

SEND Information Report for Frith Manor Primary School

Annual update: **December 2020**

Introduction

This SEND Information Report is part of the Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website, and updated annually or sooner if required, about the implementation of the governing body's policy for pupils with SEND. The information required is set out in the SEND regulations as follows:

Definition of Special Educational Needs & Disabilities (SEND) The SEND Code of Practice (2014) defines SEND 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions." Special education provision means (CoP 2014), for a pupil over two, educational provision which is additional to, or different from, the educational provision made generally for pupils of the same age in a school or school.

Our Approach to Teaching Learners with SEND

At Frith Manor Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge, and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our aims and approach to teaching pupils with SEND

1. To ensure that all pupils have access to a broad and balanced curriculum.
2. To ensure pupils receive a differentiated curriculum appropriate to individual need and ability.
3. To ensure the identification of all pupils requiring SEND provision as early as possible in their school life.
4. To ensure that pupils with SEND take as full a part as possible in all school activities.
5. To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
6. To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEN provision.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes pupil progress meetings every term.

Our Ethos is

'Nurture, Inspire, Challenge'

We aim to nurture, inspire, and challenge all pupils, parents/carers, and staff. This is achieved through the development of inclusive cultures, policies and practices that take account of disability, race, and gender to create a secure and accepting, community where everyone feels valued.

We aspire towards an outstanding school with a balanced curriculum that inspires all pupils through enriching and creative learning experience. We respond to the diversity of need through our commitment to equality, overcoming potential barriers and setting appropriate learning challenges.

We expect all pupils to succeed. They are encouraged to aspire to achieve their dreams, recognising personal strengths while celebrating the achievements of others.

How we identify SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting 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 peer
- widens the attainment gap It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs. Broad areas of need as outlined in the SEND Code of Practice (2014) these four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.
- Communication and Interaction · Cognition and Learning · Social, Emotional and Mental Health · Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut

across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability · Attendance and punctuality · Health and Welfare · English as an additional language · Being in receipt of pupil premium · Being a 'looked after child' · Being a child of a serviceman or service woman Any concerns relating to a child's behaviour, may be an underlying response to a need which would need identifying through joint work between the school and the parents.

Our SEND profile shows that we currently have:

85 pupils identified as having SEND.

5 pupils have an Education Health and Care Plan or Statement.

Class teachers, support staff, parents/carers, and the learner themselves are often the first to notice a difficulty with learning. At Frith Manor Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The Inclusion Manager will also support with the identification of barriers to learning.

We use a range of assessment tools which currently includes:

Lucid Assessment System for Schools (LASS)

Cognitive Profiling System (CoPS)

The York Assessment for Reading and Comprehension (YARC)

The Dyslexia Portfolio

British Picture Vocabulary Scale (BPVS)

RAVENS Non-Verbal Reasoning (NVR)

WRAT IV

DASH handwriting assessment

For some learners we seek advice from a variety of specialist teams. These services are universally provided by Barnet Council, which are described on the Local Offer website available <https://www.barnetlocaloffer.org.uk/>

At Frith Manor Primary School we also commission support from:

Barnet's Educational Psychologist

Barnet's Speech Therapist

Counsellor – different times during the week

Barnet Primary Project (Provided by CAMHS) – as required

Speech and Language Assessment service

Occupation therapy assessment service

Paediatrics assessment for autism or ADHD

We also employ Teaching Support Assistants (TA's) who work with children (across the school as required) and class TA's who support a class (Reception to Year 3). TA's work in the EYFS and Year 1 classes (all day) and in years 2 and 3 mornings only.

Some of the TA's deliver interventions coordinated by our Inclusion Manager and Phase Leaders.

Assessing and Reviewing Progress

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny and observation. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Information Report.

How the effectiveness of provision is evaluated?

The key responsibilities of the SENCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- Overseeing the day-to-day operation of the school's SEND Information Report.
 - Coordinating provision for children with SEND.
- Liaising with the relevant Designated Safeguarding Lead (DSL) where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEN support.
- Liaising with parents of pupils with SEND.
- Liaising with Early Years providers, other academies, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Supporting Learners with SEND at Frith Manor Primary School

Quality first teaching and a differentiated curriculum is provided to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers. Our teachers will use various strategies to adapt access to the curriculum.

Each learner identified as having SEND 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.

We have a range of interventions to support learners with SEND across the year groups. We modify the Intervention Menu regularly, and it changes as our learners and

their needs change. Our Intervention Provision is shared with Governors who can ensure that we monitor the impact of these interventions on learning across the school.

The school funding formula is generated to include financial provision to specifically support pupils' individual special needs. This funding is prioritised to tailor make learning to ensure small steps of progress are continually made by all SEN learners. At Frith Manor Primary school, for those pupils with High Needs, Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes, and additional funding and financial support can be applied for from the Local Authority.

Funding for SEND

Our SEND budget is allocated in the following ways:

- Additional members of support staff.
- High Needs Funding provisions for pupils with complex needs.
- A non-class-based Inclusion Manager and PT EYFS / KS1 Assistant.
- CPD opportunities for staff.
- Resources to support physical/sensory needs.
- The purchase of specialist resources to enhance the access to the curriculum for all learners.
- Specific training for interventions.

The latest allocations and further information on school funding and finance in Barnet maintained schools can be found at: <https://services-for-schools.barnet.gov.uk/wwchome/information-for-schools/schoolfunding-and-finance.html>

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Frith Manor Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

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 Inclusion Manager, 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.

The Inclusion Manager, LSAs and TAs collate 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. We also moderate our data with local schools to ensure that our judgments stand up to scrutiny. Our school data is also monitored by the Local Authority and OFSTED.

How are parents/carers involved in discussions about and planning for their child's education?

√ All parents are actively encouraged to contribute to their child's education. This may be through:

- √ Written communication in the home school diary.
- √ Discussions with the class teacher.

√ During parents' evenings and SEND review meetings

√ During discussion with other professionals.

For children with special needs, parents are encouraged to be highly involved in agreeing and reviewing the targets for their children. This review can be built into the intervention itself or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has a statement or an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the statement/ plan will also be formally reviewed annually.

Pupils with medical needs are very well supported:

√ Staff receive EpiPen training delivered by the school nurse.

√ Many staff have basic first aid training.

√ Foundation stage staff have paediatric first aid training.

√ appropriate staff have diabetes training.

√ Depending on an individual's needs, appropriate training is carried out by staff involved with that child

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Frith Manor Primary school we offer a range of additional clubs and activities. Please see our website for information about clubs.

How accessible are we?

Accessibility the Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all academies, schools and LAs to plan to increase over time the accessibility of academies for disabled pupils and to implement their plans.

Please see the School's Accessibility Policy and Plan on the school website. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and

Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. Frith Manor Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 about disability and to developing a culture of inclusion, support, and awareness within the school.

Our Accessibility Plan shows how access is to be planned for disabled pupils, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. As a Rights Respecting School, the following articles taken from the UNCRC, underpin the child's rights within this policy. Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions affect you. Article 16: You have the right to privacy. Article 23: You have the right to special care if you have a disability, as well as all the rights in the CRC, so that you can live a full life. Article 24: You have the right to the best health care possible. Article 28: You have the right to a good quality education. You should be encouraged to study to the highest level you can. provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe; Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe; Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Bullying

At Frith Manor Primary School we are committed to providing a caring, friendly, and safe environment for all our pupils so that they can learn and progress to their full potential, in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, we would want all pupils to feel confident to seek support from an adult and know that incidents will be dealt with promptly and effectively. We would expect that anyone who knows that bullying is happening will feel safe and confident to tell an adult. Please see our Anti Bullying policy.

How do we support pupils in moving between phases of education?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When moving forms in school: All children will participate in Transition Days to meet their new teacher and get to know the classroom. We will share all information about special arrangements and support that has been made to help your child achieve their learning goals with their new teacher

When moving to another school: We will contact the new school Special Educational Needs Co-ordinator and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

We may also arrange:

- visits from staff from the new school to our school prior to transition to meet and/or observe the pupil in class; and/or
- additional transition visits to the new school; and/or
- additional multi-agency meetings to create a more detailed “transition plan” which may include ‘My New School’ books (with photographs, maps etc.), a staggered entry into the new school, home visits by the new school staff and any necessary adaptations or equipment requirements.

Have your say

Frith Manor Primary School is a community school. We can shape and develop provision for all our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors, and staff. So please engage with us. Your feedback about our ‘assess plan, do and review’ provision for SEND is important to us. A parent survey is carried out each year.

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.

The best people to contact are:

Nicola Curtis -Chair of Governor
Barbara Vaziri - PT Inclusion manager
Suzanne Salerno – PT – SEND
Nazlee Sinclair – Deputy Headteacher

The above people can be contacted via the Frith Manor Office: Email:
office@frithmanor.barnetmail.net Tel:
02083462388

Letter:

Please indicate the intended recipient. If you have specific questions about the **Barnet Local Offer** please click here: <https://www.barnetlocaloffer.org.uk/>

Alternatively, if you think your child may have SEND please speak to your child's Class Teacher or contact our Inclusion Manager Barbara Vaziri or Suzanne Salerno on 02083462388 ext. 804

Complaints

If you are not satisfied with the SEND provision at Frith Manor, please follow the complaints procedure -details of which can be obtained from the school office.

Useful links Barnet Local Authority

http://www.barnet.gov.uk/info/101002/children_young_people_and_families

Department for Education www.dfe.gov.uk