

SEND Information Report 2020 - 2021

What is an SEND Information Report?

SEND stands for 'Special Educational Needs and Disabilities'. The SEND Information Report is a document that is updated annually by the school in line with the SEND Code of Practice and outlines what has been achieved or completed in the last academic year.

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1. Who is responsible for SEND in our school?

Our SENCo (Special Educational Needs Co-ordinator) is Mrs Mitcham. Our SENCO is responsible for the day-to-day operation of the school's SEND policy. The SENCO co-ordinates additional support for pupils with SEND and liaises with their parents, teachers and other professionals who are involved with them.

Class teachers are directly responsible and accountable for all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEND lies with the class teacher.

2. What kinds of special educational needs did we provide for in the last academic year?

Our pupils have a range of special educational needs, including but not limited to:

- Autism Spectrum Disorder
- Hearing impairment
- Down Syndrome
- Speech and language difficulties
- ADHD
- Social, emotional, mental health difficulties
- Specific learning difficulties, including Dyslexia
- Hypermobility
- Long term medical conditions and/or disabilities

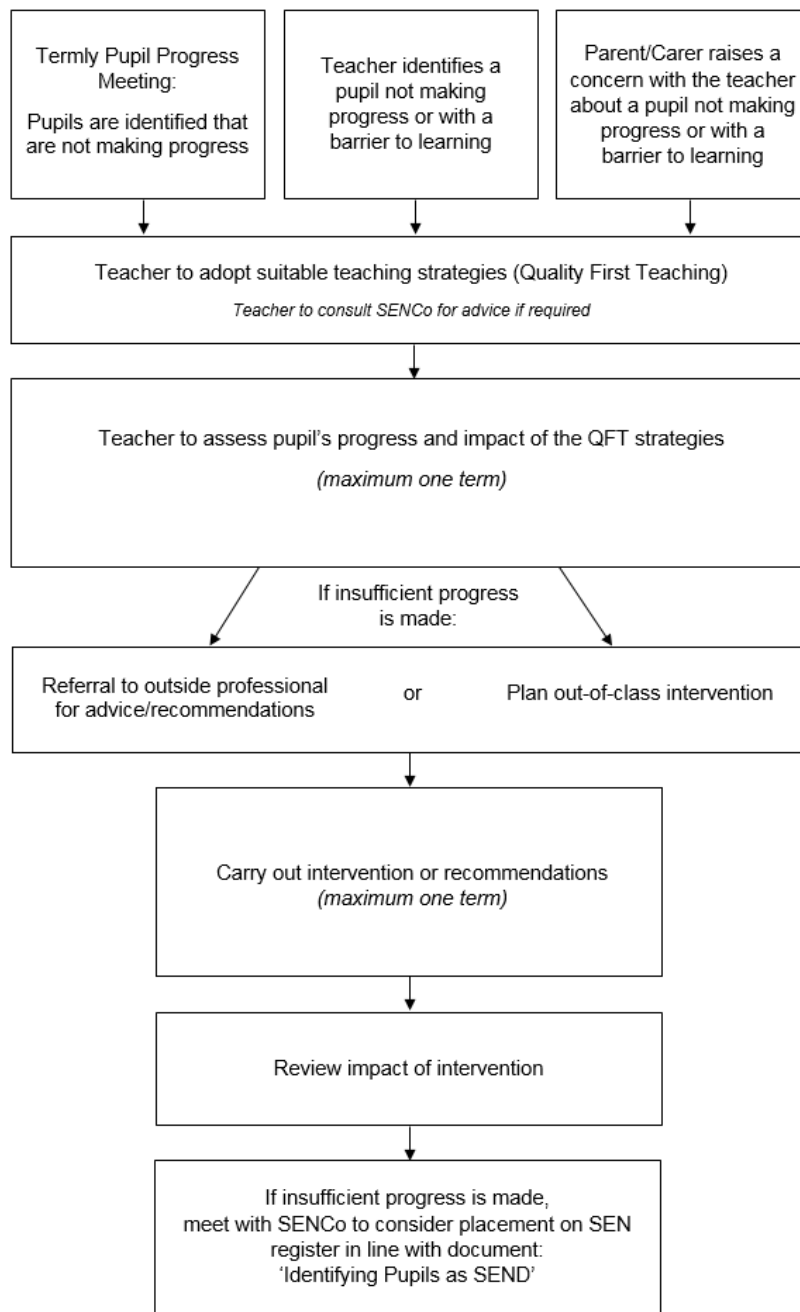
3. What are our procedures for identifying and assessing children with SEND?

There are a number of ways in which pupils might be identified as having barriers to learning, including:

- Pupil Progress Meetings - Teachers meet with a member of the senior leadership team regularly as part of these meetings to discuss children's progress – concerns could be raised if pupils are not making expected progress
- Monitoring - Senior leaders monitor termly assessments, data, exercise books and lessons as part of their monitoring activities, and could then identify pupils not making expected progress
- Parents' Evenings - Teachers meet parents/carers regularly for 'Parents' Evenings' during which parents could identify concerns about their child's progress
- Referral - Teachers can refer children to the SENCo if they have concerns about a specific child or want support in putting provision/interventions in place for children who aren't making expected progress

We have some assessments in school (such as the Salford Reading Test) and some access to an outside assessor through the Specialist Teaching Team; the tests and assessments can help to identify particular barriers and/or provide standardised scores which can often help us to know whether a child has special educational needs.

We have a flow diagram to show how this process should look once a child has been identified:



Children classed as having SEND (Special Educational Needs or Disabilities) can be identified in the following ways:

1. Has difficulties in one or more of the Four Broad Areas of Need, despite intervention

The areas of need are:

1. Communication and interaction
2. Cognition and learning (standardised scores below 84 or at least 2 years below age-expectations)
3. Social and emotional and mental health difficulties
4. Sensory and/or physical needs

2. Receives ongoing support from external agencies, therapeutic services or advisory services.

For example, a pupil may receive continuing support from professionals such as:

- Speech and Language Therapists

- Occupational Therapist
- Children and Adolescent Mental Health Service/Healthy Minds
- Paediatrician
- Working Together Team

3. Has a diagnosis/diagnoses that could impact on a pupil's ability to access the curriculum

Diagnoses could include, but are not limited to, the following:

- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Dyslexia/Dyscalculia
- Developmental Co-ordination Disorder (Dyspraxia)
- Sensory Processing Disorder
- Oppositional Defiant Disorder

4. Has a disability

A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a child's ability to do normal daily activities.

If a child is considered by school to have Special Educational Needs/Disabilities, then they will be placed on the school's SEND Register. Parents will be informed if children are added to or taken off the register.

4. How do we consult parents of children with SEND and involve them in their child's education?

Parents of children with SEND are invited to a termly meeting with the class teacher to discuss their child's provision (how best to support the child) and set/review personal targets using the TIM (This is Me) format.

Children of parents with an EHCP (Education Health Care Plan) are invited to an annual review in which we discuss the EHCP provision and objectives, making adjustments where necessary.

5. How do we consult children with SEND and involve them in their education?

Children are invited to contribute to their TIM (This is Me) (three times a year), particularly their 'likes' and targets. TIMs are written in first person and in child-friendly language so that it can be shared with children.

Children with SEND are specifically interviewed as a small group by a member of staff to ask about their learning, the support they receive and their targets. This is to ensure we are aware of their perception of what is in place so that we can make adjustments accordingly.

6. How do we assess and review our targets and provision for pupils?

The TIM targets are reviewed six times a year; three times a year with parents.

The teachers meet the SENCo three times a year to outline what provision is in place for EHCP children and what the impact was for each; this is put into a costed provision map.

Children who receive any form of intervention are assessed at the start and end of the intervention, and then submitted to the SENCo.

7. How do we support transition to new classes or new schools?

At the end of this year, we will write 'Transition Plans' for those SEND children who may have anxieties around moving class or to a new school, particularly those with Autism or anxiety issues. These plans will outline what support we will put in place, such as making booklets about their new classroom, or having some 1:1 time with their new teacher in the summer term. Our Learning Mentor can support children who find transition particularly difficult.

Year 6 children will have specific PSHE lessons to support them in transition to a new school as well as transition visits to their new school and from their new school.

8. How do we adapt the curriculum and the learning environment for pupils with SEND?

All teachers are expected to plan differentiated lessons so that all children can access the curriculum. Examples of differentiation methods include: a differentiated learning objective; use of different resources; planned adult support; extra time to complete a task. Some children may need specific resources to support their learning; examples of this are: a laptop to type rather than hand-writing pieces of work; a Dictaphone to record ideas and then write as pupils play it back to themselves; first and next boards to communicate what task should be completed first before moving on. These strategies can be recorded on the TIM so that all staff are aware of what works well for pupils in lessons.

Those children working well-below the year group expectations (including those working within The Engagement Model (P Scales 1-4) or Pre Key Stage Assessments) will often need a separate programme of study, particularly for English and maths. Teachers are expected to provide planning for the teaching assistants in delivering such a programme, and to be part of the delivery and assessment on a regular basis.

9. How do we ensure we have the right expertise and training of staff to support SEND children?

The SENCo regularly gives training to teachers (during staff meetings) and teaching assistants (weekly meetings and INSET days). As the need arises, we send specific staff members to training (such as Makaton, Autism Tier 2) and sometimes we invite specialists to provide training for a group of staff within school (e.g. Precision Teach training for interventions). We have good links with outside professionals and know how to request training and CPD for staff.

We have members of staff who, through training and experience, are more specialised in particular subjects or special needs. For example, we have a teaching assistant who is skilled in delivering the Toe by Toe intervention. Children can then be allocated to the suitable members of staff for specific intervention work if needed.

10. How do we evaluate the effectiveness of the provision made for children with SEND?

All children receiving interventions will be assessed before and after the intervention. This data is submitted to the SENCo who tracks the interventions and pupils.

Through TIM meetings with parents, the provision for SEND children is evaluated three times a year; through annual reviews, pupils with an EHCP have an extra meeting per year to discuss the provision in line with the objectives of their plan.

The SENCo analyses the assessment data to see whether children with SEND are attaining and making progress in line with their peers. Through pupil progress meetings, concerns about specific children can be addressed.

11. How are children with SEND enabled to engage in activities with children in the school who do not have SEND?

Children with SEND are invited to join all extra-curricular activities with children without SEND, such as after school clubs, residential trips and day-trips. Support is put in place to enable the children to be able to access these activities.

For any in-school activities, teachers must differentiate or put in support so that all children can access the learning opportunities. For example, for children with a sensory processing disorder, we can provide ear defenders so that pupils can join assemblies, productions and pantomimes in the school hall. These strategies will be agreed with parents at the TIM meetings.

12. How do we support children's emotional and social development, and what extra pastoral support arrangements are in place for listening to the views of children with SEND (including measures to prevent bullying)?

We have a learning mentor in school who is trained to deliver support programmes, specifically ELSA, either one-to-one or in small groups. She also provides a drop-in during break-times so that children can come to her with worries or issues around friendships or bullying.

Children with SEND are specifically interviewed as a small group by a member of staff to ask about their learning, the support they receive and their targets. This is to ensure we are aware of their perception of what is in place so that we can make adjustments accordingly.

13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

The SENCo, by attending local SEND briefings and SENCo cluster meetings, is aware of the professionals that we can access/refer pupils to, including but not limited to:

- the Lincolnshire SEND teams
- speech and language therapists
- educational psychologists
- paediatricians
- Working Together Team (Autism)
- Specialist Teaching Team
- Lincolnshire Parent Carer Forum
- Early Help consultants