

MOOR ROW COMMUNITY PRIMARY AND NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2016

Introduction

Welcome to our SEN information report which is part of the Cumbria County Council Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

Statement of Intent

At Moor Row Community Primary School we are ambitious for all our children and young people and believe in success and respect for all. We recognise that all pupils are entitled to a quality of provision which will enable them to reach their potential and achieve well-being, raising the aspirations of and expectations for all children and young people with SEN.

We provide a secure and accessible environment in which all our children can flourish and where all contributions are considered and valued. Where a pupil is identified as having SEN, School will take action to remove barriers to learning and put effective provision in place. Every teacher is a teacher of every child or young person including those with SEN.

We believe in working in partnership with other agencies and include and value the contributions of our families to deepen our understanding of equality and diversity.

If your child has special educational needs and/or a disability and you would like to know more about what we offer please contact us on **01946 810620** or e-mail us at: **headteacher@moor-row.cumbria.sch.uk**
SEND/Inclusion Coordinator: Mrs Lynn Grears (Senior Teacher)

Special Needs Provision at Moor Row

We refer to the term “Special Educational Needs” if a child:

1. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
2. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction;
- cognition and learning;
- behavioural emotional and social development;
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

For further information please see the DFE [SEN Code of Practice](#)

Assessment and Identification

To identify pupils with SEN, Moor Row Community Primary School will:

- Assess each pupil’s current skills and levels of attainment on entry.
- Make regular assessments of all pupils to ensure that the intervention:
 - That the child’s progress is similar to that of their peers starting from the same baseline.
 - Matches or betters the child’s previous rate of progress.
 - Closes the attainment gap between the child and their peers.
 - Prevents the attainment gap growing wider.

The School will provide extra support to pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;
- assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality first teaching differentiated in response to individual pupils.. It can include progress in areas other than attainment, for example to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Provision

All staff work together to support children in our School. The SENCO is the strategic manager who oversees the education of the children on the SEND Register. There is also a designated SENCO Governor - Anita Bone - however SEN is the responsibility of the full governing body. Class teachers are responsible for the education of all the pupils in their care. They plan the education for our SEN pupils in partnership with the pupil, parents, other staff members, the SENCO and any other external agencies. (The external agencies could be from health, social care, specialist advisory teaching service, educational psychologist and any other relevant support agencies. Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

EXTERNAL SERVICES

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the School interventions already put in place, School will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress;
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness;
- continues to have difficulty in developing Literacy and Numeracy skills;
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme;
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service;
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the School.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by School staff in consultation with parents. In seeking the support of external support services, those visiting the School will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the School;
- extend the expertise of the teaching staff;
- provide additional assessment;
- be involved in supporting the child directly;
- suggest that a statutory assessment is advisable;
- consult with all parties involved with the child.

Support staff are assigned across the whole School to support SEND pupils according to need through provision mapping. Links with outside agencies are well established and transition to secondary schools is very good due to our close liaison with them. Colleagues from outside agencies and parent partners continue to advise and support our staff to better understand and address the needs of our pupils.

Statutory Assessment: EHC Plan (Education, Health Care Plan)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the School, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Cumbria. **Cumbria's SEND Local Offer can be obtained from Cumbria County Council's website (<http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/>) or directly from Blencathra House (01946 506211).**

The Local Authority will need to have:

- information about the child's progress over time;
- documentation in relation to the special educational need;
- details of action taken by the School to meet the child's special educational needs;
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plan (IEPs) for the child;

- records of regular reviews and their outcomes;
- health reports, including medical history where relevant;
- national assessment levels and reports or records of progress compiled by the teachers;
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist;
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Support Service phyllis.bowler@cumbria.gov.uk to be advised of the way forward. If the School makes a Request for Statutory Assessment, parents can still access the Parent Support Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Statementing & Provision Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees with the need for an ‘**Education Health Care Plan**’, the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child’s progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Transferring Statements to EHC Plans

The legal test of when a child requires an EHC Plan remains the same as that for a statement. It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing. The transition period for transfer to EHC Plans has been extended to 2018.

Recording

Moor Row Community Primary School will: Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils; maintain an accurate and up-to-date register of the provision made for pupils with SEN and record details or additional or different SEN provision on a provision map.

The SENDCo (Special educational needs and disability Co-ordinator)

The School’s SENDCo is Mrs Lynn Gears and she can be contacted on 01946 810620 or via email at: headteacher@moor-row.cumbria.sch.uk

Resources

We aim to allocate resources appropriately to meet the needs of all our children with SEN. It is carefully considered through our Pupil Progress meetings and in consultation with School, the child, the family and any external agencies involved. Children will be allocated resources based on their individual needs. Resources can be staff, specialist equipment and resources to support teaching and learning. The allocation of funding is discussed and approved by the school's governing body.

Partnerships

The partnership between parents and School will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations – Structured Conversations, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, parents are contacted and invited into School to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

Howgill Family Centre

Specialist Advisory Teachers

Education Psychologist

Child and Adult Mental Health Service (CAMHS)

Speech and Language Therapy

Occupational Therapy

School Nurse/Health Visitor

Physiotherapy

Hearing Sensory Support

Visual Sensory Support

Learning Difficulties and Disabilities

Further information is also available from Cumbria County Council's website

<http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/> or from Blencathra House (01946 506211).

SEND Bullying

Bullying will not be tolerated and we make this clear in the information we give to children, staff and parents when they join our School. We use assemblies and curriculum time to reinforce our message. School rules, displayed in School, positively reinforce the message that we keep unkind words, hands and feet to ourselves and that we treat others with respect. Any parents who are concerned about their child should speak to their child's class teacher as soon as possible in order for us to address the issue. We establish and maintain an ethos where ALL children feel secure and encouraged to talk and are listened to within an open and positive School atmosphere. We ensure that children know that there are adults in the School who they can approach, and systems in place such as the "worry box/gobbler," School council, peer mentors and learning mentors (in addition to staff) if they are worried or are in difficulty. Please see our [bullying policy](#) and [website](#) for further information.

Accessibility

We constantly strive to improve our part-Victorian building to meet the needs of all our children and provide an accessible, safe and stimulating learning environment. The School has disabled changing and toilet facilities.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the School's Complaints policy should be followed.

The Local Offer

Cumbria's SEND Local Offer can be obtained from Cumbria County Council's website (www.cumbria.gov.uk) The School office and website can also provide further information.