

## **Special Educational Needs and Disabilities Information Report September 2023**

Reviewed September 2023 Next Review September 2024

### **What kinds of SEND are provided for?**

In 2022-2023 we accommodated children with:

- Communication and interaction needs: e.g. speech and language needs and autistic spectrum disorder needs
- Cognition and learning needs: e.g. specific learning difficulties
- Social, emotional and mental health needs: e.g. anxiety and ADHD
- Sensory and physical needs: e.g. hearing, vision and dyspraxia

### **How do you identify children with SEND and assess their needs?**

In 2022-2023 we used the following identification procedures:

- Liaison with and data from previous settings e.g. from parents and pre-schools
- School assessments that show a child performing below 'age expected' levels e.g. termly progress meetings
- Liaison with external agencies e.g. for a physical/ sensory issue, or speech and language difficulties e.g. physical development team, speech and language team and CAMHS
- Use of assessments such as the speech and language toolkit, Behaviour Toolkit, Sensory Toolkit, dyslexia screener
- Observations by staff within the school e.g. by SENDCO, Learning Mentor and TA for behaviour

### **Who is your SENDCO?**

In 2022-2023 our Special Educational Needs Coordinator was our Deputy Headteacher Miss M Bush.

### **What is your approach to teaching children with SEND?**

In 2022-2023 our approach for children with Special Educational Needs or disabilities was to:

- Provide each child with an appropriate education to match their ability
- Identify specific needs as soon as possible
- Provide an appropriately differentiated curriculum
- Endeavour to meet the needs of each child
- Review individual children's progress termly
- Liaise with support agencies
- Utilise relevant screening and assessment procedures.
- Keep updated records
- Establish and maintain open dialogue with pupils, parents and carers
- Provide extra support or resources as required to enable each child to access the curriculum to the best of their abilities.

### **How are children with SEND enabled to engage in activities available with children who don't have SEND?**

In 2022-2023 children accessed the curriculum through the provision of a differentiated curriculum and individual and small group work with specialist staff.

### **How are adaptations made to the curriculum and the learning environment of children with SEND?**

In 2022-2023 the school SEN budget was used to provide support and resources for pupils identified through the Code of Practice as requiring intervention additional to and different from the usual differentiated curriculum. This funding was also used to provide pupils with support from external

professionals. The school also received additional funding from the LA for some individual pupils who are the subject of a statement or Education Health Care Plan. This allowed for further provision to be made for these pupils. For example, alternative provision, transport, 1:1 support, sensory resources.

**What support do you provide for improving emotional and social development? Does this include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?**

In 2022-2023 the school provided a learning mentor and mental health champions to support children with their emotional and social development. This has included working with parents to complete Neuro Diversity referrals. The learning mentor has used the ELSA (Emotional Literacy Support Assistant) training programme to support children identified with social and emotional needs. All Key Stage 2 children are taught how to use the 'Talk to Box' when they need emotional support from the pastoral team. We have also worked with 'With Me in Mind' to support some Year 6 pupils. Our provision for children with medical conditions is outlined in our Medical Conditions policy.

**What is the expertise and training of staff to support children with SEND, and how is specialised expertise secured?**

In 2022-2023 teaching and support staff received advice, support and on-going training from the school's SENDCO to meet the needs of the children they taught. In addition, advice was regularly sought from a range of specialists e.g. speech and language therapists, behaviour support service, educational psychologists, physical disabilities team, visually impaired service, etc.

**How do you assess and review children's progress towards outcomes and involve parents and children as part of this assessment and review?**

In 2022-2023 the progress of children was monitored regularly. Individual outcomes based on the children's needs were set with the class teachers and the SENDCO. Their progress was assessed and reviewed termly. Children and their parents were invited to take part in this process through parent's view questionnaires, discussion or attendance at review meetings.

**How do you consult with children with SEND and involve them in their own education?**

In 2022-2023 children took part in:

- Pupil voice
- Their own review meetings
- Termly "All About Me" Sheets
- Informal discussions with members of the SEND team

**How do you consult with parents of children with SEND and involve them in their child's education?**

In 2022-2023 parents were encouraged to participate fully in all aspects of their child's education. This included:

- Parents' evenings via telephone and in person
- Termly SEN Review meetings
- Letters home
- Telephone calls
- Home visits
- Home school books

**What arrangements do you have for supporting children between primary and secondary school?**

In 2022-2023 additional transition and/or liaison with secondary schools based on the needs of the individual were arranged. The SENCO and phase leader for Year 6 liaised with the children's secondary schools during the spring term. We also supported SEND children with their transition between year groups to ensure that the next teacher was aware of the child's needs and also to ensure the child felt comfortable and confident in their new class.

**How does the school involve other bodies and agencies in meeting children's SEND and supporting their families?**

In 2022-2023 the school actively sought support and advice from a range of specialists and agencies, and supported parents through our good relationship with the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

**How do you evaluate the effectiveness of provision made for children with SEND?**

In 2022-2023 the progress of children was reviewed termly to ensure effective strategies, provision and interventions were provided.

**What are your arrangements for handling complaints from parents of children with SEND?**

Any complaints received are dealt with through the school's complaints procedure.