a change of need.
Parent evenings	Class teacher, parents and child. SENDCo, HSLW and headteacher are also available	2 x yearly
Individualised plans	Class teacher, parents and child	As necessary
Yearly reports	Produced by class teachers and then shared with parents and child	1 x yearly

## Staff contacts and development

The SEND provision within our school is co-ordinated by our SENDCO. This is Kate Wood, who can be contacted on 02392484545 or by email: [k.wood@sharpscopse.hants.sch.uk](mailto:k.wood@sharpscopse.hants.sch.uk).

Kate Wood is the Designated Teacher with responsibility for Looked After Children.

Our safeguarding leads are: Mike Elsen, Amy Fairall, Kate Wood and Linda Cutting

We are committed to continually developing the expertise of our staff. Currently in school we have expertise in:

- Speech and Language
- ELKAN and NELI (both speech and language provisions)
- SEND
- Social and Emotional Mental Health needs
- ELSA
- Nurture
- Well being
- Attachment and Trauma

## Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed as follows:

- Every class has a Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) in the morning. In the afternoons HLTAs and TAs can be used to provide a variety of provisions to

support communication, mental health and academic progress. This is decided on the basis of need.

- In addition year R has an additional TA to support with Speech and Language
- An additional HLTA in speech and language works full time with children from years 1 – 6.
- Year 1 has an additional TA in the mornings to support with handwriting and reading
- Year 2 has an additional TA in the mornings hearing children read, using Fisher Family Trust.
- 3 additional members of staff have now been trained in Fisher Family Trust reading.
- Additional support staff are also available in some classes where there are children with additional needs. Where children require a level of 1:1 support, the focus is on providing children with the skills they require to gain independence and to prepare them for adulthood.
- We are currently training 2 ELSAs who work across the school to provide emotional support and develop children's resilience
- Our School Counsellor works with our children with more complex emotional needs.
- We also have a full time Home School Link worker
- This year we have 2 play therapists supporting children with specific identified needs 2 mornings per week.

## **Finance**

Our notional SEN budget for the year 2023-2024 is £199,717

The following outlines how we spend this budget to support and challenge children with SEND.

- Support staff
- Commissioned external services – for example Educational Psychology, Simply Speaking Speech and Language Support, INCLUDE,
- Additional teaching resources – for example interventions, practical resources to scaffold learning, sensory toys and resources.
- Training – for example Fisher Family Trust, ELSA, Lego Therapy and other identified courses to develop the core provision for our pupils in need of additional support to fully access the curriculum.
- Any other expenses – for example alternative provisions

## **School Partnerships and transitions**

The school works with a number of external partners including:

- Primary Behaviour Support
- Educational Psychology
- CAMHS
- Speech and Language Therapy
- School Nurse Team
- Specialist Teacher Advisors – for example Hearing impairment, Physical Disabilities, Communication and Language
- INCLUDE
- Early Help Hub
- Secondary schools and Nurseries



## **Transition to and from Sharps Copse Primary**

- We encourage all new children to visit the school prior to starting. When they start they will be welcomed into their new class and helped to form friendships. For children with SEND we liaise closely with their previous school or nursery in order to meet their needs quickly.
- We write social stories with children if transition is potentially going to be difficult.
- An IPA (Inclusion Partnership Agreement) document may be set up clearly identifying a child's specific needs for transition
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange educational visits. Additional transition is organised for children with more complex needs.
- In reception year we can plan a staged transition for children experiencing extreme difficulties
- Our feeder school (Havant Academy) has several transition days towards the end of the summer term. Children can also attend a summer school at the Academy and we recommend this for most of our SEND children.
- TPA (Transition Partnership Agreement) documents are set up well in advance of transition to ensure a smooth and successful move for children with more specific needs.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

The school works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of the support are set out in the local authority's local offer which can be found at : <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

In addition, Hampshire SENDIASS offers impartial advice, support and information about SEND. This service can be accessed by parents and young people using the following information:

Website: [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)

Email: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)

Telephone: 0808 1645504.

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

## **Administration of Medicines**

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

## **Complaints**

Our complaints procedure is available on the school website and from the office. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

### **Challenges this year**

- The impact of COVID 19 continues to change our school population as younger children join us. We are seeing significant changes in speech and language levels, attention skills and social skills in our new year R populations.
- Meeting the needs of increasing numbers of pupils with complex needs and Education health and Care Plans, within a climate of financial restrictions. The school continues to prioritise staffing levels and the needs of SEND pupils when planning and budgeting.
- Supporting the increasing numbers of pupils, families and staff experiencing mental health difficulties.

### **Further Development**

Our strategic plans for developing and enhancing SEN provision in our school this year include:

- Additional staffing in mixed year groups to support children with additional needs and EHCPs
- Targeted CPD to develop quality first teaching.
- A focus on developing inclusive strategies throughout our school community. Training on neurodiversity and equality of teaching for all.
- Focus on supporting our parents and families through our parent Hub, sign posting and building knowledge and support.
- Pupil Progress meetings, review of planning for SEN pupils to ensure enough variation and adaption
- Weekly meeting of CSI – schools internal referral system.
- Subject leaders to review the resources their subject offers to support those with specific needs
- Pupil Plans develop a consistent school approach to measuring and recording the impact of any interventions on pupils
- Support staff to deliver inclusive high-quality teaching at all times for SEN pupils
- Develop a consistent approach to support SEN pupils in all foundation subjects.
- Deliver training to staff when required to deliver high quality interventions for small groups or individuals.

### **Relevant school policies underpinning this SEN information report include:**

- Curriculum Policy
- Criteria for the Identification of SEND
- SEN Policy
- Supporting Pupils with Medical Needs Policy

### **Relevant legislation and guidance taken into account include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

**Date of next review (at least annually): September 2024**