

SEND Information Report

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
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identifying pupils with SEN

Class teachers will identify children who need special educational provision 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 academic attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Children will be identified as needing special education provision through:

- data analysis at termly pupils progress meetings
- on-going assessment for learning
- following up parental concerns
- undertaking specific in-depth assessments when necessary
- Termly SEN screening meetings between the SENCo and class teacher

These pupils will be listed on the SEND Register and will receive support that is in 'addition to' or 'different from' the well differentiated, quality first teaching. We will formally notify parents/carers when it is decided that a pupil will receive SEN support and be listed on our school SEND Register.

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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

Every pupil on the school's SEND Register has a Learning Plan in place. They are written and reviewed regularly by their class teacher to monitor the additional support the child is receiving and its impact. A copy of this is given to parents/carers each term and parents/carers are encouraged to discuss and review their child's support and progress at any time with either the class teacher or SENCo.

Following statutory assessment, an EHC Plan may be provided by Leicestershire County Council, if it is decided the child's needs are not being met by the support that is ordinarily available. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support. 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.

Transition

When a child is transferring to another school we will:

- Transfer records of children with SEND
- Include pupils in all transition days to their next phase but also offer additional transition visits
- Support parents and pupils to meet with representatives from local Secondary Schools before transition

- Complete Annual Reviews for pupils with an EHC plan in Year 6 at the beginning of the academic year and a representative from the named Secondary School will be invited to attend

When a child is transferring classes within school:

- Teachers will liaise closely when pupils transfer to another class within the school
- SEND pupils will visit their new class before transition
- Meetings are arranged between the SENCo, parents and teachers where required

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 and making reasonable adjustments is our first step in responding to pupils who have SEN. This will be different for individual pupils and may include:

- Adapting 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 electronic devices, tinted overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a number of Learning Support Assistants who are trained to support children on a 1:1 basis or small groups.

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

- Oakfield Outreach Services
- Autism Outreach Services
- Leicestershire Educational Psychology Services
- Speech & Language Therapy Services
- ADHD Solutions
- Ashmount Outreach Services
- Specialist Teaching Services

- North West Leicestershire Public Health (School) Nurse Team

SEND Training

Our SENCo has several years of experience in this role and also works as a class teacher. They are allocated time each week to manage the school's SEN provision. We have a team of Learning Support Assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Staff have been trained in Precision Teaching, Visual Stress, Social Communication, Positive Handling, Dyslexia, ADHD and Autism programmes. We regularly access advice and support from specialists such as Speech and Language Therapists, Educational Psychologists and Autism Outreach teachers.

Securing equipment and facilities

Where individual children require specialist equipment recommended by relevant professionals, this is sourced.

Evaluating the effectiveness of SEN provision

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

- Reviewing the impact of support
- Using pupil interviews
- Monitoring by the SENCo
- Using Learning Plans to measure progress
- Holding annual reviews for pupils with EHC plans

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

All of our wider enrichment activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are supported to go on our Year 6 residential.

No pupil is ever excluded from taking part in any school based activity because of their SEN or disability.

Our school's accessibility plan can be found on the school website.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any extra curricular clubs we offer to promote teamwork/building friendships etc.
- Small weekly groups covering a variety of social and communication needs

- 1:1 counselling sessions
- Therapy dog sessions
- Alternative arrangements during lunchtimes offering pupils an environment away from the playground

We have a zero tolerance approach to bullying.

Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. Support is sought out on an individual basis where needed.

Contact details of support services for parents/carers of pupils with SEN

The following support services are available for parents/carers of pupils with SEN:

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents/carers on matters relating to special educational needs and disability.
<https://www.kids.org.uk/sendiaass>

Local Authority:

Special Educational Needs Assessment service (SENA) - Phone: 0116 305 6600 Email: senaservice@leics.gov.uk

Specialist Teaching Services (Autism Outreach support, Learning support, Hearing and Vision support) Tel: 0116 3059400

Support for Mental Health:

Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team
0116 2952992

Young Minds helpline: Tel: 0808-802-5544

Support for ASD:

<https://www.autism.org.uk/>

<https://www.autism.org.uk/about/family-life/parents-carers.aspx>

<https://www.leicestershireautisticsociety.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<https://www.leicspart.nhs.uk/autism-space/beyond-diagnosis/chatautism-text-messaging-support-service/>

School Nurse:

North West Leicestershire Public Health (School) Nurse Team, Coalville Health Centre, 0116 215 3250

Support for ADHD:

<https://www.adhdfoundation.org.uk/information/parents/>

<http://cmsms.adhdsolutions.org>

General Info on ADHD - <http://www.adders.org/info170.htm>

Self-esteem - <http://www.adders.org/info79.htm>
Managing ADHD - <http://www.adders.org/info58.htm>

Support for Dyslexia:

Leicestershire Dyslexia Association - <http://ldadyslexia.org.uk/>
<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>
<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>

Support for Motor Co-ordination Disorder/Dyspraxia –

<https://dyspraxiafoundation.org.uk/>
<http://www.movementmattersuk.org/>

Support for Dyscalculia –

<https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching>
<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties>

Support for Speech and Language –

<https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm>
<https://www.thecommunicationtrust.org.uk/>
<https://speechandlanguage.org.uk/>
<https://www.leicspart.nhs.uk/service/childrens-speech-and-language-therapy-service/>

Contact details for raising concerns

Where a parent/carer has concerns about the school's provision for SEN, which cannot be allayed by the Class teacher or SENCo, they should approach the Headteacher. Where a complaint cannot be resolved, it should then be referred to the governing body via the school's complaints procedure.

The local authority local offer

Our contribution to the local offer is: <https://www.leicestershire.gov.uk/st-edwards-church-of-england-primary-school>

Our local authority's local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Monitoring arrangements

Our school's SEND Policy and Information Report will be reviewed by our SENCo **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Pupil Behaviour Policy
- Anti Bullying Policy