

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

Cognition and learning
 Communication and interaction
 Speech and Language
 Downs syndrome
 Behavioural, emotional and social needs
 Low level physical disabilities

We identify and assess pupils with SEN using the following methods:

Early, accurate and specific identification of a child's needs is of paramount importance to the Steam Mills team. We believe that in order for a child's learning to flourish, their needs should be met as soon as possible. If a child has identified needs when they join Steam Mills, staff will work closely with parents and to share any concerns they may have or any prior information about their child. In addition school will liaise with preschool or previous educational settings to ensure that the child's needs are met. The class teacher will meet with the SENDCo /Head and other staff who work with the child. We will organise to meet with the parents if this has not already been done. When special needs are identified we will look to put in place support strategies. If appropriate we will involve external agencies to work with the child or offer advice to the staff.

Cognition and Learning:

- Assessments in Literacy and Numeracy take place every term in both Key Stages – this information is placed on a pupil tracker to monitor and assess progression.
- Regular observations and Learning Journey updates in EYFS – this information is placed on the pupil tracker to monitor and assess progression every half term.
- Staff observations made during lessons and interventions using a uniform format; concerns passed onto the SENDCo, class teachers and head.
- Access to agencies including the Educational Psychology service and Learning Support.
- Assessment for schemes of work and interventions such as Precision Teaching, Numicon Closing the Gap, Guided reading groups, Bearing Away and Dancing Bears.

Communication and interaction:

- Observation of pupil's social and communication interaction.
- Observation of pupil's speech and language to communicate.
- Observation of pupil's use of other forms communication such as sign language, non verbal cues and behaviour.
- Assessment for schemes of work such as Time to Talk.

Speech and language:

- Observation of pupil's speech and language made by staff including teachers, TA's and SENDCo
- Initial assessment for Speech and Language interventions such as Language steps, Language for Thinking and Black Sheep.
- Speech and Language referral to Speech and Language Team.

Downs Syndrome:

- Assessment of needs informed by parents, medical and advisory agencies working alongside the pupil.

Behavioural, emotional and social needs:

- Observations of pupil's BSED needs and impact on their learning.
- Assessment for schemes of work such as Time to Talk.
- Referral to agencies such as Teens in Crises, CINCH and the Pupil Referral Team.
- Thrive assessment.

Low level physical disabilities:

- Assessment of needs informed by parents, medical and advisory agencies working alongside the pupil.

We evaluate the effectiveness of our SEN provision in the following ways:

The effectiveness of the SEN provision is recorded in the following ways;

- Data on the online tracker system to inform progress, attainment and impact of interventions.
- Half termly meetings with the class teachers and Head which are passed onto the SENCo
- RAPS are written for children who are not making sufficient progress or who are below the expected level.
- Feedback from all staff working with the pupil's via a uniform intervention sheet which is populated during each intervention session including any relevant verbal feedback.
- Review outside agency support strategies and targets for individual pupils.

Benchmarks are set by the county council and Head for each Year group. Individual targets are set by the class teachers and SENDCo according to the Code of Practice. These are recorded on a My Plan or My Plan Plus and assessed at the end of each half term. My Plan Plus documents are reviewed with pupils, parents, staff and outside agencies three times per year.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

See above.

Our approach to teaching pupils with SEN includes:

All children and young people with SEND are valued, respected and equal members of the school.

Their individual learning styles are considered by each teacher and support staff during the planning, assessment and progression cycle of learning, as are those of their peers. Lessons start with a WIL (what I am learning) to ensure the objective and learning intention is clear and end with a NIKI (Now I know it) where children have the opportunity to share what they have learned. A learning dialogue is actively encouraged between the children and their teacher and Next Steps and working towards a target/learning goal is a key part of this process. **Integrated and dynamic learning is at the heart of the Steam Mills ethos, and all children have a part to play in this.**

The staff has recently completed the AFL training that focuses on different strategies of ascertaining learning. We have a 'no hands up' policy and often use fun learning tools, such as Jimmy the Troll in Reception and exit passes in Key Stage Two, to encourage the children to share their learning in a non- intimidating way.

Steam Mills has a clear behavioural policy which sets out guidelines created by the children that all pupils are expected to adhere to. We aim to continually and consistently identify positive behaviour choices that children make and praise them. We have clear rewards and sanction systems throughout the school including 'Going for Gold' and celebration assemblies. Each term the whole school explores a value and celebrate when a member of our community displays this quality.

Refer to the school's SEND policy and School Offer.

We adapt the curriculum for pupils with SEN in the following ways:
<p>Steam Mills has a wide breadth of abilities within each classroom. Our class teachers, support staff and SENDCo work together to ensure that each individual's need is catered for. We aim to enable the pupils to have autonomy of their learning and gain greater independence. We achieve this by providing not only a teaching assistant in each classroom in the morning but by equipping the pupils with a range of resources that help them to develop their understanding of the topics and daily routines. In each classroom there are visual timetables, Numicon and topic word and picture mats as well as colourful and informative displays. In addition we have a range of resources that are used by individuals who have specific learning needs such as talking tins, spell checkers and Communication in Print signs.</p>
We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:
<p>Steam Mills prides itself on being an inclusive school. All lessons are differentiated and teaching styles are adapted to suit the cohort as well as individuals. School trips are carefully planned and risks assessments are made. Staff assigned to pupils on a one to one basis attend the trips with their allocated pupils in addition to the class ratio of adult to pupil. Specialist equipment is taken on trips according to the needs of the pupil this can include a visual event timetable or wheel chair.</p>
The following emotional, mental and social support is available for pupils with SEN:
<p>SENDCo has a Level Two counselling skill certificate. SENDCo and head trained to deliver Solution Focused Approach skills. SENDCo training to be a Thrive practitioner. All staff are aware of scaling approach used to help pupils to verbalise feelings and events using numbers. SFA scaling approach on intervention sheets and My Plan documents as part of the pupil's voice. All staff have attended INSET training with County Council inclusion officer Teresa McIlroy and outreach Glos Ed leader for BSED Pete Hale. Steam Mills has invested in Thrive programme and is due to start training the SENCo in February 2015. Steam Mills has a safe room known as the Rainbow Room for children to go if they are finding a situation difficult. Class teachers have set up strategies to support pupils and create open dialogue such as a Post box where pupils can write notes of concerns for the teacher to read. This is dependent of the nature of the cohort in each class. All staff have open and honest dialogues with the parents and vice versa, we see ourselves as an 'open door' school and actively encourage parental conversation with us. Steam Mills has three CAF trained staff. Steam Mills has an on-going programme of after school clubs to provide children with opportunities to further their interests. These currently include netball, dance, science and art in Key Stage 2 and bead, art and football in Key Stage 1.</p>
The name of our SEND Co-ordinator (SENCo) is: Fran Barber
In addition, we use the services of the following specialists:

- Educational Psychology service
- Advisory Teaching Service
- Occupational therapist
- Paediatrician
- Teens in Crises
- CINCH
- Speech and Language therapist
- Outreach teams for BSED

We currently possess the following equipment and facilities to assist our pupils with SEN:

We currently have a wheel chair user and a special chair has been provided by the OT service. We currently have a child with Down's Syndrome who has a specialist toilet seat and steps as well as a class chair also provided by the OT service.

We have invested in Thrive BSED programme to support the wellbeing of children whose BSED difficulties impact on their learning.

We have invested in Numicon though out the school to support Maths and several reading and phonic schemes such as CODE, Phonics Bug, Bearing Away, Dancing Bears and guided reading sets. In addition we have a large bank of resources to support speech and language, communication and interaction development such as Time to Talk, Language for Thinking, Language Steps and Black Sheep.

We have a wide variety of SEN resources which are in the additional teaching room known as the Zoom Room. These have been bought to support the learning of past pupils over several years; these include information books, games and activities.

Our Pupil Premium funding has been used to provide support such as: 1:1 tuition with qualified teachers and learning support workers, small group work, access to outside agencies, breakfast club places, support for residential trips and an iPad.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

In addition we have a school learning platform which provides information about class events, topics and trips; Steam Mills school offer for SEN children and the weekly newsletter.

Parents are invited to attend parent meeting which are held twice a year as well as any additional meetings regarding their child such as My Plan Plus and EHC reviews and multi-agency meetings.

Parents can contact any member of staff to arrange a meeting via phone, e mail or by coming in at the beginning or end of the school day. We pride ourselves on having an 'open door' policy and value the contribution our parents make to work alongside us to the benefit of their child's education and wellbeing.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

Should a parent wish to make a complaint then their first port of call is their child's class teacher and the SENCo. All complains are taken seriously and acted upon immediately. In safe guarding cases or matters which may involve outside agencies the class teacher and SENCo will refer them to the Head. The Head is notified of all complaints and a log is made.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

- Educational Psychology service
- Advisory Teaching Service
- Occupational therapist
- Paediatrician and medical advisors
- Speech and Language therapist
- Mental Health and well-being agencies
- Family Support Workers
- Social services
- Parents and carers

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

- Teens in Crises
- Parent Partnership
- Parent line Plus
- CINCH

Steam Mills also has a parents' notice board and information in the school library as well as the school website.

Our transitional arrangements for pupils with SEN include:

The transition from Pre-school to Reception, across Key Stage and into Secondary school is often a time of excitement and apprehension. We work closely with all parties involved with the family and child to ensure that this process meets the needs of all concerned.

- Phased introductions from our feeder pre-schools and nursery settings.
- Parent evenings for Reception children.
- Parent home visits from our Reception staff
- Secondary school staff visits.
- Taster days at the local Secondary schools

Gloucestershire County Council's local offer, explaining what is available on a local authority basis, can be found using the following link:
www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer