

# Malcolm Sargent Primary School

## SEN Information Report

### Autumn 2018



#### SENCOs

Mrs Tina Cox (KS1/FS) – Fully accredited with National SENCO Award  
Mr Tim Cox (KS2) – Fully accredited with National SENCO Award  
SEND Governor – Sam Stanier

Contact with the SENCOs and SEND Governor should be made through the school office -  
Tel: 01780 756056 or Email: [enquiries@malcolmsargent.lincs.sch.uk](mailto:enquiries@malcolmsargent.lincs.sch.uk)

#### Inclusion Statement

All children are individuals and have varying needs throughout their time at Malcolm Sargent School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers are responsible for the learning and progress of all children. The school’s SENCOs, Senior Leadership Team (SLT) and Teaching Assistants support teachers and pupils with additional provision and strategies to ensure all pupils make progress towards achieving their personal potential. This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a medical diagnosis or disability where any special provision needs to be made.

All children must have an **equal opportunity** to take part in a broad and balanced curriculum and in all activities of the school. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities, medical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

#### Through our inclusive practices we endeavour to:

- achieve **maximum inclusion** of all children (including vulnerable learners who may have additional barriers to learning other than special educational needs such as ‘disadvantaged children’) whilst meeting their individual needs.
- provide **differentiated learning opportunities** for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have full access to the school curriculum.
- make every effort to **narrow the gap** in attainment between vulnerable groups of learners and others.
- focus on individual progress against the **child’s potential** as the main indicator of success.
- make a clear distinction between children who are not achieving their personal potential due to special educational needs and those who are achieving below age related expectations, but are achieving in line with their underlying personal potential. For example:
  - Some pupils may be assessed as having a lower innate capability in tests such as verbal and non-verbal reasoning. These children may be below expectations for their age, but working at their potential, and NOT underachieving or be considered to have a special educational need.
  - Other pupils will have special educational needs and this **may** lead to them not achieving their personal potential. It is our responsibility to ensure that pupils with

special educational needs have the maximum opportunity to attain and achieve in line with their potential.

- Accurate assessment of need and the use of evidence-based programmes, which address the root causes of any learning difficulty, are essential ingredients of success for SEND pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## Our Aims and Objectives for children with Special Educational Needs and Disabilities

### Aims

Malcolm Sargent Primary School aims to:

- **Close the gap** between current achievement and potential achievement
- **Support their self-esteem** and emotional well-being to ensure this does not become a barrier to their learning and achievement
- **Encourage independence** and motivation so that these children have the life-skills to reach their potential without dependency on others, wherever possible
- **Listen to children's views** and involve them in planning their education
- **Work in partnership** with parents

### Objectives

The above aims will be realised as follows:

- All pupils will have access to a **broad and balanced curriculum** using appropriate learning objectives in line with the age-related expectations appropriate to them
- Specific individual needs will be taken account of at the planning stage in order to **differentiate provision**, resources and support in order to scaffold their achievement
- Various groupings and peer support will be used to **create opportunities** for children to take on different roles
- The SENCo and class teachers will organise **effective use** of people, interventions, resources and time to maximise the learning
- The school will **liaise with other agencies** e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

**Further information regarding our assessment and support for SEND pupils and families can be found within our:**

- SEND Policy  
<https://www.malcolmsargentschool.co.uk/attachments/download.asp?file=814&type=pdf>
- Local Offer  
<https://www.malcolmsargentschool.co.uk/attachments/download.asp?file=919&type=docx>
- Accessibility Plan  
[Link](#)

### Specialist knowledge and experience of SEND

Both of our SENCOs have more than 5 years of experience in managing additional needs and are skilled in managing difficult behaviour, working with pupils, families and professionals to devise individualised Pastoral Support Plans (PSPs). They both have extensive experience in working with external professionals such as Educational Psychologists and specialist teachers, to support the needs and provision for young people.

They provide annual training for their staff, both around specific needs and the day to day management of individual needs, removing barriers to learning in order for children to achieve their own personal potential. They also quality assure the provision for SEND children in line with their Needs Profiles and Pastoral Support Plans, to ensure that the most appropriate provision is in place and having a positive impact.

Beyond this training, some of our support staff members are highly trained and/or have extensive experience in particular areas, including:

SEND Area	Initials	Training/Experience
Autism	DJ, DT, JS, LW, ER	Autism Excellence Trust, Tier 1 Earlybird Plus programme Experience working with high needs children
ADHD	JS, DT, ER	ADHD training, both in-house and external Experience working with high needs children
Global Delay	HN, PB	Several years working closely with a 1:1 child
Down's Syndrome	DJ, TH, LW, BW	Webinar with the Down's Syndrome Association expert, 1:1 support for children, Makaton training.
Cerebral Palsy	TH	Close liaison with and training from Physiotherapists, Occupational Therapist.
Fine and Gross Motor Skills	EB, TH	Sensory Circuits, close liaison with and training from Physiotherapists and Occupational Therapists.
Speech and Language	BW, TH, DT, LW	ELKLAN training, Language for thinking, Communication Trust, Black Sheep, First Call, individual SALT programme training.
Attachment Difficulties	ER, LW	Previous training; 1:1 support of an adopted children with Attachment Difficulties.

## **Pastoral Support**

Our school is a happy place, where the physical and emotional wellbeing of every pupil is a priority. Teachers promote the NHS 5 ways to wellbeing within their classrooms, for example keeping active with our daily mile, celebrating new learning and skills outside of school and encouraging positive connections and interactions both with peers but also members of the community – for example, we regularly visit Priory Court Care Home in Stamford to share our work, sing songs and get to know the residents!

However, there are times when some pupils find it difficult to engage with learning and cannot fulfil their potential due to social, emotional and/or mental health difficulties which can act as a barrier to success and happiness. We have a highly trained Pastoral Team who are skilled in programmes and practice to support Restorative Justice, Bereavement, Emotional Literacy, Anxiety, Anger, Self Esteem and others. They also trained in supporting families through the Early Help Assessment (EHA) and Team Around the Child (TAC) procedures, monitor Attendance in school and are trained in ways to support our Designated Safeguarding Leads (DSLs) in keeping children safe.

## **Continuing Professional Development and training regarding SEND**

### **2017-18**

- Safeguarding and Child Protection
- Health and Safety
- Educational Visits and Risk Assessments
- Diabetes Awareness
- Behaviour Management
- Medicines and First Aid in school
- Intimate Care
- Supporting Pupils with Medical Conditions
- Makaton
- Epilepsy awareness
- Supporting children with Asthma (including Asthma Policy)
- Epipen and febrile convulsion awareness

### **2018-19**

- Safeguarding, Child Protection and Prevent
- Behaviour Management
- Wellbeing and Self Esteem – Bespoke training from Futures In Mind, Educational Psychologist
- Epipen and anaphylaxis
- Epilepsy and febrile convulsion awareness
- MyConcern (online safeguarding system)
- Deaf Awareness (for relevant staff)
- NHS Five ways to wellbeing
- Active Learning to promote health and wellbeing
- E-safety – including vulnerable pupils

## **Planned for the coming months**

- Autism Excellence Tier 1
- Managing tricky behavior (Local Authority Educational Psychology training)
- Friends
- Restorative Justice

**Impact of Evidence Based interventions**

In the academic year 2017/18 we began trialling evidence based interventions in KS2 and continue to measure the impact of these in order to make informed decisions about their suitability and effectiveness moving forwards. In 2018/19 we will be implementing Write Away together and a trial in Reading Recovery in KS1 to address specific needs. These will be monitored and evaluated as to their impact.

Intervention	Experts	Impact
Pastoral Team	A. Buck A. Reid S. Sturgess	<p><u>Baseline assessments taken using:</u></p> <ul style="list-style-type: none"> <li>• Stirling Questionnaire - emotional wellbeing</li> <li>• Boxall Profile - developmental and diagnostic tool</li> <li>• Strengths and Difficulties Questionnaire (SDQ) measuring SEMH difficulties both at home and in school.</li> <li>• Rosenberg Self-Esteem Inventory</li> </ul> <p><u>Impact:</u></p> <ul style="list-style-type: none"> <li>• Attendance figures for persistent absentees continue to improve</li> <li>• Qualitative feedback through SDP staff feedback and year group reviews shows significant impacts on:               <ul style="list-style-type: none"> <li>○ SEMH pupil wellbeing and ability to engage with learning following pastoral support</li> <li>○ Staff wellbeing through support for SEMH children</li> <li>○ Wellbeing of pupils in same class as children with SEMH needs</li> </ul> </li> </ul>
Catch-Up Literacy	D. Tuisavura M. Abbott F. Bane K. Fedasch	<ul style="list-style-type: none"> <li>• The programme was run for 6 months from April 2018 and the sustainability of improving outcomes was measured in November 2018</li> <li>• 55% of children made accelerated progress</li> <li>• The average accelerated progress made is +7 months</li> <li>• Analysis is ongoing as to the groups of children the intervention suits most – current indicators suggest that there is no significant trend or pattern as to which year group or type of child this intervention works best for. We will continue for all groups of children for another 6 months, then review again</li> </ul>
Catch-Up Numeracy	D. Tuisavura M. Abbott F. Bane K. Fedasch	<ul style="list-style-type: none"> <li>• The programme was run for 6 months from April 2018 and the sustainability of improving outcomes was measured in November 2018</li> <li>• 63% of children made accelerated progress</li> <li>• The average accelerated progress made is +5.8 months</li> <li>• Analysis is ongoing as to the groups of children the intervention suits most – current indicators suggest that Years 4, 5 and 6 children and those whose baseline assessments fall within the parameters of the standardized age score, make better progress</li> <li>• Moving forwards, daily Precision Teaching will be used for Years 2 and 3, and those children with significant SEND, whose baseline scores fall below the parameters of standardized age score</li> </ul>
Regular Reading Comprehension EEF	N. Morpeth	<ul style="list-style-type: none"> <li>• The programme was run for 5 months, between January 2018 and June 2018</li> <li>• The average accelerated progress for the group was +3.24 months</li> </ul>

		<ul style="list-style-type: none"> <li>• The program was more successful for Year 3 and Year 4 with much higher accelerated progress gains in comprehension skills</li> <li>• The program was less effective in years 5 and 6</li> <li>• The program will continue for another year, but with Year 3 and 4 only based on the evidence of this small scale enquiry</li> </ul>
Write Away Together	C. Peck G. Seager	<ul style="list-style-type: none"> <li>• The programme ran for 7 months, from September 2017 to March 2018</li> <li>• The average accelerated progress made was 0.7 of an incremental assessment standard (where 1 = a move from one assessment standard to the next e.g. WTS to EXS within their own year group expectations)</li> <li>• Currently, this program made the most significant impact with: <ul style="list-style-type: none"> <li>○ Year 6 children who are working towards the standard of their own year group (WTS) - 80% of these children ended the year working at the expected standard (EXS)</li> <li>○ SEND children who are working 2 years behind the expected standards of their year group – both made one whole year of progress / 3 assessment standards, moving from WTS Y2 to WTS Y3</li> </ul> </li> </ul>
Gross Motor Skill Development <i>First Move and Sensory Circuit</i>	E. Branson	Impact to be measured in December
Fine Motor Skill Development <i>First Move</i>	E. Branson	Impact to be measured in December
Speech and Language <i>First Call and Black Sheep</i>	B. Wallace	Impact to be measured in December
Precision Teach	E. Branson	<ul style="list-style-type: none"> <li>• Used on a short-term individual basis across all year groups</li> <li>• Works particularly well for SEND children working 2 years or more behind</li> <li>• Most effective practice is 5 minutes twice a day</li> <li>• Probes gathered show rapid improvement in 2-3 weeks</li> </ul>
Nessy Reading and Spelling	All teachers and TAs trained	Information being gathered to assess impact

### Complaints Procedure

If anyone is unhappy with our practice around SEND, in the first instance they are encouraged to see their child's Class Teacher or TA as soon as possible, who will happily meet to discuss any concerns. The school SENCOs would be happy to support these discussions, with a view to finding a solution to any problems wherever possible.

If needed, a copy of our Complaints Policy can be found on our website, at the following link:

<https://www.malcolmsargentschool.co.uk/attachments/download.asp?file=1090&type=pdf>