

# SEND Information Report 2023-2024

## Who do I contact if I have a concern about my child?

Any enquiries about an individual child's progress should be addressed to the class teacher because they know the child best.

However, the Inclusion Lead, Mrs Suzie Pinless is available to further discuss any concerns or worries. If you would like to speak to her, you can ring the school office to make an appointment.

## What kinds of Special Educational Needs are provided for?

### Communication and interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child with communication needs is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children and young people, including managing the effect of any disruptive behaviour so it does not adversely affect other pupils.

### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with a multi-

sensory impairment have a combination of vision and hearing difficulties. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

### How does the school identify children with a special educational need?

The following stages show the process we follow when a teacher, parent or Inclusion Lead have a concern about a child.

#### Stage 1

A teacher or parent is concerned about a child's presentation in class and/or the progress they are making generally or in a specific area of the curriculum. Teachers may raise a concern as a result of a scheduled meeting with the Inclusion Lead.

#### Stage 2

The class teacher builds a picture of the child's need. This may be through; observations, assessing work books, tracking pupil data, conversations with parents. The class teacher develops an understanding of - What needs to be improved? What is the specific barrier? Where are the gaps in learning?

#### Stage 3

The Class teacher identifies specific scaffolds and aids or introduces an intervention with the aim of addressing the need. These strategies are used for 6 weeks.

Teachers record their findings on the dedicated **Monitoring Form**. The Monitoring Form is emailed to the Inclusion lead and a copy is saved in the Class My Plan Folder for future reference. Teachers inform parents of the intervention taking place and feedback on the impact of the changes so far.

#### Stage 4

A review takes place after 6 weeks. Teachers assess the following - Has the barrier been reduced or removed enough? Has the gap made smaller or removed?

#### Stage 5

If NO, complete a **Cause for Concern Form**. The Inclusion lead will meet with the class teacher to plan a way forward. This plan might include –

- Targeted interventions or strategies,
- Diagnostic assessments,
- Introduction of a My Plan

If YES, continue to monitor progress.

Parents will be kept informed of developments at each stage of the SEND Identification Process.

### When do we consult parents?

At Leckhampton C of E Primary School we place particular importance on working in partnership with parents and if a child is experiencing difficulties parents will be informed either at parents' evenings or in an informal meeting with the class teacher.

Once a child is on a My Plan, the My Plan will be reviewed at least 3 times a year and parents will be involved in this process.

### Are pupils asked about the support they are given?

Depending on the child's age and understanding, during the review process of My Plans, pupils are asked what support they think has helped them and they are involved in considering if their outcomes have been met.

### How do you make sure the children on the SEN register are progressing?

We follow an assess, plan, do and review process to manage pupils' needs on the SEN register:

**Assess-** When children are placed on the register the SENDCO may have carried out some specific assessments to give a clear picture of the child's level of need. This will help us to decide on the correct support to ensure the child's progress accelerates. The class teacher or teaching partner will carry out baseline assessments so that we can track the child's progress from this point.

**Plan-** The class teacher will meet with the parents, and the pupil if appropriate, to agree the outcomes. The class teacher may ask the SENDCO to help with planning the best actions to achieve these outcomes. My Plans have Specific, Measurable, Achievable, Realistic and Timed outcomes and clear review dates. The child's progress will be reviewed regularly and outcomes change as necessary.

**Do-** The actions that are detailed on the My Plan will be carried out as specified. These may be 1:1 support weekly or daily; group work or specific work in the classroom. The child may work with the class teacher, a teaching partner or another teacher. The person working with the child will provide feedback for the class teacher on how the pupil is progressing. We feel it is important to work in partnership with parents and activities may be provided to be carried out at home.

**Review-** The outcomes on the My Plan will be reviewed using objective assessments. The teacher will talk to the child and new outcomes will be agreed. Parents will be involved in the review process sometimes informally through a brief chat when collecting their child, or more formally at least three times per year.

### How do you support children transitioning between year groups and schools?

We aim to make transitions as smooth as possible. When children move between year groups the teachers have designated time to meet and discuss the needs of all the children in the class, particularly the more vulnerable pupils and those with Special Educational Needs. Teaching Partners also meet to discuss children they work with. If children need more support we may;

- produce transition booklets with photographs of key people and places
- arrange additional visits to the classroom environment
- arrange for 1:1 sessions with the new teacher or TP

When children with special educational needs transfer to our school from another school the SENDCO liaises with the SENDCO at the previous school to ensure we can help the child to settle quickly by providing continuity as much as possible.

When our children move to secondary school, our staff work closely with the teachers and SENDCO at each school and ensure that key information is passed on. We often arrange extra visits for children to help relieve any anxieties they may have. Children with EHC Plans have a transition review in year 5 and parents are asked to express their secondary school preferences. The SENDCO of that school will be invited to attend that meeting and all further progress reviews.

## How do you teach children with SEND?

We aim;

- To create an environment that is supportive of the needs of all children.
- To ensure that the highest level of achievement is promoted for all children, including those with SEND.
- To identify needs as early as possible and provide effective support.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed through a whole school approach.
- To develop an effective partnership between school, parents and outside agencies.
- To allow children and parents to participate in decision making about provision to meet their special educational needs.
- To track and monitor provision and procedures to ensure pupils with SEND make optimum progress as they move through the school.
- To provide an atmosphere of support in which self-confidence can flourish and self-esteem is fostered.

## What adaptations are made to the curriculum and the learning environment of pupils with SEN?

At Leckhampton, all teachers use scaffolding to support pupils with SEN. Scaffolding is a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. The theory is that when students are given the support they need while learning something new; they stand a better chance of using that knowledge independently. It enables a child to solve a problem, carry out a task or achieve a goal that is just beyond their abilities. It is a process where a teacher adds supports for children in order to enhance learning and aid in the mastery of tasks. It should systematically build on the child's experiences and knowledge as they are learning new skills.

## What training do the staff get to support pupils with SEN?

All of our staff are trained to work with children with special educational needs. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff have regular training and development opportunities. We have a regular programme of professional development sessions for teachers and teaching partners and also attend courses run by the Advisory Teaching Service or Educational Psychology Service. We take full advantage of the local authority network of advisory teachers to ensure we have a thorough understanding of the best strategies to support all pupils.

The SENDCO, in conjunction with the Senior Team, regularly reviews how expertise and resources can be used throughout the school. Through school improvement processes and effective self-evaluation we consider how special educational needs provision can be developed and enhanced.

The SENDCO regularly attends local authority network meetings in order to keep up to date with local and national updates in SEND and uses current research to inform our school decisions about the most effective practice.

## How is the effectiveness of the provision made for pupils with SEN evaluated?

We are always striving to improve and develop our practice and we regularly monitor and evaluate the quality of provision we offer all pupils. We welcome feedback from pupils, parents, staff and governors as part of an active process of continual review.

The Senior Leadership Team regularly monitor standards through lesson observations, scrutiny of planning and children's work and learning walks. Governors visit the school regularly to observe work in class and to have discussions with pupils. Pupil views are ascertained through discussion groups, 1:1 sessions and an annual survey. Parents' views are actively sought through My Plan and EHCP review meetings as well as questionnaires, an annual survey and specific parents' discussion groups about SEND.

At least three times a year, the Inclusion lead will observe and monitor in each class focussing on the following aspects;

- observe the teaching and whether children on the SEND register can access it,
- observe the learning environment including any resources being provided to support the children in the class,
- complete a book look focussing on children on the SEND register to ensure work is scaffolded where necessary,
- observe the SEND child and any children highlighted by the class teacher as children who may need support or who the class teacher feels they would like support with,
- observe the Teaching partners support in class
- observe whether the My Plan actions are being fulfilled.

The Inclusion lead will then meet with the class teachers to share any observations, actions or to discuss any children the class teacher has concerns about.

### **How are pupils with SEN enabled to engage in activities available to those in the school who do not have SEN?**

Our school curriculum is designed to allow pupils with SEND to access all topics and themes. All teachers use a wide variety of strategies within the classroom to support children with tendencies towards dyslexia, dyspraxia, ASD etc which is vital for their learning but also benefits all children. All of our children have access to our extra-curricular clubs and activities, and adaptations are made as necessary. Class trips are part of our curriculum and we aim for all children to benefit from them.

### **What support is available for improving emotional and social development?**

Here at Leckhampton, we are really fortunate to have a Well being (pastoral) team. The team is made up of our Well being Teaching Partners who work alongside the Inclusion Lead and Headteacher. Our Well being Teaching Partners work with children on a one to one basis, in small groups and provide support and facilitate play in the Calm Zone during playtimes and lunchtimes. They work with a range of children such as Young Carers, those who need emotional support and children who need support developing their social skills.

All staff have been trained in using the Zones of Regulation programme which is a framework and curriculum that supports children and young people to identify and control their emotions through self-regulation techniques.

### **When does the school work with outside agencies?**

For some children with identified learning difficulties, or where they are not making progress even with targeted interventions and support, we may need to carry out a My Assessment. This will involve multiple external agencies who will work in conjunction with us to decide how best to proceed. The support given will be recorded on a My Plan+ with the full involvement of the pupil and their family.

### **What if I have a complaint about the provision made at the school?**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If you are not happy about a situation please come and find someone to talk to, whether the class teacher, SENDCO or Head Teacher.

All complaints are taken seriously and are considered through the school's complaint policy and procedures.

### **What support services are available for parents of pupils with SEN?**

On our website we have an offer of Early Help (<https://www.leckhampton.gloucs.sch.uk/about-our-school/early-help-offer/>) for families as well as our SEND offer (<https://www.leckhampton.gloucs.sch.uk/about-our-school/send-school-offer/>). There is also a link to Gloucestershire's SEND Local offer.

The Gloucestershire SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) provides information, advice and support for parents and carers of children with Special Educational Needs ([www.sendiassglos.org.uk](http://www.sendiassglos.org.uk)).

### **What facilities are available for disabled pupils?**

Leckhampton C of E Primary School is fully accessible. The school is on one level, the corridors are wide and we have 2 accessible toilets. In addition we have a hygiene suite which has an adapted toilet, multi-height sink, shower, hoist and sluice sink. We have plenty of experience supporting pupils with physical disabilities including wheelchair users. We use a wide variety of physical aids to allow all children to access all activities e.g. specially adapted scissors, rulers and other stationery, voice recognition software.