



North Beckton Primary School SEN Information Report

Our Vision

North Beckton Primary School offer high quality and Early Years education for children aged 3-11 years. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long term or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential including the use of additional provision appropriate. Our School has a Special Educational Needs Co-ordinator (SENCo) who is responsible for the management of provision and or support for identified pupils with SEND. She will coach, support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND. Our SENCo is **Mrs Michelle Olorunfe-Ojo**. She is an AHT(Inclusion Manager) and is part of the Senior Leadership team.

All teachers are teacher of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom

Identification and Assessment Arrangements, Monitoring and Review Procedures

We use a number of procedures for assessing pupils. These are also used to identify pupils who are not progressing satisfactorily and who may have additional needs:

- Baseline assessment results EYFS, NFER test in Key stage 2

- Progress measured against the End of Year expectations in English and Mathematics
- Progress measured against the P level descriptors
- Standardised screening and assessment tools (), Phonics Screening
- Teachers formative assessment in English and Mathematics

The New SEND Code of Conduct (July 2014) states that there are four main areas which cover Special Educational Needs. Pupils who have difficulty accessing the curriculum at age expected descriptors are assessed based on the profiles of need as described below:

Area of Special Educational Need	Summary of profile
Communication and Interaction Difficulties	<p>Pupils may have a delay or disorder in one or more of the following areas:</p> <p>Attention/Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending whole class • Interaction will not always be appropriate • May have peer relationship difficulties • May not be able to initiate or maintain a conversation <p>Understanding/Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language • May need augmented communication systems • Frequent misunderstandings • Repetition of language and some basic language needs to be used to aid their understanding <p>Speech /Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary • Ideas/ conversations may be difficult to follow, with the need to request frequent clarification.

	<ul style="list-style-type: none"> • Some immaturities in the speech sound system • Grammar/ phonological awareness still fairly poor and therefore their literacy can be affected • Speech , language and communication needs (SLCN) • ASD, including Asperger's Syndrome and Autism
<p>Cognition and Learning Difficulties</p>	<p>Pupils may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language , memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Pupils may therefore have:</p> <ul style="list-style-type: none"> • Moderate learning difficulties (MLD) • Severe learning difficulties (SLD) • Profound and multiple learning difficulties (PMLD) • Specific learning difficulties (SpLD), dyslexia, dyscalculia, dyspraxia or dysgraphia
<p>Social, Emotional and Mental Health Difficulties</p>	<p>Pupils may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention deficit disorder (ADD) • Attention deficit hyperactive disorder (ADHD) • Attachment disorder (AD) • Anxiety and depression • Low self esteem • Issues with self image • Self-harming, substance misuse

	<ul style="list-style-type: none"> • Eating disorder or physical symptoms that are medically unexplained
Sensory and /or Physical needs	<p>These pupils may have medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/ fine motor skills • Visual impairment (VI) • Hearing impairment (HI) • Accessing the curriculum without adaption • Physically assessing the building(s) or equipment • Over sensitivity to noise/ smell/ light/ touch/taste • Toileting/self care • Multi-sensory impairment (MSI)

Other identification includes pupils with:

- An existing Statement of SEN/ Education Health Care Plan(EHCP) and High Needs Funding (HNF)
- Another school, Local Authority or other agency which has already identified or provided SEN Support

Medical

The SENCo works closely with the School Nurse, parents/ carers and a range of outside agencies to support all pupils' health and medical needs within the school. This support includes:

- Meeting with parents/carers to discuss their concerns within a confidential environment.
- Making sure staff are updated and when necessary receive training and or advice from the relevant health professionals to meet a pupil's individual needs.
- Administering medication with first aiders including asthma inhalers or train staff to do so
- Liaise with the school nurse, parents and staff and provide support in writing care plans for pupils with complex needs.
- Support staff to use advise and recommendation s from the NHS Speech, Physiotherapy, Dietcian or Occupational therapist reports