

SEND Information Report 2020 - 21

Sir Alexander Fleming Primary School and Nursery

Reviewed September 2020

Next Review September 2021

SEND Team 2020—2021



What are the kinds of special educational needs for which provision is made at Sir Alexander Fleming Primary School and Nursery?

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The code states that:

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

At Sir Alexander Fleming Primary School and Nursery, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, many fall into more than one category. Currently, the areas of need which are most common are cognition and learning as well as communication and interaction. The least common category remains sensory and/or physical, but we are fully equipped for children whose needs may fall

within this category. We have a wide range of provision in place to meet the needs of all children with SEND in our school and nursery.

Several children are on the register for Social, Emotional and Mental Health needs. Here at Sir Alexander Fleming Primary School and Nursery we take special care to ensure that we identify children with such needs and put support in place for them. Many of these children are accessing support from BEAM (the Child and Adolescent Mental Health Service) or other outside agencies.

What are the school and nursery's policies for the identification and assessment of pupils/students attending the school/ nursery?

Identification of SEND

As in previous years, in line with local authority guidance we continue to follow the “Assess, Plan, Do, Review” Model. Every 6 weeks we assess the progress children are making. If a child has not made as much progress as we had hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to support the child and hopefully to assist them in making greater progress. Then we do what we have planned –this may be in the form of an intervention, providing resources, making a referral etc. Finally, usually after a period of about 6 weeks, we review how successful we have been and the progress the child has made.

Once this process has been completed, we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. At this point it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Some children’s needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to make an application for an Education, Health and Care Plan (EHCP) or to the Inclusive School Forum (ISF)

Assessment of pupils with SEND

As mentioned, pupil progress is assessed every 6 weeks. The SENDCO is responsible for monitoring and analysing the progress of SEND pupils. This information is also fed back to governors on a regular basis. Following the half termly pupil progress meetings, the SENDCO meets with class teachers to put together intervention groups for the following half term. If children are making good progress it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Over the past few years, this system has proven an effective method.

The children who are accessing “Patch” or “Star wars” provision are assessed on a frequent basis by their class teacher. This is recorded in a similar way to how class teachers record data on children. Over the past year, staff have been researching new ways of assessing these children to enable them to record the smaller steps of progress that these children make. This additional level of assessment is now in place and supports the children’s learning effectively.

What is the provision for pupils/students at Sir Alexander Fleming Primary and how is it evaluated?

Provision available at Sir Alexander Fleming Primary School and Nursery

What is quality first teaching?

Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child’s progress. The teacher has the highest possible expectations for your child and all pupils in their class. If children are still needing additional support then we will look at this in Pupil progress meetings.

Following the 6 weekly Pupil Progress meetings discussed, it is the job of the class teacher to decide which interventions will be run in each phase for the next half term. The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different phase (year group). The school offers a wide range of interventions, in which Teaching Assistants and Teachers are trained. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke interventions, which have been developed in-house to meet the needs of a particular group of children. If an appropriate intervention is not available, staff will often develop their own.

Monitoring impact of intervention support

At the start of each intervention programme, Teaching Assistants and Teachers will work together to devise a set of targets for the group. Parents will be informed that their child is in a group and what the targets of the group are via an SEN support plan. In the first session of an intervention, Teaching Assistants will complete a Pre-Assessment, identifying the children’s strengths and weakness at this point. Throughout the intervention (which usually will last for between 6-8 weeks) the Teaching Assistants will record progress and any observations using a tracker sheet. At the end of the intervention, the children will be tested again to evaluate the progress that they have made and the impact which the intervention has had. This information is fed back to the children’s class teachers and also the SENDCO, who can then identify which interventions are most successful in enhancing the progress of our children here at Sir Alexander Fleming. Progress is also fed back to parents at parents' evenings. The quality of support offered via our intervention programmes is monitored by the SENDCO frequently.

Interventions currently available in school/ nursery

(Please note, these will not all run at the same time).

Support in developing Maths skills, Support in developing Literacy skills, Social/ behavioural support, Support with fine/ gross motor skills, Speech and Language support, Number Crunchers, Rapid Maths, Plus 1, The Power of 2, Springboard Maths, In an instant – multi sensory maths programme, Breaking barriers – numicon, Brain waves Base 10,	Overcoming Barriers Letters and Sounds SNIP, Toe by Toe, Speed Reading Speed up, Write from the start, Word shark, Wellington square, FLS, ALS.	Nessy, Circle of Friends, Socially Speaking, Listen, think and do, Lego build to express, Lego Therapy, Volcano in my tummy, Truth Pixie. Mini Mac – Multi-sensory, Sensory Circuits, Universally speaking.	Dough Disco Fun with Movement Advice from Occupational Therapy, Occupational Therapy online toolkit, Cool Kids, ELKLAN, Time to Talk, Listen with Lucy, Language Land, Ginger Bear, Makaton, Precision teaching,
---	---	---	---

Developing our intervention programmes

During the academic year 2020 - 21, we will offer a wide range of intervention programmes. In Key Stage 1, we have continued to have a strong emphasis on Phonics, as we believe this is an important foundation in early reading and writing. We have been chosen as a school to take part in the NELI training and pilot programme.

This year the school has continued its focus on improving pupils' spelling, punctuation and grammar skills further to raise standards in writing even higher, and especially for the more able pupils., following advice from OFSTED. We have tightened our systems for teaching spelling higher up the school and have reviewed and adapted the resources that we use. Class teachers have thought carefully about how to support children with SEND in their learning of spelling, ensuring that any additional support offered builds on the curriculum offer for their particular year group.

In the Nursery, staff have continued to focus on early speech and language acquisition. All staff have taken part in the taster training in Makaton and some have also received ELKLAN training. They run Listen with Lucy interventions to support those children who may be finding it difficult to develop their speech and language skills. All staff carry visual prompt cards to use with children who may find it difficult to understand spoken language or express themselves verbally.

The SENDCO and Inclusion team have begun to develop the school's offer for children with Social, Emotional and Mental Health difficulties. A full programme of intervention is now in place, with the team now running ELSA, Truth Pixie, Time to Talk and Lego Build 2 Express interventions on a frequent basis. These interventions will be closely monitored by the SENDCO, with the hope of developing further interventions in this area next academic year.

This year we have reorganised the timetables of our Teaching Assistants. The hope is to give them more time to run interventions and the ability to support a Key Worker child. It is hoped that this will have a positive impact on the level of support that we are able to offer. Developing interventions for children with fine and gross motor difficulties remains a focus and the SENDCO will work on developing this area further over the coming year.

What training do staff have in relation to the needs of pupils/students at Sir Alexander Fleming Primary?

The staff at Sir Alexander Fleming Primary School and Nursery have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas:

<p>Listen with Lucy (Speech and Language programme)</p> <ul style="list-style-type: none"> • Language Land (Speech and Language programme) • ELKLAN (Speech and Language programme) • Managing speech and language difficulties within the classroom • Ginger Bear (Social skills programme) <p>NELI</p>	<p>Autistic Spectrum Disorder Awareness</p> <ul style="list-style-type: none"> • Makaton (Sign language for children) • Positive behaviour management strategies • Lego build to express • Physical restraint and handling • Understanding attachment theory • AET autism awareness Level 1 (all staff) and Level 2 <ul style="list-style-type: none"> • ELSA 	<p>Practical strategies for managing Dyslexia and Dyscalculia in the classroom (BDA)</p> <ul style="list-style-type: none"> • Complex Needs forum • Effective SEN management • Nurture Group training • Breaking barriers Numicon • Managing actual or potential aggression • SEND assessment
--	---	---

The SENDCO is constantly looking for opportunities to further develop staff training. Future courses will be booked in line with the needs of children in the school and nursery at the time. As mentioned previously, this year we hope to deliver further training on supporting children with Speech and Language difficulties within the classroom.

As is statutory, the SENDCO holds the National Award in Special Educational Needs Coordination (NASENCO) and Postgraduate certificate in vulnerable learners and inclusion. She also holds the National Professional Qualification for Middle Leadership (NPQML).

Training this year at Sir Alexander Fleming Primary

During Lockdown, many of our staff continued to use this time as continued professional development and investigated courses such as Behaviour, Lego therapy, Playdough therapy, Numicon and Letters and sounds.

This year we will be using an Independent Educational Psychologist, Dr Sabreen Athwal to discuss how best to support specific children within the mainstream classroom environment.

How will equipment and facilities be provided to support pupils/students at Sir Alexander Fleming Primary?

Equipment

The school’s SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school and nursery follows the advice of outside agencies such as Occupational Therapy to ensure that children’s needs are supported appropriately. Resources which are commonly used within school include:

For children with specific learning difficulties e.g. Dyslexia:	For children with fine/gross motor and posture difficulties e.g. Dyspraxia:	For children with concentration/behavioural difficulties e.g. ADHD:
Tinted overlays Reading rulers Alphabet strips A variety of practical maths equipment Sound buttons (to record sentences) ICT resources including Clicker	Writing slopes Easi-grip pencils and pencil grips Different types of scissors Handled rulers Wobble/wedge cushions	Fiddle toys Concentration screens Personalised timetables Time out tents Chewelry

Additional equipment can be ordered as is required. For those with more complex physical difficulties for example, specialist equipment (such as hi-lo changing beds, standing frames etc.) can be sourced.

Facilities

Sir Alexander Fleming provides a fully accessible environment for those children with physical needs. The site itself is all one level making it very wheelchair friendly. There is 1 disabled toilet situated at the front of school. This is fitted with grab bars.

All the classrooms are large and organised to suit the needs of the class. The rooms are well lit, ventilated and are engaging for the children. All signs are high contrast to aid children / visitors with visual difficulties.

Nurture provision.

The school is also lucky to have “Patch”. This EY and KS1 nurture room is furnished with comfortable seating, play tents and bean bags. It also features dim lighting and fairy lights. There are also a number of toys in the room aimed at focusing and relaxing the children.

We also have a quiet room. This is carpeted with a sensory rug and large beanbags. This provides an excellent space for children to calm down and refocus, if they are finding the classroom environment challenging.

We also have a KS2 nurture provision, The Star Wars room, run by a qualified teacher and experienced Teaching Assistant. Children are timetabled for 1-hour sessions each day covering a range of topics to include cooking, outdoor activities and concluding with a weekly roundup.

Outdoors facilities

The playground features a number of large, tarmacked areas and a gazebo for those who wish to spend their break times more quietly. We have two dedicated Forest areas in the School grounds and field space for sports. We have also developed our Allotment area so that all children in every class can access growing space all year round. Each classroom has a secured outdoor area outside their classroom fire door.

How are pupils with special educational needs and disabilities supported in accessing sports and extra-curricular activities?

Sir Alexander Fleming Primary School and Nursery prides itself on being a fully inclusive environment. This includes sports and extra-curricular activities. The SENDCO ensures that in house coaches who work in school full time are made fully aware of the needs of the children in our school. Our sports coaches and teaching staff are experienced in adapting the curriculum in order to make it accessible so that all children can take part in and enjoy sport. We offer a wide range of extra-curricular activities which cater for a range of needs and tastes. These clubs are open to all children.

What are the arrangements for consulting parents of children/young people at Sir Alexander Fleming Primary and involving them in the education of their child?

We believe that the parents/carers of children with SEND play an essential role in supporting their children's progress both in and out of school. As a result of this, the school work hard to ensure strong links with parents. The school's Inclusion staff are on the door at meet and greet in the morning to talk to, should parents/carers have any queries or concerns. The SENDCO also runs termly coffee mornings for parents, to which all parents of children with SEND are invited to. Further appointments can be made with the SENDCO as required by contacting the school. Class teachers are also available after school on a daily basis. If they are unable to answer a question directly, they may consult the SENDCO or Inclusion team and will report back as soon as possible. Feedback on provision for children with SEND is also welcomed on our termly parent questionnaires, which are handed out at parents' evenings.

What are the arrangements for consulting young people at Sir Alexander Fleming Primary about, and involving them in, their education?

At Sir Alexander Fleming we encourage the children in our care to be independent learners and to develop a "can do", resilient attitude. We therefore love to hear from the children as to how they think they can improve their learning environment. This is true of all children in our school, children with SEND included.

School Council

The school has a well-established School Council. Each term every class in school nominates a girl and a boy to be on the School Council. As this is nominated by peers, it is completely non-discriminatory and open to everyone. Teachers keep track of who has been on School Council so that everyone gets a chance at some point during their school career. School Council meet to discuss school issues.

The Inclusion Team

In addition, the school's Inclusion team play a key role in ensuring that the pupil voice is heard. Children can visit the team at any time of day to air their concerns or just for a chat! The team have worry monsters outside their room, in which children can leave notes.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Sir Alexander Fleming Primary and Nursery?

The Governing Body

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, SENDCO and Link Governor at Committee and Full Governor Body meeting.

- The Link Governor for SEND meets on a termly basis with the SENDCO to ensure appropriate provision is made for pupils with SEND.
- The Governing Body are invited to observe the intervention programmes in place for children with SEND.
- The SENDCO regularly presents data about the progression and attainment of all SEND children to the Governing Body.
- The Governing Body reviews and monitors the school SEND information report.

Complaints procedure

We are very pleased with the support we offer and we know that on the whole our parents are too -they have told us this in many parent questionnaires. If any parents are unclear or unsure of the support their child is receiving however, in the first instance the issue should be discussed with the child's class teacher. If the issue is still not resolved, it may be relevant to speak to the SENDCO (Mrs Lisa Pigg) or any of the inclusion and pastoral team. If necessary, please arrange to speak to or meet with them by making an appointment through the school office. Should further action be required, in line with the school's complaints procedure, the Headteacher (Mrs Katy Tomlinson) may need to be involved, or as a last resort the Local Authority. For Nursery please contact Miss Hannah Dornan.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Sir Alexander Fleming Primary and Nursery and in supporting their families?

As a school, we recognise that the role of outside agencies and organisations is vital in supporting children with SEND. The SENDCO is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

Health services

The school has close links with a number of health services, who assist us in supporting a number of children with specific medical needs. Over the course past year, we have received support and advice from the following services:

<ul style="list-style-type: none">• Occupational Therapy• Speech and Language Therapy• Sensory Inclusion Service• Ophthalmology	<ul style="list-style-type: none">• Children and Adolescents Mental Health Service (BeeU)• Paediatric Consultants• Educational Psychology• School Nurses• Early Intervention• Social services	<ul style="list-style-type: none">• Family Connect• Social Workers• The children's centre
--	--	---

The staff at Sir Alexander Fleming Primary and Nursery work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Pastoral Team in particular are in frequent contact with Family Connect and other departments, such as Housing, to ensure that all children at Sir Alexander Fleming Primary are given the best possible start in life and that they come to school ready to learn.

Local authority services

On an annual basis, the school buys in additional support from the "Learning Support Advisory Team" who are professionals trained in assessing children's needs and providing advice on how best to support them in school or nursery. Over the course of the last year, a number of children in school have been seen by the service and they have also advised us on providing children with extra time in SATs. The school also accesses the Behaviour Support Service who provide assessment, advice and in some cases trained mentors to work 1:1 with particular children in school. In addition to this, the school makes effective use of the Educational Psychology Service.

School also have presented at Inclusive School Forum, EHCNA panel, FAP panel and the new BeeU panel.

In order to keep fully up to date on developments, the School's SENDCO also attends termly SEND Network Meetings, run by the Local Authority. The SENDCO has also sat on the ISF panel.

Voluntary organisations

On some occasions, the needs of particular children are best supported by a more specialist organisation for ongoing support and it can be necessary to contact the voluntary sector.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

At Sir Alexander Fleming Primary School and Nursery, we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

Transition at the start of a new school year

As most children join us in September, as a matter of course we hold a transition afternoon at the end of the summer term, in July. On this afternoon children will meet their new teacher and class and take part in fun activities, in their new classrooms. Children from elsewhere who are due to start at the school often attend these sessions and usually find that they really help to settle their nerves over the long summer holidays!

Moving from nursery to school

Pupils moving up to school from nursery are often already very familiar with the school environment before they start. They are also often the forest schools area. Reception teachers hold a transition day for parents and children in the summer term, in which they meet their new teachers, see their new teachers and even have lunch together in the hall!

If a child is moving to us from a different school or nursery, a tour (within school and nursery hours) can be made by booking an appointment with the main school office. This gives children and parents alike the opportunity to see what Sir Alexander Fleming is like on a normal day-to-day basis. A member of our Reception staff may also complete a home visit. Where necessary we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to the transition, this will be assessed on a case by case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to train staff. In previous years, at this time, we have worked alongside the Local Authority's Occupational Therapy team to ensure that appropriate procedures and resources are in place.

Transfer from a different primary school

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND this will then be read by the school's SENDCO and passed to their new class

teacher. If parents have any particular concerns they wish to discuss with either the SENDCO or class teacher, an appointment can be made, as your information and support is both important and useful to us!

Transition to secondary school

We also think very carefully about the transition of pupils leaving us in year 6 to go to secondary school. Most secondary schools in the area offer two transition days as standard, which usually take place on a Thursday and Friday (across the authority) in the middle of June. Some local schools have now started offering a full week. If a child with SEND has particular concerns about attending secondary school, we can also arrange additional visits. In previous years our Inclusion Manager has taken individual children or small groups to visit at a quieter time. Many of the secondary schools now also arrange additional sessions for children with SEND as a matter of course, which several children attended this year.

Transition to a special school

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child already has a Education, Health and Care Plan and is a decision which is made in conjunction with school, parents, the Local Authority and often a number of outside agencies. Places are often limited at special schools, but if it is felt necessary for a child's development then this can be an option. In each case we have planned a careful transition.

Admission to the nurture room

Sir Alexander Fleming Primary School is very lucky to have two specialist provisions classroom known as "Patch" and "Stars wars room". Children who are taught in this classroom are working at a level which is considerably below that of their peers and they require specialist teaching and higher levels of support than is available within the mainstream classroom. The class is planned for and delivered by the nurture teachers. The nurture rooms can only be accessed by children who are already on roll at Sir Alexander Fleming Primary School and cannot be separately applied for. Once children are registered at the school, a decision will be taken by the SENDCO and Headteacher as to whether a child should access this provision using Boxall Profile assessments and Strengths and difficulties questionnaires. Very few children access the nurture room on a full-time basis; most attend either in the morning or afternoon in order to focus on the key skills that they need to develop to help them to progress. Most children will only access the nurture rooms for a limited amount of time –it is always our aim that children are reintegrated (with support if necessary) back into the classroom as quickly as possible.

How does the school support Looked After Children with Special Educational Needs?

The Designated Looked after children teacher is Mrs Lisa Pigg

The school understands that Looked After Children may require additional support in certain aspects of the curriculum and in terms of their social/emotional development. The school has an experienced pastoral team who ensure that these children have all the support and assistance that they require. Those with Special Educational Needs and Disabilities are supported as discussed in this document.

Where is the information on the Telford and Wrekin's Local Offer published?

Telford and Wrekin's Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here:

<http://www.telfordsend.org.uk/>

Written: October 2020

To be reviewed and updated: October 2021