



Cannon Lane Primary School SEND Information Report

This is what we offer children with SEND in our school

Please read in conjunction with our Special Educational Needs and Disabilities Policy which can be found on our website: www.cannonlaneprimary.org

School:	Cannon Lane Primary School
Type of school:	Mainstream Primary – Reception to Year 6

<u>WHAT DOES THE PROVISION AT CANNON LANE LOOK LIKE FOR SEND?</u>	
Identifying and Assessing SEND Special Educational Need and Disability:	The focus is on (QFWT) Quality First Wave Teaching in the classroom in the first instance. Through close tracking and monitoring of progress, we identify underperformance to establish the barriers to learning to determine if this is SEND or underachievement.
<u>Head Teacher</u> Mr. A Phillips	Is responsible for: <ul style="list-style-type: none"> • The day to day management of all aspects of school. • Ensuring the Governing Body is kept up to date about any issues in school relating to SEND.
<u>SEND Governor</u> Mr. J. Simons	Is responsible for: <ul style="list-style-type: none"> • Making sure the school have an up-to-date SEND Policy and has a published local offer of provision. • To support the school in making sure that the school has appropriate provision to meet the needs of all learners.
<u>SENCO</u> <u>Special Educational Needs Co-Ordinator</u> Mrs. E. Rea	Is responsible for: <ul style="list-style-type: none"> • Developing and reviewing the school's SEND Policy to ensure that all children get a consistent, high quality response to meeting their needs. • Liaising with all the other people who may be coming into school to help support your child's learning. • Working with staff to achieve the best outcomes for children with SEND. • Providing training and specialist support for teachers and support staff so they are aware and confident about how to meet the needs of your child.
How can parents/carers let the school know that they are concerned about their child?	<ul style="list-style-type: none"> • If you have any concerns we recommend you speak to your child's class teacher initially. • If further action is required, you are welcome to speak to the SENCO/Assistant Head Teachers for your child's phase, Deputy Head Teacher or the Head Teacher.
Progress and attainment:	<p>Assessment is an ongoing process throughout school. It is a check that every child is making expected progress against the national expectations set for each year group.</p> <p>Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> • Demonstrates progress against their individual starting points. • Closes the attainment gap between child and children of a similar age



	<ul style="list-style-type: none"> • Prevents the attainment gap growing wider • Matches or is better than the previous rate of progress • Ensures that a child has full access to the curriculum in line with their peers • Demonstrates an improvement in self-help, social or personal skills
Assessing and Reviewing Progress:	<p>Once an SEND need is identified a provision map is created using existing school resources. The provision map is created by the SENCO, Mrs. E. Rea and given to the Assistant Head Teacher / Phase Leader. Phase Leaders work with the class teachers and the SENCO to report back on the impact of interventions and QFWT support.</p> <p><u>Different types of support are:</u></p> <ul style="list-style-type: none"> • Support for QFWT is when children receive support directed by the Class teacher to support learning. (<u>not part of the SEN provision</u>) • Support for SEND is when children receive support that is <u>additional to and different from QFWT</u> and is an intervention against their SEND barriers to learning identified by the Class teacher and SENCO.
SEND Identification	<p>Definition of SEN in Code of Practice 2015:</p> <ul style="list-style-type: none"> • 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. <p>The SEND Code of Practice (2015) identifies less than expected progress as:</p> <ul style="list-style-type: none"> • 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 peers. • See Appendix 1 for our SEN Identification Process.
Target setting	<p>Targets are set by class teachers for SEND using the Assess-Plan-Do-Review approach. This Individual Support Plan gives personalised targets against the child's barriers to learning. These are reviewed each term with the class teacher and the parent/carer. This approach is for children currently on an Educational Health and Care Plan and children on School Support.</p>
How do we promote inclusion?	<p>We are an accredited Flagship School for the Inclusion Quality Mark. Please read our latest report on our school website. All lessons are inclusive, with adjustments made according to the needs of the children. Children with disabilities and special educational needs are included on all school visits and residential trips and clubs.</p>
How do we prevent bullying?	<p>We have the same high expectations for all children – no one should be bullied and no one should feel unsafe. We apply our Behaviour and Anti-Bullying Policies. We have an open-door culture where parents can approach any member of staff if they have a concern.</p>
Range of provision	<p>Currently we have 5 HLTAs (Higher Level Teaching Assistants) 26 Teaching Assistants 1 Support Teacher 4 Assistant Head Teachers</p>



<p>How are the adults in school helped to work with children with SEND</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEND. • The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
<p>Outside agencies used at the school</p>	<p>When a child is demonstrating cause for concern or their learning needs are more complex and persistent than can be met by the school intervention already put in place, the school will engage with relevant outside services. Currently we are working with the following outside agencies and support systems.</p> <ul style="list-style-type: none"> • Educational Psychologist Service (Harrow) • Social Care • Early Intervention Team • Sensory and Communication Team • Speech Language and Communication (NHS) • Independent Counselling Service • School Nurse • Hearing Impairment Team • Advisory Teachers for Autistic Spectrum • Occupational Therapy (NHS) • Child Adolescence Mental Health (CAMHS) • The Helix Education Service
<p>Number of children currently identified with SEND (2017-18)</p>	<p>9 children with Education, Health and Care Plans 26 children at School Support</p>
<p>Transition</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • <u>If your child is moving to another school:</u> We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child. • <u>When moving classes in school:</u> Information will be passed on to the new class teacher in advance and in all classes, a planning meeting will take place with the new teacher. • <u>In Year 6:</u> The SENCO will discuss the specific needs of your child with the SENCO of their secondary school. Your child may attend a small group session/s to support their understanding of the changes ahead. This may include creating a transition book which includes information about themselves for the new school. Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school • <u>Transition from Nursery:</u> Children with SEND are supported into school from Nursery with a visit and transition meeting with the Class teacher and the SENCO to prepare a transition plan.
<p>Local Authority Offer</p>	<p><u>This can be found on:</u> http://www.harrow.gov.uk/localoffer/</p>



Glossary of terms

SEND	Special Educational Needs and Disabilities
Assess, Plan, Do Review	Personalised targets against the child's barriers to learning.
SEN Code of Practise	The legal document that sets out the requirements for SEN
EHC plan	Education, Health and Care Plan (legal document detailing the statutory needs and provision for a child.
QFWT	Quality First Wave Teaching
SMART targets	Specific, measurable, attainable, realistic, timely



Appendix 1

Cannon Lane Primary School SEN Support Identification

Step 1

<p style="text-align: center;"><u>Initial Concerns</u></p> <p>Regular assessment and tracking of all pupils at pupil progress meeting shows less than expected progress or concerns about emotional well-being or behaviour.</p>	<p style="text-align: center;"><u>What we do</u></p> <p>Class teachers put in place appropriate provisions using SMART targets.</p>
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Step 2

<p style="text-align: center;"><u>SEN Monitoring</u> (not a statutory level but something we use at Cannon Lane)</p> <ul style="list-style-type: none"> • Less than expected progress has been made against targets previously set in Step 1. 	<p style="text-align: center;"><u>What we do</u></p> <p>Class teacher, in conjunction with SENCO, sets targets to monitor over a half term (6 week period) with a clear starting point to measure progress against the barrier/s to learning. At this point we may refer to appropriate outside agencies with parents' permission.</p>
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Step 3

<p style="text-align: center;"><u>SEN Support</u></p> <ul style="list-style-type: none"> • This is when a child has been identified as having a clear barrier to learning after targets and assessment of their needs in conjunction with an outside agency. • Formally record as SEN and inform the parents. • SEN provision put in place through the Assess, Plan, Do, Review cycle 	<p style="text-align: center;"><u>What we do</u></p> <p>Begin a cycle of SEN Support which will target through intervention over a 6 week period the barrier/s to learning. This will be discussed with outside agencies, e.g. Educational Psychologist, Speech and Language who will work with the school to set and monitor targets.</p>
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Step 4

<p style="text-align: center;"><u>SEN</u></p> <ul style="list-style-type: none"> • Further assessment and clear analysis of the pupils needs is carried out. • Agree whether the child has a learning difficulty which requires SEN Provision. • Significant difficulties despite a range of evidence based interventions over time. 	<p style="text-align: center;"><u>What we do</u></p> <p>Continue with SEN support to target barriers to learning. In conjunction with parents, outside agencies, SENCO, Class Teacher agree on actions such as a request for Statutory Assessment, continuation of targets with SMART targets.</p>
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