

SEN Information Report for Havelock Schools 2018-19

Part of the Northamptonshire Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report, which is part of the Northamptonshire Local 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.

At the Havelock Schools, we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENCO/Inclusion Leader: Mrs Sam Barrett
Executive Head Teacher: Ann Davey

If you have specific questions about the Northamptonshire Local Offer please look at the Frequently Asked Questions. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Sam Barrett our SENCO on 01536 760486/760361.

Our Approach to Teaching Learners with SEN

It is the intention of the school that every child, regardless of difference in mind, body or social circumstance, will be provided with the opportunities to fulfil their potential, contribute to their community and find their place within society.

Every teacher is responsible for the progress of all students in their class, including those with SEN, and every member of the school community is able to contribute to the development of the pupils within the establishment. All students will be challenged to raise their aspirations and all staff will raise their expectations to ensure the best possible outcomes for children and young people within the setting.

Our school development plan focuses on developing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

We aim to provide a rich learning environment flexible enough to meet the needs of all members of our school. We monitor progress of all pupils rigorously to ensure learning is taking place. We respond swiftly to underachievement and use standardised assessments along with the expertise of the LA and outside agencies to support our students.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget.

Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

Inclusive learning

How we identify SEN

At different times in their school career, a child or young person may be identified as having a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.”**

We use targeted assessment tools to ensure we understand the nature of the presenting issue. We provide specific intervention that is ‘additional to or different from’ the normal differentiated curriculum, which is intended to overcome the identified barrier to learning.

Learners can be identified as underachieving for a variety of reasons other than SEN:

- A disability that can be provided for through reasonable adjustments (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality issues
- Health and Welfare concerns
- EAL
- Pupil Premium Grant
- Looked After Child status
- A Serviceman/woman parent
- Behaviour issues due to personal circumstances

At the Havelock Schools, we are committed to providing access to learning opportunities for all learners and interventions are to be expected where underachievement is identified. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2018-19 shows that we have 14% of children identified as having SEN (5% FS/KS1, 9% KS2), and 0.8% of the schools population have a Statement of special educational needs (0% FS/KS1, 0.8% KS2).

Assessing SEN at the Havelock Schools

Difficulties with learning could be identified by their class teacher, their parents/ carers, support staff and sometimes pupils themselves. At the Havelock Schools, we promote a culture of openness that allows students and adults to discuss issues and strategies to support them. We ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teachers. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning and the actions required in addressing them.

When necessary, we may seek advice from specialist teams and services. We have access to services universally provided by Northamptonshire County Council, which are described on the Local Offer website.

The Havelock Schools has also commissioned for 2018-19 support from:
Educational Psychologist - Paul Bingham
Specialist SEN services - Laura Callaghan
Jogo Behaviours - Rachael Taylor

We also employ many Teaching Assistants and Higher Level Teaching Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO's.

What we do to Support Learners with SEN at the Havelock Schools

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.” Code of Practice (2014) 1.24.

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2013 detail the expectations on all teachers, and we are proud of our Teachers and their development at the Havelock Schools.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Tablets, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Movement breaks

Each learner identified as having SEN, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map and actions that we undertake at the Havelock Schools to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every term, as our learners and their needs change.

Our provision map analysis is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEN

The Havelock Schools receive funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described as a SEN notional SEN budget. The amount of funding we received for 2018-19 was £66,052.45 (FS/KS1) and £94,962.25 (KS2).

Additional funding is available from the local authority's Higher Needs Funding Block and applications are made when the school projects spending of over £6000 above the AWPU.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within the Havelock Schools. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at key points throughout the year, where progress and next steps are discussed. If a learner has an Education Health and Care Plan (EHC plan), the same review conversations take place, but the EHC plan is also formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At the Havelock Schools in 2018-19 we are offering a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCO to discuss specific requirements.

All staff at the Havelock Schools have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. The Havelock Schools are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Transitions are treated with sensitivity and plans are put in place for each individual student identified. The support available is varied and the plans are often uniquely devised to support the specific needs of the student.

Have your say

At the Havelock Schools we aim to develop our provisions in response to the needs presented to us to ensure all are able to achieve. This SEN report declares our annual offer to learners with SEN and is intended to be a working document that evolves through the involvement of all parents/carers, learners, governors and staff. Please feel free to comment and contribute opinions and ideas to ensure it reflects the needs of our identified learners.

Useful links

www.dfe.gov.uk

- Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

- Parent Partnership Service : Contact Number : 01604 636111

<http://www.iassnorthants.co.uk/Pages/home.aspx>

- Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

- Link to the local authority's local offer.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>