



## **The SEN Information Report 2023-2024**

**To be read in conjunction with the SEN Policy**

### **1. What kinds of Special Educational Needs does The Crescent Primary School make provision for?**

The Crescent Primary School is a mainstream school which currently provides and education for 602 pupils.

Our school currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia, mild to moderate global delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment issues
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

### **2. Who is the Special Educational Needs Co-ordinator and how do I get in touch with them?**

We currently have 1 SENCO, Mrs Abi Canning who works 3 days a week and a full-time SENCO Assistant, Mrs Kelly Potheary. They can be contacted via the school office.

Contact telephone number: 02380 612536

### **3. How would The Crescent Primary School identify and assess my child's Special Educational Needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where applicable. Class teachers will make regular assessments of progress of all pupils and identify those whose progress:

- is significantly slower than that of their peers from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Parents are also invited to raise concerns they may have around possible needs.

Assessments used by class teachers include:

Year R – Foundation Stage Profile

- DEST (Dyslexia Early Screening Test)
- Screening for Speech and Language Difficulties

Year 1 – Reading Assessment : PM Benchmarking

- White Rose Hub Maths Assessments
- Year 1 phonics testing

Year 2 – Reading Assessment : PM Benchmarking

- End of KS1 teacher assessment
- Year 2 phonics testing (for those who did not reach benchmark in year 1)

KS2 – White Rose Hub Maths Assessments

- NFER Reading Assessments twice a year
- End of Year 6 SATs

Where required, the SENCo will carry out further assessments which may include:

- Dyslexia screening test (DST)
- Visual processing test (SDMT)
- Phonological processing test (CTOPP2)
- British Picture Vocabulary Scale (BPVS)
- Test of Abstract Language Comprehension (TALC)
- Salford Reading Test
- Vernon Spelling test
- Sandwell numeracy test
- Phonics assessments

If a child is identified as having SEN, the Hampshire County Council SEN criteria will be used to determine the level of support.

The class teacher, in conjunction with SENCo, parents and the pupil, will write a Individual Learning Plan (ILP) and set short term targets for the child to work on. The information collected from assessments is collected using the school's data tracking programme, Insight. The school is registered under the Data Protection Act 2018.

Children with social, emotional and/or mental health needs are supported by our pastoral team of ELSAs. Staff request this support using a referral form. Parents can also meet with the Inclusion Lead to discuss any concerns. Cases are prioritised according to level of need. There is usually a waiting list for this support.

For children with medical conditions, transition meetings are held between parents, the SENCo, our Senior Administrator (Welfare), the Inclusion Lead and medical professionals to identify their needs and to produce an Individual Health care Plan which outlines how we can support their needs in the school setting.

#### **4. How are parents and carers involved in school? How can I get involved and who can I contact for further information?**

In the identification of SEN, we will have an early discussion with the pupil and their parents as part of the process of identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strengths and difficulty
- we take into account parental concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are (short term targets)

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are encouraged to take an active role in the education of their children through a range of formal and informal opportunities including:

- Attending termly parent/teacher meetings where they can discuss Individual Learning Plans (ILPs)
- Feedback through reading logs
- Making written comments on interim and end of year reports
- Welcome Meetings in the Autumn Term
- Curriculum parents' evenings – focus on core curriculum area
- Curriculum packs are available with a range of appropriate maths resources
- Annual Review meetings to review Education, Health Care Plans (EHCP)
- Opportunities to make an appointment with the class teacher and/or Special Educational Needs Coordinator (SENCo)
- Attending meetings with external agencies where appropriate

Parents are invited to attend meetings with external agencies and are given copies of reports or assessments. They are also encouraged to support programmes at home, for example, by helping their child to practise reading words from flashcards or to remember times tables facts. Home/school link books are used for certain children to share positives and support areas for development. Curriculum overviews are sent home every half-term (in class newsletters) so that parents know what is being covered at school.

A range of information leaflets are available and recommended to parents where appropriate.

For further information contact the SENCo on 02380 612536.

### **5. How do children get involved in their education and contribute their views?**

All children are expected to contribute to their annual school report, at the end of each academic year. This includes them commenting on their strengths and weaknesses; what they have enjoyed and disliked; and things they feel that they need to improve. In the case of SEN children these views are then considered when the ILP is reviewed and where possible these views form the basis of one or more of the child's new targets.

All children have the opportunity to participate in decisions about issues that concern them via their class representative on the School Council. There are also post-boxes around school, where pupils can communicate their emotional needs.

Class teachers and LSAs spend time with pupils looking at their targets and explain in clear, simplified language what is expected of the child. The children may also receive certificates, helping to motivate them to work towards achieving their targets. The children are proud to take certificates home to show their parents. This helps to increase the confidence and self-esteem of pupils.

All children with an EHCP are invited to contribute to their Annual Review. All pupils will complete a Child's/Young person's contribution for the review, often with the support of their keyworker. This includes comments on the child's views about school (the lessons; the teachers/LSAs; what they are good at; what they struggle with; what help they would like; things they are proud of; friendships etc.) It also allows them to comment on things that they like to do out of school, at weekends etc. There is also an opportunity for them to share what makes them worried and/or upset; and anything else that is bothering them. For some pupils, generally upper KS2, the next stage is coming along to the Annual Review to talk about their views in person. This has proved to be very powerful, but not an experience that all the children wish to have. It is recognised that this can be a stressful time for all involved and a child is never forced to attend an Annual Review.

## **6. How does the school evaluate the effectiveness of the provision for pupils with Special Educational Needs? How do you and I know how well my child is doing at school?**

Teachers continually monitor a child's performance and progress as part of on-going observation and assessment. Progress is measured against the objectives specified in the Early years Foundation Stage Profile and the age-related expectations within the National Curriculum.

School tracking records are updated termly.

Pupil progress meetings also take place termly to discuss where additional support may be required.

In addition, for pupils with SEN we will follow the graduated approach and the four-part cycle of assess, plan, do review.

The class teacher will work with the SENCo to carry out a review of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress, attainment and behaviour
- the individual's development in comparison to their peers and national data
- the views and experiences of parents
- the pupil's own views
- advice from external support services where relevant

The Individual Strategy Plan (ISP) will be used ensure all teachers and support staff who work with the pupil will be made aware of their strengths, areas of needs, and any teaching strategies or approaches required to support pupils in those areas. These are reviewed at least annually.

The linked Individual Learning Plan (ILP) will outline the short-term targets sought and the provision provided. These will be reviewed at least termly. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

A pupil's progress is monitored according to the identified level of their need. Where a pupil is accessing targeted intervention, Salford reading test / Vernon spelling test are used to track progress.

For children with an Education, Health and Care (EHC) Plan, in addition to the termly reviews, a review is held annually with parents, pupil and any external agencies supporting the education of the pupil. This provides an additional opportunity for all parties to contribute their views on the overall progress of the pupil, where outcomes and objectives may need to be re-addressed and next steps for meeting longer term outcomes are set. This report is shared with Hampshire County SEN team.

### **7. How will staff support my child? How will the curriculum be matched to my child's needs? How do you adapt the curriculum? How is the decision made about the level of support my child receives?**

Teachers are responsible and accountable for the progress and development of all pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils based on the National Curriculum concepts being delivered to the rest of their peer group. Planned work and resources are designed to support and challenge all children whatever their ability.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, content of lesson.
- Adapting resources and staffing
- Using recommended aids, such as, laptops, coloured overlays, visual timetables, larger font, workstations, writing slope, pencil grips.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- See also our [Accessibility Policy](#).

The school currently employs 19 Learning Support Assistants (LSAs) across the whole school. Each class has LSA support every morning, under the direction of the class teacher.

In the afternoons, we have 4 LSAs who undertake intervention work with individuals and small groups depending on the need of the children. These interventions are part of the assess, plan, do, review graduated response:

- Rapid reading
- Paired reading
- Sound linkage
- Precision teaching

- My turn your turn
- First class at number
- Cued spelling
- SOS spelling
- Handgym / handwriting (write from the start)
- Listening skills
- Social skills
- Nurture group
- Speech and Language interventions as directed by Speech and Language Therapist
- Programmes for fine and gross motor control skills as directed by Occupational Therapist

A child with an EHCP will have an allocated keyworker. They may support the pupil in class on a one to one basis, in a small group setting, or as guidance in a whole class setting. This is to ensure pupil's develop and maintain independence in their learning.

#### **8. What specialist services and expertise are available at or can be accessed by the school?**

The complex nature of SEN has led to an increase in multi-agency working between representatives from a range of professional backgrounds.

As a school we also work in partnership with a range of agencies to provide support for children with SEN including:

- Primary Behaviour Service
- Specialist teacher advisors e.g. Communication and Language, Visual Impairment, Hearing Impairment, Physical Difficulties.
- Hampshire Educational Psychology service
- NHS Therapy Services - Speech and Language Therapist, Occupational Therapist and Physiotherapist
- School medical services such as the school nurse
- Outreach from local special schools (Shepherds Down and Wolverdene)
- CAMHS
- HIAS- Hampshire Inspectorate and Advisory Service
- Childrens' Services
- Welfare services
- The police

Outside agencies will be used to support children and staff in a range of ways, including working with the children in 1:1, small group or whole class situations. They may also support staff development and deliver training.

The Crescent Primary School is happy to support families who wish to contact other agencies for advice in supporting their children. For further information contact the SENCo on 02380 612536.

## **9. What training is provided for staff supporting children and young people with SEN?**

Mrs Abi Canning has completed the NASEN SENCo qualification and is in role 3 days a week. The SENCo is well supported by Hampshire SEN Updates, conferences, and courses. They liaise with outside agencies to ensure timely provision to meet the needs of the children.

The SENCO and Headteacher agree a pattern of training for teachers and LSAs which reflects the current needs of the school. The training schedule forms part of the whole school Continued Professional Development (CPD) programme. All newly appointed LSAs will receive an induction log and initial training.

Learning Support Assistants (LSAs) have received training to deliver the following programmes: Precision Teaching; High Frequency 1,2,3; SOS Spelling; cued spelling; paired reading; Rapid Reading; First Class at Number; My turn your turn; Sound Linkage; Letters and Sounds.

We have three LSAs trained in Elklan Communication and Language Support. LSAs who support children with speech and language, and occupational therapy programmes are closely monitored by therapists from Child Therapy Services.

Three members of staff have been trained by educational psychologists to support children with emotional and social difficulties (Emotional Literacy Support Assistants). They receive on-going support and training provided by educational psychologists. Two members of staff are trained as FEIPS (Framework for Enhanced Individual Pastoral Support) providers. They attend regular group supervision meetings with an Educational Psychologist (EP), Therapist or Counsellor. Two members of staff are trained in Nurture and run our Nurture unit in the afternoons.

Where appropriate, members of staff receive specialist training to support individual children with disabilities or medical conditions.

School-based, LSA training takes place on INSET days and at LSA meetings. Training is led by the Special Educational Needs Co-ordinator (SENCo) but LSAs are also encouraged to share good practice with other staff members. Opportunities are provided for LSAs to visit Shepherd's Down School (a local Special School providing Outreach support), or to attend workshops led by them (creating and using visual timetables etc) and workshops with Primary Behaviour Services. LSAs are able to use a range of materials to improve their support of children with special educational needs.

Twice a year, formal observations are carried out, to observe LSA practice (both classroom based English and maths support, and provision of 1:1/small group intervention work).

Teachers receive training in SEN as part of the INSET / staff meeting programme. The SENCo provides guidance and feedback related to ILPs and teaching strategies. Senior leaders also encourage and support teachers through

observations, learning walks and team meetings. Teachers will attend SEN specific training courses where appropriate.

Governor Support Services run training courses for SEN Governors. The SEN governor meets the SENCo regularly to review, plan and support SEN provision and strategy.

### **10. How will my child be included in activities outside the school curriculum including trips?**

The school offers a wide range of extra-curricular clubs, both at lunchtimes and after school. All children are encouraged to attend these. Clubs include: art clubs, sewing club, recorder club, choirs, ukulele club, football and netball clubs, cross country, cricket, multi-skills, dance and many others (see website for more details). In some circumstances it may be possible to provide support, to enable individuals to attend a club.

During their school career, all children will have the opportunity to participate in many day trips, to a variety of places of interest, which help to support learning in other curriculum areas. We also offer two residential visits – one in Year 4 (Minstead) and one in Year 6 (Windmill Hill). All children are welcome and encouraged to take part, and appropriate risk assessments are completed. If appropriate/necessary a child with an EHCP may have 1:1 support during a residential visit and an individual risk assessment will be completed.

### **11. What support is there for my child's overall wellbeing?**

The school currently has three Emotional Literacy Support Assistants (ELSAs) and two member of staff trained in FEIPS (Framework for Enhanced Individual Pastoral Support). This support is available to help children experiencing emotional and social difficulties.

The school delivers staff training on supporting the mental health and wellbeing of pupils.

We employ a range of programmes for all children including mindfulness and the PHSE curriculum. Every class has bubble time for talking to adults about any worries.

The school run a lunch club for children who struggle socially with unstructured lunch times. This is by invite only.

We run a Nurture group for children who are struggling socially and emotionally at school.

We have a zero tolerance approach to bullying.

## **12. How accessible is The Crescent Primary School?**

The Crescent aims to be fully accessible to all, including staff, parents, children and visitors. The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, painted markings in the playground and more accessible fixtures and fittings.

The school has a wide range of resources to support children with gross and fine motor difficulties including exercise balls, play dough, lacing cards, cutting activities etc. Some children are supported in class with sloping writing boards, special pencil grips, adapted scissors and rulers. Children can also record their work in alternative ways, including laptops, iPads, cameras and voice activated word processing software. If appropriate, coloured overlays and reading rulers are used by children who show signs of dyslexia and we also have some individual work stations for children with autistic spectrum disorders for use where required.

Regular support is provided by Specialist Teacher Advisors, who recommend how best to support individual children with communication and language, visual, hearing, physical or medical difficulties, as the need arises.

Our ELSAs also have a range of resources, including games and books, which are used when supporting children with emotional difficulties.

See also [Accessibility Policy](#).

## **13. How do you prepare my child for joining your school or transferring to another school/secondary school?**

The Crescent primary School takes children from a number of pre-school settings in the area. In the summer term before the children start school, staff from the Year R team observe children in a familiar setting and discuss any concerns / individual needs. Where appropriate, the SENCo will meet with pre-school, parents, Year R team and any external agencies involved in order to complete a Transition Planning Meeting.

For any moves out of the usual phase transfer cycle, we will share information with the school or other setting the pupil is moving to.

For pupils moving on to secondary school, information is shared with key staff at the secondary school the pupil is moving to in the summer term and records are transferred once the pupil has started at the secondary school in September. The Crescent Primary School has strong links with the secondary schools in the area.

The Year 6 staff and SENCo meet with secondary staff and some children will receive enhanced transition where appropriate.

Some children may benefit from a Transition Planning Meeting when transferring between key stages and these involve staff from the Crescent and next school, parents and pupils.

External agencies will continue to support SEN children on transfer to ensure continuity of support.

#### **14. What do I do if I have a concern about the school provision?**

If parents or children have a complaint/concern about the provision of SEN the situation should, in the first instance, be discussed with the class teacher.

If the matter cannot be resolved in this way it should be referred to the SENCo who will investigate, arbitrate and suggest a solution or course of action.

If the matter is still not resolved to the satisfaction of the complainant, it should be referred in writing to the Headteacher.

If the problem still cannot be resolved the complaint should be put in writing to the Chair of Governors.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **15. Where can I get further information about services for my child?**

Information about Hampshire's **Special Educational Needs and Disabilities (SEND) 'Local Offer'** is available at:

<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>

Information about Hampshire Support4SEND which provides a single point of contact for children and young people with special educational needs and/or disability and their parents and carers is available at:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

#### **Monitoring Arrangements:**

This SEN Information Report will be reviewed by Abi Canning every year. It will also be updated if any changes to the information are made during the year.

It will be reviewed by the governing body.

June 2023