

SEN Information Report 2019  
Inmans Primary School

**1. The kinds of special educational needs for which provision is made at the school**

Inmans Primary School is a mainstream school. We value all our pupils and their abilities and achievements and we are committed to providing the best possible environment for learning. We make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum and the need for teaching that is fully inclusive so pupils can meet their full potential.

**2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

All children in school are assessed on entry to the foundation stage year through observational assessments to achieve a baseline. Each term children throughout the school are assessed against national curriculum expectations for their age, using NFER tests/teacher assessments. If the teacher considers, or tests indicate, that they are not reaching the expected level for their age or not making sufficient progress for their ability, intervention within the classroom is put in place to narrow the gap in their learning. This could be additional resources or adult support.

If a child's needs cannot be met in this way, further testing may take place such as a dyslexia screener or basic concepts test and additional support from a teaching assistant or outside agency, or a specific intervention outside of the classroom, will be put in place. The child's name will be placed on the school's intervention register and a Termly evaluation plan will be written clarifying the arrangements to be made and the targets against which progress will be measured. These are reviewed three times a year and shared at parent meetings.

At times it is appropriate for the school to seek the advice of external agencies such as the educational psychologist, speech and language service, occupational therapists, etc. as they are in a position to carry out particular tests to identify more specific conditions/learning difficulties. A parent's agreement will always be sought before contacting these agencies. At this point it may be necessary for the child's name to be placed on the SEND register and a Termly support plan (TSP) and one page profile will be put in place.

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—**

**(a) how the school evaluates the effectiveness of its provision for such pupils;**

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

The SENCO monitors SEND (Special Education Needs and Disability) pupil's progress and parents will be kept informed through the review of a child's TSP or additional meetings/letters/phone calls. All progress from intervention activities is reassessed at the end of a unit of work and children are observed carefully to ensure new skills are applied in their learning. If the intervention is not having the impact required, then it is changed to something more suitable for the child's need. There is also provision mapping in place to track effectiveness.

If a child is on the SEN register, parents will be given the opportunity to discuss their child's progress and

discuss any new targets that are set for them termly. If a child has an 'Education and Health Care Plan' they will have an annual review each year to discuss progress made and new targets to be set. It is at this meeting that outside agencies will be invited to attend to make contributions. The governor for SEND pupils and other key governors are responsible for looking at anonymised progress and attainment data to check that the school is doing all that it can to meet the needs of pupils with SEND

**(c) the school's approach to teaching pupils with special educational needs;**

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to economic wellbeing in later life.

The school supports this aim by:

- Planning the curriculum to meet the needs of all pupils by considering different learning styles and differentiating tasks.
- Identifying barriers to learning and participation
- Working with parents or carers to identify and meet children's needs.
- Assessing children's needs by testing and observation.
- Providing staff with appropriate special educational needs training and information as available.
- Monitoring and reviewing children's progress three times a year.
- Working in co-operation with the LA and other agencies.
- Seeking advice and support from outside specialists as appropriate.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

All teachers at Inmans Primary School are teachers of SEND children. Lessons are made accessible for all by using a number of strategies including use of differentiated resources, use of additional adults and differentiated tasks. We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

The school environment is made accessible to all pupils by adapting the physical environment. Support from outside specialist agencies is sought where the school needs additional advice in order to meet the needs of the pupils.

**(e) Additional support for learning that is available to pupils with special educational needs;**

We have many literacy and numeracy interventions that run throughout the day. The concept behind these programmes is to assist children in closing the gaps in their learning. Not all children respond to a particular intervention, so at times it is necessary to modify them slightly or try a new approach.

All teachers at our school are teachers of SEND children. However, there are times when extra support is needed to ensure children in maximise their potential. One way of doing this is by providing each year group with a teaching assistant (TA) each morning. In addition, we have other TAs who work with pupils on a one-to-one basis to ensure that the needs of the children are met by providing various intervention programmes.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

We have various lunch-time and after school clubs available to all children and rooms where specific intervention is delivered in the afternoons. Children with SEND who require additional adult support in the classroom, will also be provided with this support at after school clubs and activities.

**(g) support that is available for improving the emotional and social development of pupils with special educational needs.**

We have several friendship groups and social skills groups available in school to support pupils and we are also an ELSA school. We draw upon the expertise of outside agencies such as CAMHS, WiNGS, the school nurse and youth and family support workers to support pupils with emotional needs.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

Tracy Faulkner

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Email: [tfaulkner@inmansprimaryschool.co.uk](mailto:tfaulkner@inmansprimaryschool.co.uk)

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Staff (teachers and teaching assistants) have had access to training opportunities to support programmes provided in the following areas:

- Speech and Language
- Sign Language
- Physiotherapy
- Socially speaking/ Drawing and talking
- Autistic Spectrum Awareness
- Dyslexia
- Sensory therapy
- Lego- build to express

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Support from outside specialist agencies is sought where the school needs additional advice in order to meet the needs of the pupils and work we work with the following teams:

- Educational Psychologist Team
- Behaviour Support Team
- SaPTs (Sensory and physical support service)
- Speech and Language service
- Child and Adolescent Mental Health (CAMHS),
- OT service and Barnardo's sensory support
- Physiotherapy service

- Youth and family Support workers
- School Nurse
- Social Care

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Parents and carers are always welcome to come in and discuss your child's progress or any concerns you have. It is important to us that we work with you and your child, as a team, to secure the best possible outcomes and teachers will meet termly with parents and children to secure this aim. We are also able to sign post you to various outside agencies which may be able to support you and your child at home/school or offer further advice.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

All meetings in school are now person centred. Children are asked to contribute towards their termly review of progress and their one page profile by identifying what they feel they are good at and what helps them learn. Furthermore, the targets set are directly related to class literacy or numeracy targets to ensure the targets are meaningful and 'smart'. If a child's area of need is emotional/behavioural these targets are discussed and agreed with the child. Any targets are written in child friendly language which can be easily understood.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

A parent's first point of contact should be the class teacher. There are 3 parents' evenings held throughout the year, however, the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SENCO who would be happy to answer any questions or concerns you may have.

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is about the Head Teacher the parent would be directed to the schools complaint procedure and/or the LA parent partnership support service.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

In order to meet the individual needs of a child we may work with or seek advice from an educational psychologist, advisory teacher, speech and language therapist or a health colleague to support children's academic and social progress.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Speech and Language Service – (01482) 223191  
 Special Education Needs – (01482) 392254  
 East Riding Parent Partnership Service - (01482) 392108  
 Family Information Service – (01482) 396469

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

There are a number of transition meetings which take place throughout the school.

Meetings take place between ourselves and the feeder secondary schools to prepare the Year 6 children for their transfer to secondary. These meetings are held to share data, attendance, individual education plans and pastoral information.

The SENCO at Inmans Primary speaks with the SENCO at all receiving secondary schools to discuss each child and the support they have had/will receive. This usually takes the form of a transition meeting and parents and Outside agencies are invited if appropriate.

Additional transition visits to the feeder secondary school also take place on a regular basis for specific pupils prior to transfer. These visits take place to coincide with key times of the secondary day e.g. breaktime/ lunchtime, as well as fact finding days to look at the building and meet key staff.

The Nursery school SENCO meets with Foundation staff to discuss any pupils and a further meeting with the SENCO at Inmans is arranged if necessary.

In terms of transition between year groups systems are in place to ensure that the following class teacher is aware of specific needs and next steps in learning. For example, they attend the Summer term annual review for children with EHCP's and also the support plan review session which is held with parents. Additional transition visits are arranged and transition books are prepared for children on the SEND register.

### **13. Information on where the local authority's local offer is published.**

The Local Offer is information about provision in our area for children and young people from 0-25 who have special educational needs (SEN). It includes information that the council thinks will be useful for children and young people with SEN. Information for provision both inside and outside of the local area is provided, including relevant regional and national specialist provision.

The local offer for the East riding of Yorkshire can be found here:

<http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/special-educational-needs-and-disabilities-send/>