

# SEND Information Report

## (September 2018)

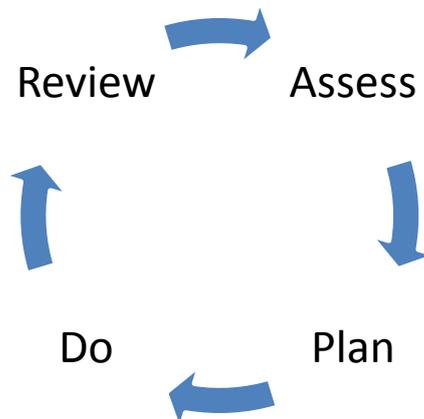
**Inclusion Co-coordinator:** Lee Hughes  
**SENCO support:** Glenys Willmitt

**SEN Governor:** Paul Wiseman

### Our Approach as a School:

Highly quality first teaching and additional interventions are defined through our thorough and rigorous approaches to planning, assessing and identifying the needs of the children across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. This is a whole school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning all our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational need and disability.

### **Assess:**

Assessment is an ongoing, daily process that informs future planning. Assessments can be carried out through the efficient and effective marking of the children's work labelled with the constructive comments feedback that clearly identifies the next steps for each individual child. The marking and feedback is completed by the class teacher, PPA teacher, Higher Level Teaching Assistant or a Level Three Teaching Assistant. Children who have been identified as needing more support in specific areas will receive targeted intervention. Assessment of the intervention is a process shared with teachers and teaching assistants. Communication is a vital component of the assessment processes within our school. This includes communication between teacher, teaching assistant and parents.

Each half term there is designated assessment time that helps inform part of the teacher assessments of each child. This in turn informs the schools rigorous assessment tracker that tracks the progress and achievement of each child in different areas of the curriculum. This assessment tracker provides information of which children need to be targeted in the next half term and identifies the progress of the vulnerable groups within our school.

### **Plan:**

Using the information and data from the schools assessment tracker, teachers are then able to create specific and focused action plans for the half term ahead. These action plans may focus on the vulnerable groups, specific children or groups of children with a specific area of need. These plans then form the first part of the planning process of the teachers. Teachers have designated weekly PPA time to plan the high quality first teaching activities for the week ahead. This ensures a thorough planning approach to take into account the specific needs of the children within that year group. Teachers also plan the interventions that will take place and which children these will include. These plans are then shared with the teaching assistants within the year group. Planning is also shared with the PPA teachers so that there is a consistent approach to the targets set for each year group.

### **Do:**

High quality teaching is delivered by class teachers, PPA teachers, HLTAs and TA's. Interventions are delivered by teaching assistants and evaluated after

each intervention carried out. These evaluations are shared with the class teachers to inform their planning for the next steps. The following is a list of how lessons are differentiated to match the needs of ability of the children within a class:

- High quality first teaching
- Differentiated curriculum planning and work
- Differentiated delivery e.g. simplified language, slower lesson pace
- Differentiated outcomes e.g. cartoon strip instead of written prose and use of Computing
- Increased visual aids
- Illustrated dictionaries and word banks
- Use of writing frames

### **Review:**

All members of staff within a specific year group have some degree of responsibility to contribute to the review of the thorough and rigorous graduated approach of assessing, planning, doing and reviewing. This is ensuring that there is clear communication of how interventions have impacted upon the learning of the individual children. This impact is reported to parents in a written report sent home and through parent review days. In addition to this the parents of children who have individual Personal Provision Plans or Group Plans have three further opportunities to come into school to meet the class teach and/or SENCO to review the impact and next steps for their children with SEND.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

### **SEN Needs:**

Children and young people's SEND are generally thought of in the following four broad areas of need and support.

Below is a brief outline of some of the type of provision that the school can offer to support these children. (For a full comprehensive overview of provision please refer to SEND Whole School Provision Map)

## 1. Communication and Interaction

These are some of the ways support is offered to children with SEND in Communication and Interaction the following provision is provided:

- Speech and Language Interventions
- ACTTIK
- BLAST
- EAL support
- Visual Timetable - use of symbols and pictures
- Social Communication group

## 2. Cognition and learning

These are some of the ways supports if offered to children with SEND in Cognition and Learning, the following provision is provided:

- Phonic Interventions
- One to one reading
- Paired reading
- Sentence Building
- Numeracy Interventions e.g. success@arithmetic
- Numicon
- Specialist Teacher Support

## 3. Social, emotional and mental health

These are some of the ways support is offered to children with SEND in Social, Emotional and Mental Health, the following provision is provided:

- Circle Time
- Emotional Wellbeing support-Emotional First Aid
- Commissioned counsellor
- Relax Kids

## 4. Sensory and/or physical needs

These are some of the ways support is offered to children with SEND in Sensory and/or Physical Needs, the following provision is provided:

- Funky Fingers activities - fine motor development
- Insynch Programme
- Handwriting support
- Handwriting grips
- Writing slants
- Air-stability wobble cushions
- Multisensory approaches to access the curriculum
- Specialist equipment to support specific pupils

As of September 2018 we have 32 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, data analysis, lesson observations, TA intervention observations, scrutiny of planning and work and meetings with parents and professionals.

**Co-producing with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
Parent Review Days/Evenings	All teaching staff, parents/carers, child	Each Term
Informal Parent Meetings	SENCO, Inclusion Manager, class teachers, headteacher, deputy headteacher, parents/carers, child	As and when required depending on need and circumstances
Early Help Assessment Tool (EHAT) meetings and review meetings	SENCO, Inclusion Manager, parent/carers, class teacher, child	EHAT can be raised at any time with consent from parents, an EHAT is then reviewed approximately 6/8 weeks
Learning and Progress Review Meetings	All teaching staff, SENCO, Inclusion Manager, parents/carers, child	Parents of children being supported on the SEN register are invited to review their child's progress at the end of each half term
Learning and Progress Targets	All teaching staff, SENCO, Inclusion Manager, parents/carers, child	Targets are sent home to parents at the beginning of each half term
Pen Portraits	All teaching staff, SENCO, Inclusion Manager, parents/carers, child	At the beginning of year and throughout children are supported via Pen Portraits

Completing referrals for Assessments by External Professionals	SENCO, Inclusion Manager, Educational Psychologist, Speech & Language, Occupational Therapist, Physio Therapist, class teachers, parents/carers, child	As and when required. A referral for external professional involvement can be raised at anytime, however the waiting time for involvement from the different agencies can vary
Education Health Care Plan (EHC) requests	SENCO, Inclusion Manager, parents/carers, professionals requested by the LA SEN team	An EHC plan assessment can be requested by School in partnership with parents/carers at any time during the year. If the request is successful a formal meeting will be organised including a representative from the LA SEN team to review the draft EHC plan prior to a final document being agreed.

### **Staff development and Qualifications**

We are committed to developing the ongoing expertise of our staff. This year we have included additional training into the staff meeting agenda to update staff on Letters & Sounds and Spelling strategies and to review how the school communicates relevant information to SEND children and parents.

Staff have also attended training relating to:

- Quality First Teaching - Phonics

Teaching Assistants have been involved with a range of training relating to:

- Paired Reading
- Spelling Intervention
- Speech and Language support
- Lego therapy
- Catch Up Literacy (Y2-Y5)
- Success@arithmetic

Our SENCO/Inco also attends SEND conference, SENCO network meetings and training that is relevant to school's needs.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, including developing greater independence and being prepared for adulthood from the earliest possible age.

Staff are deployed based primarily upon their areas of expertise and their experiences. Each year group has an appropriate allocation of Teaching Assistants.

We deploy the appropriate staff to meet the needs of all children. Quality first teaching for all forms our wave 1 approach. All classes from Nursery to Year 6 have a least one class teacher and teaching assistant support. Teaching assistants are deployed to deliver structured interventions, offer support to all children including those with SEND through small group or 1:1 support. We also deploy teacher to deliver structured interventions with children with SEND or those who require additional support, as well as children identified as being more able or talented within a particular area.

Support staff are trained in a range of areas, some of those include; spelling support, catch-up literacy, Lego therapy, Emotional First Aid, Insynch.

### **Finance**

Our notional SEN Budget this year is £      and can be deployed in the following way:

- Support Staff
- Commissioned external services
- Additional teaching resources
- Training
- Plus any other expenses

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission

using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Children have received high quality first teaching and support in class and during intervention sessions
- Children have access to a wide range of resources to support their needs and allow them to access the school curriculum
- Access to specialist support and teaching through Outreach via Central support
- Face to face confidential support and advice for parents/carers
- Referral to specialist services when required
- Expert advice on additional support services that can be accessed
- Regular meeting opportunities to discuss their child's strengths and area of need

### **Transition Plans**

All pupils are supported through the transition period to their chosen secondary school. SEND pupils benefit from enhanced transition and liaison with the the receiving school.

Our approach involved:

- Additional transition events organised directly with local high schools
- Enhanced transition packages for children with ASD
- Reception staff visited Nursery settings to meet Key workers of children entering Reception
- Specific staff attended EHAT meetings to meet the families and understand the children's additional needs

### **Complaints**

Our complaints procedure can be given upon request from the school office.

Last year we had 0 complaints regarding our SEND related policies and procedures.

### **What has worked well last year?**

- Overall effectiveness of provision to diminish the difference between pupils identified as SEN Support and their peers
- Early identification of SEND needs of EYFS children, evidence by the number of referrals made and support received
- Pupil voice has demonstrated that the vast majority of children and young people feel supported and happy in their setting

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include eg. Planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.

- To continue to develop staff knowledge and understanding through CPD opportunities
- To implement the use of reading ages and spelling ages to further track the progress of children on the SEND register and measure impact
- To further support parents by enhancing their knowledge with particular areas of concern
- To introduce Catch up Literacy intervention from Y2-Y6
- To introduce success@arithmetic for pupils in Y4-Y5

### **Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Teaching and Learning Policy
- Marking Policy
- Equal Opportunities Policy
- Access Plan

### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005