



George Fentham Endowed School
Hampton in Arden

SEND Information Report

- **The kinds of SEN that are provided for;**

The four broad areas of need as described in the code of practice for SEND are;

- 1) Communicating and interacting
- 2) Cognition and learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory and/or physical needs

(please see George Fentham Local offer for more detailed explanations of the four broad areas)

Children and young people with SEND have different needs, but all children with SEND are welcome at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

Children identified with SEND will receive additional support under one of the following categories:

- 1) SEN support

SEN support describes the additional help which assists children to access the curriculum

- 2) An Educational Health Care Plan (EHCP)

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the schools own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

- **Identifying children and young people with SEN and assessing their needs;**

Identification, Assessment and Provision

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person.



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The identification of SEND is built into the schools approach of assessing and reviewing attainment and progress. Where pupils are falling behind or making inadequate progress given their age and starting point, they should be given extra support.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or better the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

We know children need help if;

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND;
- Whole school tracking of outcomes indicates concern about progress or general well-being.
- A pupils asks for help.

Where pupils continue to make inadequate progress the school will assess whether the child has a learning difficulty. Where SEN is identified, appropriate evidence-based interventions will be put in place. These will be provided as part of a graduated approach, which includes regular reviews of the progress made and adaptations to the support provided as required.

Provision/action that is additional to or different from that available to all, will be recorded in target groups and, if identified as having a specific barrier to learning, an SEN needs based plan. This will be written by the class teacher in consultation with the Inclusion Coordinator, pupils, parents and carers. It may also involve consultation and advice from external agencies. Plans for the use of support should relate to a clear set of expected outcomes and the progress towards these outcomes should be tracked and reviewed regularly.

- **Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.**



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At George Fentham we will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years SEN Support* from the Early Years setting. The Inclusion Coordinator and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

Our school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Teachers are responsible and accountable for the progress and development of pupils in their class. Where a pupil is not making adequate progress, teachers and the Inclusion Coordinator, in partnership with/carers and pupils, will collaborate to plan support and teaching strategies for that individual.

Strategies employed to enable the child to progress will be recorded within target groups, a Needs Based Plan (NBP) or an Education and Health Care Plan (EHCP)/Statement of SEND. The Needs Based Plan will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (to be recorded when the NBP is reviewed)

The Needs Based Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs.



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SEN support is implemented and regularly reviewed using the 'graduated approach', outlined below.

1. **Assess:** the class teacher and Inclusion Coordinator will clearly analyse a pupil's needs before identifying a child as requiring SEN support.
2. **Plan:** the class teacher and Inclusion Coordinator will agree the support to be put in place. If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented. The support will usually be set out in a school-based SEN needs based plan and/or target group.
3. **Do:** the class teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
4. **Review:** the class teacher and Inclusion Coordinator will review the effectiveness of the support regularly and agree any changes where needed.



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Special Educational Needs and Disability (SEND)

George Fentham Endowed School is an inclusive school and may offer the following range of provision to support children with SEND.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

INTERVENTION & SEND SUPPORT at George Fentham Endowed School

Social Skills programmes/support including strategies to enhance self-esteem

- Social groups for targeted children; Time for Talk, Socially speaking, circle of friends & SEAL.
- Specialist support working with individual children with specific needs
- One to one support in unstructured social environments
- Transition programme to support induction at new schools and transition to new classes

Strategies / programmes to support speech and language (S&L/S<)

- Support and advice from a Speech & Language Therapist
- Delivery of a planned Speech and Language programme from a teaching assistant following advice from a Speech and Language Therapist - LA training on 'language for learning.'
- Early intervention before entry to school from the Local Authority Under 6 Team
- Visual task boards and cue cards

Inclusion Development Plan (IDP) - ASD toolkit

Access to a supportive environment - IT facilities / equipment / resources (Inc. preparation)

The school will provide specialist aids and equipment in accordance with assessed needs.

The LA provides specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist.

- Visual timetable for individual pupils
- Visual task boards
- Pre teaching and review of strategies and vocabulary
- Access to netbooks / laptops/ipads/interactive whiteboard
- Dictaphones (alternative method of recording)



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<ul style="list-style-type: none">• Flexible teaching space (one to one or group work)
<p>Mentoring activities</p> <ul style="list-style-type: none">• Use of talk partners during whole class and group sessions• Designated child mentor• Playground monitors• One to one and group support through Child Mentor
<p>Access to strategies / programmes to support Occupational Therapy / Physiotherapy needs</p> <ul style="list-style-type: none">• Support and advice from Occupational Therapist and Physiotherapist• Delivery of planned Occupational Therapy / Physiotherapy from a teaching assistant e.g. BEAM/Smart Moves, BBC Dance Mat (touch typing) & Write from the Start (Teodorescu)• Specific resources to support individual needs e.g. Writing slopes / posture supports/pencil grips/fiddle toys
<p>Strategies to reduce anxiety / promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none">• Meet and greet sessions at the start of each day for individual pupils• Home / school communication books• Review meetings for SEN Support and EHCP pupils.• Referral to CAMHS (Child and Adolescent Mental Health Services)• Referral to Educational Psychologist• Access to Family Support Worker• Support from Child Mentor• Planned programme of support from Learning Support Assistant for individual children• Access to Solihull Inclusion & Support Service for individualised support• Use of Visual cue cards & timetables
<p>Strategies to support / develop literacy Inc. reading</p> <ul style="list-style-type: none">• Small group and one to one support in class• Withdrawal in a small group or one to one for literacy intervention programmes such as phonics, handwriting and target groups• Synthetic phonics reading scheme• ICT programs - wordshark & clicker• Support from teacher and teaching assistant on specific NBP targets (SEN Support & EHCP pupils).• Access to SISS for academic support (planned programs of intervention).



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<ul style="list-style-type: none">• Targeted intervention (phonics): Read Write Inc, LCP
<p>Strategies to support / develop numeracy</p> <ul style="list-style-type: none">• Small group and one to one support in class• Withdrawal in a small group or one to one for numeracy intervention programmes such as Numicon, Wave 3 (supporting children with gaps in their mathematical understanding) & Number shark• Support from teacher and teaching assistant on specific NBP targets
<p>Strategies to facilitate / support access to the curriculum</p> <ul style="list-style-type: none">• Small group and one to one support in class from teaching assistant / teacher to facilitate access through support and modified resources• Target groups (reading, writing, maths & phonics)• Specialist equipment, as appropriate• Support from teacher and teaching assistant on specific NBP targets through the curriculum
<p>Strategies / support to develop independent learning</p> <ul style="list-style-type: none">• Use of visual timetables• Pre teaching and review of content and vocabulary• Access to ICT• School focus on learning to learn through Building Learning Programme (BLP)• Creativity across the curriculum• Specific targets in NBPs• Managed transition programme for moving to secondary to school• Investment in netbooks, laptops and ipads across the school.• Specific resources - e.g. left handed pencils, writing slopes
<p>Strategies to support / modify behaviour</p> <ul style="list-style-type: none">• Use of the school's behaviour policy• Social skills intervention programme e.g. SEAL & comic strip conversations• Support and advice from SISS SEMH (Social, Emotional & Mental Health)• Use of positive handling plans for individual children• Support from Child Mentor• Access to Family Support Worker• Support from teacher and teaching assistant on specific NBP targets
<p>Support / supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none">• Trained staff in behaviour management and first aid• Learning Support Assistants supporting pupils with severe and complex needs• All staff Epipen trained



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Planning and assessment

- Needs Based Plans (reviewed every $\frac{1}{2}$ term) - formal meetings with parents every term (SEN Support & EHCP pupils).
- Target Groups
- Individual targets
- Differentiated activities to meet individual needs

Liaison / communication with professionals / parents/ carers & pupils, attendance at meetings and preparation of reports

At George Fentham we work in partnership with the parents/carers to plan and review any SEND support. We have an open door policy and strong home/school communication links.

- Liaison with a wide range of professionals e.g. SISS & EdPsych.
- Regular review meetings with parents (termly)
- Review of progress at parent consultation evenings
- Parents and carers invited to attend all review meetings or provide their views
- Signposting for parents and carers provided by Child Mentor / Inclusion Coordinator / SISS / SEND Partnership Service
- Pupil & parent voice - questionnaires

Access to medical interventions (Inc. physical needs)

- Strategies for the use of personal medication
- Disabled toilet
- Individual care plans for children with significant medical needs and allergies
- Provision of aids and resources to support the learning of individual pupils with specific needs as specified by professionals
- Access to the School Nurse
- Risk assessments in place for individuals, if specified by professionals
- Staff first aid trained
- All staff EpiPen trained

Supporting children in moving between phases of education and preparing for adulthood

- NBP's and intervention records are working documents that are updated as an on-going process to inform future teaching and learning for children with SEND.
- Transition meetings across phases and year groups.



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- Transition materials (e.g. photograph passports)
- Review meetings with parents and teachers from different phases at the end of a key stage.
- Links with local secondary schools for transition for SEND and vulnerable children.
- EYFS1 - Home visits and a programme of induction activities to enable children to settle quickly into school and to initiate relationships between school and home.
- Links with pre-school and other early years childcare providers.

Securing expertise among teachers or other professionals

- Planned CPD opportunities; courses, regular school self-evaluation, observations, cycle of performance management linked to teachers' standards, observations and regular planning and assessment meetings.

Staff Expertise:

At George Fentham Endowed we are committed to providing and facilitating attendance at in-service training in the area of SEND for all staff. An annual need analysis will be undertaken to identify the training needs of all staff. Over the past 3 years we have a number of staff who have undertaken training in the following areas;

- Autism/ASC
- Numicon Training (Maths resource)
- SMART moves (gross motor skills)
- Dyslexia
- Supporting sensory issues and managing learning environments for pupils with sensory needs
- Understanding and managing challenging behaviour
- Understanding anxiety and mental health
- Early help
- Phonics
- Speech and Language
- SEMH - Social, Emotional & Mental Health training

The Inclusion Coordinator and teachers work closely with specialists from external support services who may provide advice or direct support as appropriate.



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Enabling children and young people with SEND to have access to facilities and extra-curricular activities

- Registers for sports clubs are monitored
- Equal opportunities ensure all children are able to attend extra-curricular clubs and activities.
- Sign-posting for 'Talented' children (which includes children with SEN)
- Strong links with Hampton Sports Club