



## **Fir Tree Primary School and Nursery**

### **SEN Information Report**

**2016-2017**

#### **Introduction**

At Fir Tree School we take pride in reflecting the diversity of the whole community that our pupils are part of. The staff, governors, pupils and parents work together to make Fir Tree a happy, welcoming place where everyone is equal and children can develop into confident and successful learners who are well equipped to meet the challenges of the future.

By consistently focusing on the quality of teaching and learning at Fir Tree, all groups of children are given the opportunity to develop and meet their potential including those who have been identified as having additional needs. We are committed to narrowing the attainment and progress gaps between SEND and non-SEND pupils.

**Under the Children and Families Bill 2014, local authorities are required to publish and keep under review, information about services that they expect to be available for children with disabilities and special educational needs. This is called the Local Offer. The intention of the local offer is to improve choice and transparency for families. From this, a requirement for schools is to publish a SEN Information Report which reflects the ethos and provision for children with SEND across the whole school.**

**Information about the Local Offer can be found at <http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page>**

### Who to contact

If your child has special educational needs and/or disabilities and you would like to know more about what we can offer at Fir Tree, please contact us on 01635 42129 or email the Special Educational Needs Coordinator (SENCO) at

[office@firtree.newburyacademytrust.org](mailto:office@firtree.newburyacademytrust.org)

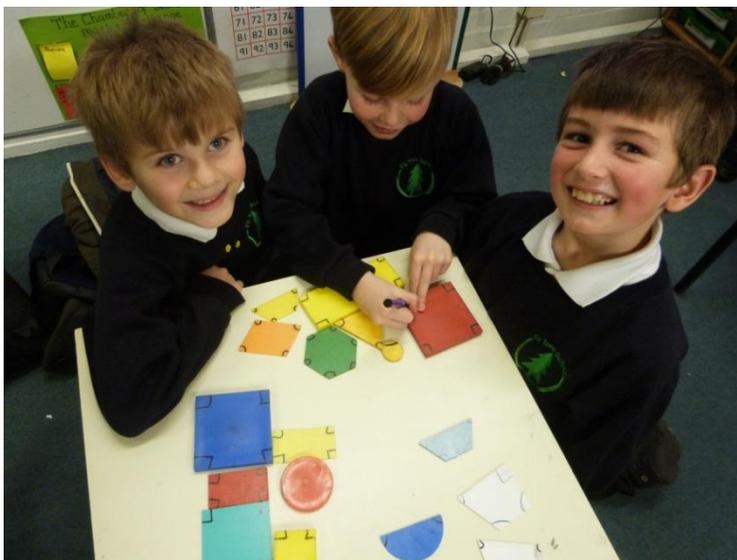
SENCO – Miss Kayleigh Knight

Special Needs Governor – Mrs Karen Dougal

### Accessibility

What type of school are we?	Mainstream School
Can all areas be accessed by a wheelchair?	Yes
Do we have any visual/auditory enhancements?	None
Are there any other adaptations?	None
What Specialist facilities/equipment to support SEND do we have?	Disabled Parking bay Ramps in the classrooms from their outside doors
SEN Support Pupils and Pupils with an Education, Health and Care Plan	At Fir Tree there is a higher proportion of pupils with SEND compared to the National Average.





Identification of Special Educational Needs	
<p><i>What is Special Educational Needs?</i></p>	<p>The words Special Educational Needs are used if a child –</p> <ul style="list-style-type: none"> <li>• Has significant greater difficulty in learning than the majority of children his or her age in one or more areas of learning. When making this decision, progress and predicted progress is considered in their academic abilities.</li> <li>• Has an identified, or diagnosed, disability which prevents the child from fully accessing the provision and facilities available in that school for children of a similar age.</li> </ul>

When a child has additional needs that impacts on their learning	
<p><i>What do we mean by Special Educational Needs?</i></p>	<p>The identified difficulty will normally fall into one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Communication and interaction – for example, speech and language delay and impairments; Autism</li> <li>• Cognition and learning – for example, a range of specific learning needs such as dyslexia and dyspraxia</li> <li>• Social, Mental and Emotional Health – for example, ADHD</li> <li>• Sensory and/or Physical needs – for example, Hearing Impairment; Visual Impairment</li> </ul>
	<p>Through accurate assessment of each child's development, progress is tracked throughout the year. If a child is not making the expected rate of progress, then we investigate the reasons why this may be the case. This may lead to identification of a special need and changes to the provision for that child.</p> <p>The school uses a graduated approach to assess, identify and provide for all pupils learning needs. This model is set in the Code of Practice that demonstrates good practice in supporting children with special educational needs. It follows a model of action and intervention at all levels of teaching i.e. whole class and intervention groups, to help children make progress and successfully access the curriculum.</p>

**Inclusion through the curriculum – Graduated approach**

<p><i>How will my child be taught?</i></p> <p><i>How we support all pupils in class including those with SEN?</i></p>	<p style="text-align: center;"><b>Stage 1: Quality First Teaching</b></p> <p>All children, including those who have identified special educational needs, are entitled to access a high quality of teaching and learning within the classroom. It is the responsibility of the class teacher to enable all pupils to learn in a supportive, enriching environment. To achieve this they:</p> <ul style="list-style-type: none"> <li>• Plan appropriate work/activities for their pupils</li> <li>• Ensure that support is available for all children (inclusive 'quality first' teaching)</li> <li>• Differentiate the curriculum to take account of different learning styles, interests, abilities</li> <li>• Ensure that all children can be included in tasks/activities</li> <li>• Monitor individual progress</li> <li>• Celebrate achievement</li> <li>• Identify those children who require additional or different support in order to make progress</li> <li>• Set targets for individual pupils and discuss these with pupils and parents</li> <li>• Promote the inclusion of all children in all aspects of life at school</li> </ul>	<p>Support staff are used in all key stages to assist teachers in enabling pupils to access the teaching by supporting whole class teaching and leading guided groups in classes. With their support, teachers are able to plan for focused learning activities because teaching assistants will:</p> <ul style="list-style-type: none"> <li>• Encourage and promote independence in children</li> <li>• Liaise with the class teacher and provide feedback on the progress of their pupils Help to prepare resources and adapt materials</li> <li>• Lead interventions to close the gap for children experiencing difficulty</li> </ul>
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<p><i>What happens if my child needs more help?</i></p>	<p style="text-align: center;"><b>Stage 2: Short-term additional support</b></p> <p>Through consistent assessment and monitoring of progress, children who are failing to match the rate of progress expected receive targeted intervention in order to narrow the gap in attainment. At Fir Tree Primary School, we offer a range of short –term interventions that are 'additional to and different from' the general teaching programme.</p> <p>These targeted programmes are short term measures which are accessed by children who have been identified as requiring</p>	<p>Examples of support available -</p> <ul style="list-style-type: none"> <li>• Language enrichment support</li> <li>• Specific phonics teaching</li> <li>• Motor skills</li> <li>• Sensory Processing</li> <li>• Basic literacy and numeracy boosters</li> <li>• Snap Maths</li> <li>• Speech and language group work</li> <li>• Structured Reading Approach</li> </ul>
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	<p>further support. At Fir Tree Primary School, support that is offered to children with Special Educational Needs is identified as different from that offered to other vulnerable groups. The impact of successful interventions is monitored in regular meetings with senior leaders and the SENCO.</p>	<ul style="list-style-type: none"> <li>• Social skills support</li> <li>• Emotional Literacy support</li> <li>• Pastoral support through Lego Therapy and Draw and Talk</li> <li>• Precision Teaching</li> <li>• Talking Partners</li> </ul>
<p><i>How we match the curriculum to your child's needs.</i></p>	<p style="text-align: center;"><b>Stage 3: Long-term additional support</b></p> <p>At Fir Tree, we use observations and information gathered from parents, class teacher, SENCO and external agencies to build up a holistic profile of pupil needs. This is supported by a variety of assessments and tracking procedures. These are in line with the SEND Code of Practice 2014.</p> <p>The information is used to adapt the curriculum to support children with long term SEND needs to access the learning effectively. Specialist advice can be sought and support may be offered through ongoing targeted interventions or personalised curriculum activities. The impact of provision is reviewed regularly and support will be allocated flexibly to meet individual needs.</p>	



<b>Staff training and expertise</b>		
<i>How skilled are our staff?</i>	<p>All staff, both teaching and non-teaching, receive a regular programme of support and training. This enables them to understand the needs of the pupils at the school and fosters positive interactions.</p> <p>We invest in high quality training for our Teaching Assistants who support our young people in the classroom, many of which are also involved with the children at lunchtime.</p> <p>All staff are trained in positive behaviour management and de-escalation techniques to promote positive relationships between pupils. This training also involves techniques for physical handling used only when necessary to protect from risk of harm.</p> <p>The Headteacher has the Accredited National Award for SENCOs and the current SENCO is working towards the award at present.</p>	<p>Specific training including:</p> <ul style="list-style-type: none"> <li>Emotional Literacy Support Assistant</li> <li>Pastoral Support (Lego Therapy and Draw and Talk)</li> <li>Structured Reading Approach</li> <li>Talking Partners</li> <li>1:1 tuition</li> <li>ASD training</li> <li>OTAs (sensory training)</li> <li>Team-teach</li> </ul>



<b>Provision for Social and Emotional Needs</b>	
<p><i>How we support our vulnerable children</i></p> 	<p>At Fir Tree we adopt a strong commitment to the personal needs of our young people. The PSHE curriculum enables children to grow in their interactions with each other, valuing our similarities and respecting our diverse community which develops their sense of emotional well-being. If required, support can be accessed through group led social skills programmes in Key Stage 2. Individual support can be offered through the school ELSA, Pastoral Teacher or the English as an Additional Language teacher.</p>

<b>Wider outcomes</b>	
<i>Equality of access to activities</i>	The school offers a wide range of curriculum enrichment activities and extra-curricular clubs and experiences. All children will be given the opportunity to experience these regardless of SEND, although some adaptation may be necessary to ensure safety.

<b>External partners</b>	
<i>Which specialist services are available to schools</i>	Cognition and Learning – Educational Psychologist Cognition and Learning Team (CALT) SISS
	Communication and Interaction - Speech and Language Therapy Service (SALT) ASD Advisory service Educational Psychologist
	Social, Emotional and Mental Health - Educational Psychologist Emotional Literacy Support Assistant (ELSA) Behaviour Support Team Child and Adolescent Mental Health Team (CAMHS) Young Carers Emotional Wellbeing Academy Family Resource Service
	Sensory and/or Physical – Occupational Therapist Physiotherapist Sensory Consortium specialist teachers for Hearing and/or Visual Impairment School Nurse Service Health Visitor Service Educational Psychologist

<p>Family Resource Service</p>	<p>FRS can be accessed through a referral to the Social Care Team who can assign a professional to work with a child, a family and the school to address a need.</p> <p>If you would like to find out more about this support then please speak to the Headteacher or the Assistant Headteacher who will be able to help.</p> <p>There is also advice and signposting to a variety of services through the West Berkshire Local Offer.</p>
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<b>Parental Support and Involvement</b>	
<p><i>How we inform you of progress.</i></p> <p><i>How you can get involved in your child's education.</i></p> <p><i>What steps you can take if you have a concern.</i></p>	<p>At Fir Tree, we are committed to providing quality teaching and learning opportunities. Our website publishes current information about the curriculum, homework and expectations for each year group as well as information about life at Fir Tree. The school newsletter also informs parents what has been happening in school and celebrates the wealth of experiences the children have enjoyed. We also have Twitter to keep parents up to date with posts from things going on at school.</p> <p>We track and monitor the progress of children in order to evaluate the effectiveness of provision. The progress of your child will be shared directly at parent evenings and in an annual school report. You will also get a mini report at each parent evening which will also provide you with your child's targets for the term. Teachers are regularly available to speak to parents if required, and for some children, daily updates are given in a home/school communication book.</p> <p>Children who receive support for SEND have their progress reviewed regularly between school and parents, and targeted next steps are set through their Support and Achievement Plan. These are reviewed 3 times a year with parent involvement. Parents are encouraged to support their child in achieving these targets by practicing them at home.</p> <p>Children who are supported through a statement or Education health and Care plan have an annual cycle of review to ensure that their needs are being met appropriately. Should you wish to discuss the provision for your child, please contact the class teacher in the first instance. If further information is required then please contact the SENCO or Headteacher via the school office.</p> <p style="text-align: center;"><b>Child+ Parent+Teacher= Success</b></p>



### Pupil Voice

*How do pupils get involved in their education?*

Fir Tree Primary school has an active school council which Years 2-6 representatives are elected to join. The school council meets regularly with the Deputy Headteacher to discuss initiatives for pupil wellbeing and pupil projects. They also chose one charity a year to support and plan fundraising events for it. All children are encouraged to share their views within this forum.

During the school year, staff plan an enriching creative curriculum that children have an opportunity to steer by reflecting on their learning and supporting each other. Opportunities for Assessment for Learning enable children to respond to each subject and provide a structure to share their opinions. Monitoring of subjects that build in discussions with pupils has encouraged the children to develop independent learning skills.

Regular targets are set in literacy and maths, with the children taking ownership of these with a personal target set independently following reflection. For children whose education is targeted on a Support and Achievement Plan or statement/EHC, their views are actively sought during reviews and they are incorporated into the personalised document.

### Transition

*How we prepare pupils with SEND at the start and end of their time at Fir Tree.*

When children enter into Foundation Stage, staff will conduct home visits and where possible, visit the previous setting. All pupils will be invited to visit the school and if required a more specific transition programme can be established for some children. The pupils will have up to two transition sessions in the July if they are starting Reception in the September. It is important that any special educational needs are communicated with the school at time of application so that



	<p>this can be set up if needed and ensure a smooth transition for the child.</p> <p>When children reach Year 6, transition is directly managed between the class teacher, and possibly the SENCO and Pastoral Teacher and the receiving school. The SENCO and Pastoral Teacher are involved if more specific transitional support is necessary. We understand that this can be a challenging time for our young people and therefore additional support can be accessed through the school ELSA and Pastoral Teacher. A 'Worry Workshop' led by the school Educational Psychologist is run during the Summer Term.</p>
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<b>Medical Support</b>	
<p><i>How medical needs are attended to.</i></p>	<p>We have a high number of trained medical first aiders who can administer medication when required. Advice and training is given to all necessary staff for children with specific medical conditions and is provided by the school nursing service. School staff work with medical professionals in writing care plans for all pupils with any significant care needs and in monitoring the welfare of the individual. Newbury Academy Trust employs a School Nurse who is based at Trinity Secondary School and Fir Tree has access to her when needed. She can work with pupils, parents and provide training for staff if needed.</p>

<b>Policies</b>	
<p><i>What other policies are available to support this Plan?</i></p>	<p>The following school policies are available on the website –</p> <ul style="list-style-type: none"> <li>❖ Accessibility Plan</li> <li>❖ Assessment</li> <li>❖ Anti-Bullying</li> <li>❖ Behaviour</li> <li>❖ Complaints</li> <li>❖ Disability Equality</li> </ul>

- ❖ E-Safety (ICT User Acceptance Policy)
- ❖ Health and Safety
- ❖ Safeguarding
- ❖ SEN

Further information is also available for Pupil Premium Grants, Admissions and Attendance.

### Raising a concern

*How do we handle a complaint?*

If you are concerned that the provision is not effective for your child at Fir Tree, you can raise this with us by approaching the class teacher, the SENCO or the Head Teacher to discuss the matter. We will endeavour to work with you to find a resolution in the strictest confidence. However, if you remain unsatisfied, please check the Complaints Policy available on the website. Complaints that are shared in writing to the Governing Body will be investigated and they will take any action they deem necessary.

