



SEND Information Report

Key Document Details

School Name: Seend C of E Primary School

Version no: 1

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Ratified date: September 2021

Interim review date: n/a

Next review date: September 2022

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1. Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Seend Primary School is a fully inclusive school. We make every effort to ensure that all children with a Special Educational Need or Disability are fully included in every aspect of the school's curriculum and every day social life. Where this is not possible, reasonable adjustments are made to ensure all pupils are offered a full, varied and inclusive curriculum.

2. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Gill Brindley, senco@themanor.wilts.sch.uk (this address links to Seend school SENCO address)

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Further Information

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Teachers and Teaching Assistants are trained to personalise the class planning to meet a variety of different needs, and your child's learning will be directed towards meeting any identified needs through their Provision map, My support Plan or 'Education and Health Care Plan.' If it is appropriate, then an individual curriculum will be created for your child

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are invited to regular meetings to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with a Statement/ Education Health Care Plan for Special Educational Needs. If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents the same day and recorded appropriately.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

There are robust systems in place for SENCO to monitor the effectiveness of the school provision at Seend, these include:

- book scrutiny, • progress meetings, • monitoring the quality of provision for SEN children • monitoring of planning and • provision mapping.

The SEN Governor will meet regularly with the SENCO and quality assure both procedures and practices. Subject leaders/teams also monitor the delivery of their subject and the progress made.

5.5 Supporting pupils moving between phases and preparing for adulthood

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. At Seend Primary School, we have fantastic contacts with our neighbouring Preschools, Secondary Schools and Special Schools as well as regular liaison with SENCOs from neighbouring settings. We are able to run bespoke enhanced transition programmes for individual pupils. If child has an Education Health Care Plan then transitional review will take place in year 5 and possible school options are discussed. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education
 - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)

- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)

- Out of class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings
- Access to after school club or sports clubs
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

We will also provide the following interventions:

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions and will work to support a whole class, small group or individual pupils according to need.

We work with the following agencies to provide support for pupils with SEN:

• Educational Psychologists, • Speech and Language Therapists, • Occupational Therapist, • SpLD Advisory Service • Visual impairment advisory services • Hearing impairment advisory services • Advisory Teacher for Physical Disabilities • Health Care professionals (School Nurse, Community Paediatrician and Physiotherapists) • Family Contact Point/MASH • Children's Centres • Virtual School (for Looked After Children) • Special Educational Needs Assessment Team (SSENS) • Education Welfare Officer • SEMH Support Team • Young Carers

5.9 Expertise and training of staff

Our SENCO has over 15 years experience in this role and holds the National Qualification for SENCOs

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through pupil progress meetings and assessment data analysis
- Regularly reviewing the impact of interventions
- Using pupil voice questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- TAC / MAM / ARM / MSP meetings

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure. All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure. Our Accessibility Plan is available via the school website.

5.12 Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs, please contact the following: Your child's class teacher, the SENCO, The Headteacher – Candida Hutchinson

5.13 The local authority local offer

Our local authority's local offer is published here: <https://www.wiltshire.gov.uk/local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by SENCO and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on Accessibility plan

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding policy
- Keeping Children Safe in Education 2021