



Carfield

Primary School

SEND Information Report
2022-2023

SEND Information Report for Carfield Primary School – September 2022

The following information is part of the Local Authority 'Local Offer' and can be found on the Sheffield website at <http://www.sheffielddirectory.org.uk>. Information will be updated annually.

1. The kinds of special educational needs for which provision is made at the school

Carfield Primary School caters for pupils with a wide range of Special Educational Needs and Disabilities (SEND). These include needs such as physical, medical and mental health disabilities, specific learning difficulties (e.g. dyslexia), general learning difficulties, speech and language difficulties (general and specific), complex or severe learning difficulties and autism. We are aspirational in our expectations for all children, regardless of their needs, and aim to provide an education that will support them in thriving and meeting their full potential.

2. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

- Mrs Bethan Arthur
- Tel: 0114 255 7534
- Email: arthurb@carfield.sheffield.sch.uk

3. What is special educational needs?

'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice 2014, 1.8)

4. What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

5. What are the arrangements for admissions of pupils with SEND in school?

Carfield Primary School is an inclusive school and we welcome all pupils. We aim to support children with all needs and where children have a specific need or disability, we will work with specialists to provide support. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without. For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

If your child has a special educational need or disability but does not have an EHCP:

The regular admission process applies to children and young people with SEND who do not have an EHC plan. You can find out about how to apply for a school place on the Sheffield City Council website. It is unlawful for an admission authority to refuse admission to a child who has SEN, but has no EHCP.

If a child has an EHC plan they are covered by procedures set out in the Children and Families Act 2014.

The school named in an EHC plan must admit the child. Children are placed in schools through the EHC plan process rather than through the school admissions arrangement.

The child's parent/ carer can name any mainstream school or specialist provision to be named on the EHC plan. The local authority must then consult with the school and must name it on the EHC plan unless:

- It is unsuitable for the age, ability or aptitude of the child
- OR
- The attendance of the child would be incompatible with the efficient education of others or the efficient use of resources

6. What are the areas of SEND?

There are four broad categories of SEN:

1) Communication and Interaction (C&I)

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

2) Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

3) Social, Emotional and Mental Health (SEMH)

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),
- Self-harming,
- Substance abuse,
- Eating disorders or physical symptoms that are medically unexplained,
- Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder,
- An anxiety disorder,
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

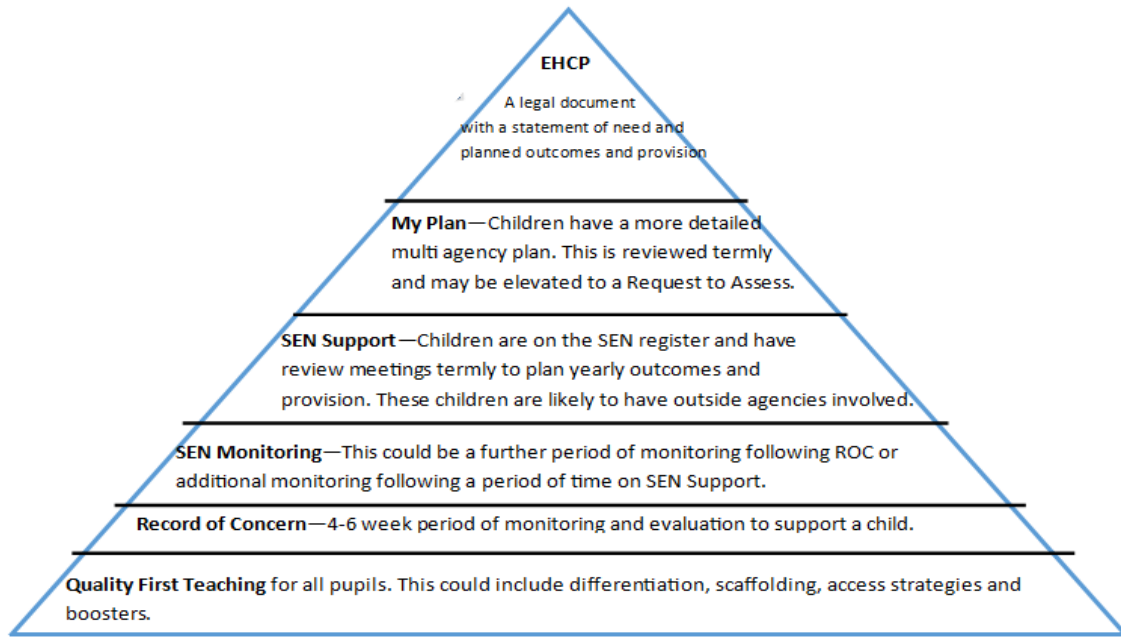
4) Sensory and/or physical needs (S/PD)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

7. What are the different stages of support for children with additional needs?

At Carfield, we use a 'pyramid of support' for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan or a Statement. The Code of Practice, 2014 states that schools now only have a single category of need, SEN Support which is the number of children on their SEN register. However, the Code of Practice, 2014 also gives schools the freedom to design their own graduated response and as a school we feel that a single category response is not in the interests of early identification in Carfield. Whilst in the pyramid below, SEN Support, MyPlan an EHCP make up our official

category of support, our support pyramid has many more layers which will ensure all our children at Carfield have the best provision to identify and cater for any additional needs swiftly and thoroughly.



8. What are the different types of support available for children with SEND at Carfield?

	What does this mean?	What might it look like for my child?
Universal support Quality First Teaching	For children with special educational needs, learning will be carefully planned to support their individual needs to allow them to make progress from their individual starting points. They are supported to do this by the SENCo.	There are many ways learning might be adapted, and it depends on a child's needs. For example: <ul style="list-style-type: none"> • Using visuals to support your child's learning. • Using speech and language strategies to support your child. • Breaking the learning into small steps for your child.
Targeted support Small group/1:1 interventions and support	Your child's SEN Support plan will detail any extra support needed. We carefully plan additional support as part of the Assess, Plan, Do, Review cycle. Children will sometimes work in a small group or with a teacher or teaching assistant 1:1.	Usually this will be an individual support or small group intervention. For example <ul style="list-style-type: none"> • A speech and language intervention • A learning-based intervention such as precision teaching. • Social and emotional support like check ins or self-esteem groups.
Specialist support Individual bespoke support enhanced by external agencies	Sometimes when a child is on the SEN register, we need to work with external agencies who are specialists in different areas of SEN. They help school to identify specific difficulties and plan next steps with school, parents and carers and children.	Some specialists who might work with your child or advise school are: <ul style="list-style-type: none"> • Speech and language therapists • Educational Psychologists • Learning support teachers • Vision and hearing specialist teachers.

9. What types of SEN do we provide for?

Carfield Primary School provides education and support for all types of needs and disabilities. Below are some of the interventions we offer in school.

Communication and Interaction

Support includes interventions and strategies such as;

Lego club, scaffolds, barrier games, special time, bespoke speech and language programs such as LEAP, shape coding, pre-teaching vocabulary and checklists

Cognition and Learning

Support includes interventions and strategies such as;

precision teaching, additional reading groups, scaffolds, models, checklists, catch up interventions, overlays, bespoke curriculum for personalised learning

Social Emotional and Mental Health

Support includes interventions and strategies such as;

mentoring, small group work, therapy-based intervention, daily check-ins, 5-point scales, lego club and circle times, counselling sessions.

Sensory and/or physical

Support includes interventions and strategies such as;

sensory circuits, bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke specialist equipment for visual impairments and hearing impairments, large print texts, ramps, walking frames, writing tools and supports. For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

10. How will my child's learning needs be identified and assessed?

The school's SEND policy and the arrangements for supporting pupils with SEND have been updated to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice, 2014.

Identification:

This happens through our regular monitoring of all children and can also be highlighted by teachers or parents. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out. This would then be logged on a Record of Concern form. The agreed actions will be implemented and monitored with a 4-6 week daily monitoring system with data collected on entry and exit to measure outcomes and impact.

SEND Register:

Following implementation of the next steps, the class teacher may speak with the SENCO to discuss the child's needs and what progress has been made. A meeting will be arranged with teacher, parents and SENCO to confirm if we all feel they have an area of need and be placed on the SEND register. Again, next steps will be agreed by all and the cycle of Assess-Plan-Do-Review will start. Parents and children will be met with three times per year during parent teacher meetings where progress and next steps are reviewed, discussed and planned.

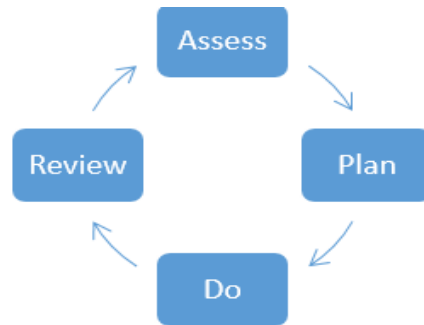
My Plans and EHCP:

Some children have more complex needs that may require outside agency involvement and advice. These children may require higher levels of support and intervention. A My Plan (an individual personal plan) will be written with pupil and parent voice recorded. The parents and children will be met with more frequently to monitor progress and review provision. Some of these children's needs may be particularly high and complex and may require an EHCP (Education Health and Care Plan). This is where parents, children, SENCO any outside agencies and class teachers work together to submit paperwork and evidence to the Local Authority to request a Statutory Needs Assessment. Once this has been submitted a legal timescale is then started. This process is bound by legislation

and guidance within the SEN Code of Practice. Throughout this process your child's needs will continue to be met through the support that is already in place. Children with an EHCP also have an annual review.

11. What will happen if my child is on the SEN register?

We have a whole school approach to inclusion and in line with the SEN Code of Practice we follow an Assess, Plan, Do, Review cycle for all children on SEN Support. Underpinning ALL our provision in school is the graduated approach cycle of:



Assess	When a child is raised as having possible special educational needs, we use a range of assessments both in school and with the help of external agencies to assess where your child is having difficulties and what their next steps should be.
Plan	Every child on SEN Support or with a My Plan or EHCP has regular planning and review meetings. The SENCo, teacher, child and sometimes external agencies work together to look at what is going well and what needs to change to support the child.
Do	A plan is created at the planning meeting and this is then implemented by the child's class teacher with support from the SENCo and external agencies. The middle and senior leadership team monitor this support regularly
Review	Children review their targets with their teacher/TA on a weekly basis and class teachers share this progress informally with parents. Formal review meetings take place every term, to monitor progress and plan next steps.

12. How are children with special educational need or disability taught and how is the curriculum adapted to meet their needs?

The school's approach to teaching pupils with special educational needs and disabilities;

- Teachers are responsible for the progress of SEND children in their class and therefore the scaffolding and adaptations within lessons, in order that all needs in the class are met.
- Teachers work within teams, with members of the Senior Leadership Team and specialist practitioners to remove barriers to learning and enable SEND pupils to access the curriculum and make progress. External agencies working in school include: Learning Support, Speech and Language Team – Mainstream and Specific Language Impairment, Educational Psychology Service, CAMHS, Autism Team, Visual Impairment Team, Hearing Impairment Team, Early Years Inclusion Team, Occupational Therapist and MAST professionals and Family Support Workers.
- Information on individual pupils with SEND is held in the children's individual SEND files which stored electronically on a secure network. Each class SEND cohort is detailed on the school's SEND Register and paperwork relating to children is saved in their files.
- Where possible pupils are taught in mainstream classes. Children with identified gaps in their learning, learning delay or who require focused teaching are either targeted within class or withdrawn for specialist interventions, e.g. speech and language interventions, social skills groups or reading interventions.
- A learning mentor works throughout the school providing a range of additional support for children with and without SEN. She runs nurture and positive behaviour groups.
- Teachers and teaching assistants do yard duties to support children with SEN at break and lunchtimes and lunchtime staff are regularly updated on pupils with SEN and their needs.
- A lunch club runs for part of lunch time for children who find longer, unstructured times difficult.

How the school adapts the curriculum and learning environment for pupils with special educational needs;

- All of our learning environments in school are designed to be language rich environments.
- We use visuals in our learning environments – symbols, photos and signs designed to support communication and understanding for all pupils.
- We are careful not to overstimulate our children with very busy classrooms and teachers are aware of children who have sensory or physical needs in their class when thinking about where a child might sit in a classroom.
- Staff support children with hearing or visual issues by liaising with the specialist teachers and adapt their classrooms and resources by following the specialist advice.
- Lessons are planned to utilise visual, auditory and kinaesthetic methods of learning and the resources and objectives used are appropriate for children’s needs.
- Teachers and TA’s are employed specifically to support children with SEND at appropriate times.
- Children who require break-out/safe spaces are given specific areas of school to access.
- Interventions are provided by school to meet areas of need, e.g. additional literacy & numeracy interventions.
- Complex/high need children are able to access personal timetables (As appropriate and with the support of their parents).
- For children with physical disabilities we have tried hard to adapt our school building. There are 3 buildings in total. Foundation Stage (Nursery and Reception) and Y1,2,5 and 6 are in an Edwardian 3 storey building. There is access to the middle floor from the main school entrance, the lower floor (including dining room) is accessed by stairs but wheelchairs can access via the bottom gate. The Y3/4 building (1950s) is accessible for wheelchairs. There is no wheelchair access to the top floor (Key Stage 2). An additional modular building (Y2) is accessible to wheelchairs.
- There are no modified classrooms for pupils with significant hearing/visual impairments but some pupils have specialist equipment such as visualisers and hearing loops that can be transferred from one classroom to the next.
- Specific equipment and additional resources are purchased from the Access and Inclusion budget where needed for individual pupils.
- There is a disabled toilet in each building but no changing facilities other than in the nursery.
- The playgrounds are secured by fences. It is a large site with open stairs linking the 3 playgrounds. Each playground has a ‘quiet area’ for children to use.
- For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

Additional support for learning that is available to pupils with special educational needs and disabilities;

Provision is allocated according to need and follows the “Assess, Plan, Do & Review” process laid down in the revised Code of Practice, 2014.

Where gaps or barriers to learning are identified and additional support is required school is able, where appropriate, to provide Wave 1 (classroom) and Wave 2 (out of class) support through;

- Booster Groups: Phonic, Writing, Numeracy and Spelling, Punctuation and Grammar (SPAG)
- Daily 1:1 reading
- Motor Skills Development
- Classroom based support targeting specific elements of learning, e.g. key word recognition.
- Language Enrichment Activity Program
- Lego therapy techniques (Group and individual)
- Emotional regulation groups
- Zones of regulation training

Wave 3 support is available, via referral, through the following agency/school partnerships:

Learning support, Speech and Language Team – Mainstream and Specific Language Impairment, Educational Psychology Service, CAMHS, Autism Team, Visual Impairment Team, Hearing Impairment Team, Early Years Inclusion Team, Occupational Therapist and MAST professionals – Learning & Engagement teacher, Primary Mental Health Nurse, Senior Learning Mentor and Family Support Workers.

13. Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities.

- Learning Mentor: School based- (0112 255 7534)
- Attendance Officer. School based- (0114 255 7543)
- School's Educational Psychologist- Dr Jagdish Barn
- Learning Support Teacher
- Early Years Inclusion Team (0114) 273 6411
- CAMHS (0114) 321 1719
- SEAL opportunities in class. School based.
- Social Skills groups. School based.
- Counselling support- Collins- Donnelly
- Art therapy- Glynn Rowan Scott Art Psychotherapist HCPC Registered (BAAT) Member
- MAST workers (accessed through Family Common Assessment Framework – 0114 2053635)

14. What other agencies can school use to support my child?

For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist/Physiotherapist
- Autism team
- Hearing and vision impairment teams
- CAMHS
- Ryegate/Centenary House

At Carfield, we buy an additional 1 day every month of support from our in-house Educational Psychologist.

15. How effective is provision at Carfield Primary School for children with Special Educational Needs?

Carfield Primary School has a robust policy for Special Educational Needs. The policy is implemented by all members of staff and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. We evaluate the effectiveness of its provision for such pupils through;

- Standardised testing through learning support, to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, writing speed.
- Baseline screening and review of pupils' Speech and Language ability in Foundation Stage 2.
- Use of assessment data, lesson observations, learning walks, book scrutiny, staff liaison and marking to measure progress in the classroom.
- Parental feedback.
- Intervention staff feedback including intervention mentoring, drop-in and informal observation.
- SENCo review of interventions
- Termly reports are written by the SENDCo about the provision and progress of all children with SEND, this forms part of the termly Head of School's report to Governors.
- The SENCO attends pupil progress meetings to gain an overview of all children and their flight paths.
- Senior leaders undertake regular 'learning walks' to look at classrooms and the wider school environment to ensure provision for learners with SEN is of a high quality.
- Pupil voice is also important for us. Children are invited to share their views before a review or attend part of their review meeting or parents' evenings where appropriate.

16. How do we work with parents and pupils of children with SEN?

We recognise that you are the experts on your child, and we want to work closely with you to ensure that your child has the best provision possible. Our teachers and SENCo are always happy to answer any questions you may have about your child's provision.

- There are 3 parents' evenings throughout the year. Some children also have special arrangements such as home/school communication booklets or email contact with the SENCO.
- All children get an end of year report.
- A review meeting is held every term for pupils on the SEN register. We send home a parent view form before all our review meetings and you are invited and encouraged to share your thoughts, wishes and questions at the review meeting. Parents/ carers are invited and, if they are unable to attend at the allocated time, every effort is made to arrange an alternative date and time that is convenient for everyone. During the review meeting parents/carers share their thoughts about how the child is progressing both in and out of school. Targets are discussed and agreed on together and our review form clearly shows what action school will be taking (additional intervention/resources/support etc.) and recommended actions for parents/carers (e.g. regular homework routine/suggestions of games or activities to use at home etc.).
- Subject workshops (maths and English), SEN workshops (Dyslexia) and coffee mornings offer suggestions about how to work with a child who is finding something challenging.
- Where the family's first language is not English, we have members of staff who are able to translate in some cases. If the language is not spoken by anyone in school, we would encourage the family to bring an additional adult/friend with them who could translate or look at booking a translator if necessary.

17. What training and expertise do our staff have to support pupils with SEN?

As a large staff, we have had a wide range of training including general strategies to support children with learning difficulties, strategies for supporting children with specific learning difficulties, speech and language difficulties as well as working with children with Autism and social/emotional difficulties.

Communication and Interaction:

- All of our staff receive regular training on speech and language and social communication.
- Staff have had training on individual speech and language support to enable them to deliver intervention to specific children.
- The in-house Educational Psychologist runs staff surgeries to support staff with individual children.

Cognition and Learning

- Our staff attend regular update training hosted both in-house and delivered by specialists.
- Training on Precision Teaching, Birmingham Toolkit, and quality first teaching for children with SEN have recently been held.
- Whole staff training has also been ongoing with a focus on reading, writing, maths and the wider curriculum and teaching.

Social Emotional and Mental Health

- The SENCO has a diploma in Trauma Informed practice.
- A number of staff have had TEAM TEACH training.
- All staff use de-escalation strategies for children with behavioural needs and positive handling techniques (used under the authorisation of the Headteacher) are used as a last resort.

Sensory and/or Physical

- Our children who have physical and/or sensory needs tend to have bespoke packages tailored to their specific difficulties.
- We work with Occupational therapists, physio therapists and health colleagues to design packages of support for individuals.
- Some children require alternative entrance/exits routes, some need specialist equipment and resources.

18. How will we support your child when leaving this school or moving to another class or school?

At Carfield, we understand that transitions can be difficult for a child with SEND and ensure that any transition is as smooth as it can be.

If your child is moving to another school or moving in to Year 7:

- We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made prior to their arrival.
- We will make sure that all records about your child are passed on quickly to the receiving school.
- Wherever possible, we arrange additional transitions visits for children with SEND.
- Wherever possible we will arrange further parents information visits.
- Structures such as social stories and scripts can be made for individual children.
- For new pupils joining the school we have a 'buddy' system and a welcome booklet which is used to help make the transition process as smooth as possible.

When moving classes in school:

- Each year a clear transition timetable is drawn up to ensure consistency across the school. Children are informed of which class they will be in and spend time in their new classes before the end of term.
- The Teaching Assistants support children at transition times and some children make a booklet of photographs of their new classroom, teachers etc.
- Friendship groups are taken into account when setting up new groupings. At the end of the year, we will consider if the classes need to be mixed or kept the same to try and ensure a balance of gender and ability across the classes.

19. How do we handle concerns from parents of children with SEN about provision made at the school?

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint.

Class Teacher

If a parent has a concern, then first point of contact for any concerns should be your child's class teacher so they are aware and can implement changes quickly.

SENCo

If there any problems or issues continue, the next person to contact would be the SENCo, Bethan Arthur. Contact details are in this document and on the school website.

Headteacher

Unresolved issues would then be escalated to the Headteacher for further investigation and meetings with parents/carers.

SEN Governor/ Board of Governors

Parents can always contact the Governors of the school by writing a letter or telephoning to raise concerns. Send written correspondence to the school marked 'FAO The Chair of Governors'.

SSENDIAS

Parents can always contact SSENDIAS Sheffield SEN and Disability Information and Advice. They are independent and can offer information, support and advice to parents of children with SEND. You can contact them on 0114 273 6009

20. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- School has a designated budget to supply equipment and provide facilities for pupils with SEND.

- School is also now able to make applications to the locality SEND Funding Panel. Funding requests can be made to support training, resource acquisition and short-term high support needs in school where normal school resources are not sufficient. The locality Funding Panel is able to allocate whole or part of the funding requested where school has provided sufficient detail regarding needs of learners, provision already in place and expected outcomes from the allocation of funding.

21. Information on where the local authority's local offer is published.

A link to the school's and Local Authority's "Local Offer" can be found on the school website. To locate the Local Authority offer follow <http://www.sheffielddirectory.org.uk>. To find Carfield Primary School's offer, type in "Carfield". Primary School" into the site's search bar.