



# SEND information report

<b>Approved by:</b>	Martin Eade	<b>Date:</b> 07.02.24
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<b>Last reviewed on:</b>	Feb 2024
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<b>Next review due by:</b>	Feb 2025
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## 1. Aims

Our SEND information report aims to:

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

## 2. SEND information report

### 2.1 The kinds of SEND that are provided for

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

- › Communication and interaction, for example, Autism and speech and language difficulties
- › Cognition and learning, for example, literacy difficulties, general developmental delay and more specific learning difficulties, e.g. Dyslexia and Dyspraxia.
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or attachment and /or trauma needs.
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments and processing difficulties

### 2.2 Identifying pupils with SEND 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.

### 2.3 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/IEPs will be added to the pupil's record and given to their parents.

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

## 2.4 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 teacher will work with the SENDCO 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.

## 2.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We try to work with local secondary schools to facilitate the children having 'moving up days' where they spend the day at their new school to support their transition. We also invite professionals from secondary schools into our school so meet the children and complete activities with them.

## 2.6 Our approach to teaching pupils with SEND

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

Quality First teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following interventions:

- › Speech and Language support
- › Nurture support
- › Daily reading/ phonics support
- › English and maths interventions
- › Motor skills interventions

## 2.7 Adaptations to the curriculum and learning environment

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

- › 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 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.
- › Physical aids such as wobble cushions, foot boards, pen grips, sloped writing boards, screens, sensory resources and ear defenders.

## **2.8 Additional support for learning**

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

- Warwickshire Educational Psychology Service (EPS)
- Specialist Teaching Service (STS)
- Integrated Disability Service (IDS)
- Warwickshire Speech and Language Team (SALT)
- Warwickshire Early Help Team
- Significant Adult Provision (SAP)

## **2.9 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress against their starting points at regular intervals across the year
- Reviewing the impact of interventions after 12 weeks/a school term
- Using pupil questionnaires/pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure and track progress
- Holding annual reviews for pupils with EHC plans

## **2.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

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

All pupils are encouraged to go on our residential trip to Manor Adventure in Year 6.

All pupils are encouraged to take part in sports day, school plays and any workshops or trips that are arranged.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **2.11 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, digital leaders, librarians and house captains.
- Pupils with SEN are also encouraged to be part of afterschool clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

## **2.12 Working with other agencies**

As a school we work very closely with a range of professionals and external agencies. Over the past year we have worked with GPs, Connect4Health, RISE/CAMHS, Paediatricians, Speech and Language, Occupational Therapy, Physiotherapy, Victim Support, Sycamore Counselling, Educational Psychologist, Integrated Disability Service and Specialist Teacher Service.

## **2.13 Complaints about SEND provision**

Complaints about SEN provision in our school should be made to the Executive headteacher, Mrs. Cross, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments.

## **2.14 Contact details for raising concerns**

If you have any concerns regarding your child's additional needs, this should be firstly raised with the class teacher. If appropriate, the SENDCo will also be notified and may attend further meetings.

## **2.15 The local authority local offer**

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

## **3. Monitoring arrangements**

This policy and information report will be reviewed by Mrs. Counihan **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.

## **4. Links with other policies and documents**

This policy links to the following documents:

- SEND Policy
- Accessibility plan
- Relationship policy
- Supporting pupils with medical conditions policy