

Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,

‘Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.’
Matthew 5:16

Special Educational Needs and Disability (SEND) Information Report

Date adopted by Governors:	May 2023
Date for policy review:	May 2024
Person responsible for review:	SENDCo
Signed by Chair of Governors	<i>Stranely</i>

Our Vision

This policy is underpinned by our school vision based on the scripture,

‘Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.’
Matthew 5:16

We believe this quality will enable our children to be successful learners who will want to make a positive contribution to the wider community, and so develop life- long skills that will enable them to have the best possible futures.

Shottery St Andrew’s has an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

SEND Report

*In accordance with the Section 65(3) of the Children and Families Act 2014

Our Special Educational Needs and Disability (SEND) Information Report provides an overview of the School’s approach to identifying and supporting pupils with SEND so that they make progress, achieve their best and become confident individuals. It may not list every skill, resource and technique that we may employ to achieve this as we are continually developing and updating our provision to meet the changing requirements for individual pupils. This information will be updated annually.

Shottery St Andrew’s CE Primary School is a fully inclusive mainstream school. We strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the school curriculum, regardless of their gender ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Our teachers plan lessons that support the learning and progress of all pupils through a variety of methods, creative and innovative teaching techniques and the use of a wide range of resources. These methods are adapted to suit the needs of all learners, including those with SEND. This is known as differentiation. Furthermore, if a child is not making a good rate of progress at any point, they may receive additional intervention sessions to boost their learning.

At Shottery St Andrew’s CE Primary School the headteacher, governors and SENDCo oversee the schools policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. (See SEND policy for further details).

The SENDCo is Julia McLeod (Summer Term 2024)

The Governor with responsibility for SEND is Jeanette Parkin

How do we define SEND in our school?

Despite high quality classroom teaching and interventions, some children may be unable to make expected progress in their learning for a variety of reasons – one of which is a special educational need.

The definition of a child with SEND is '*...where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*' - The SEN and Disability Code of Practice: 0 to 25 years, 2014

How do we identify SEND?

The rate of progress a child makes is carefully tracked and monitored during their time at Shottery St Andrew's CE Primary School. If their rate of progress causes any concern despite high quality teaching and additional interventions, the class teacher will refer the child to the school's Special Educational Needs and Disability Coordinator (SENDCo) who will investigate the possibility of an undiagnosed special educational need.

The SENDCo will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENDCo (e.g. SEND Supported, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.).

Once this information has been gathered, a meeting may be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register.

What should I do if I think my child has a Special Educational Need?

Concerned parents should speak initially to their child's class teacher or the school SENDCo.

What is the school's approach to teaching children with SEN?

Additional support for children with SEND will be put in place to help them make good progress. This may involve:

- Further differentiation in class (teaching and resources);
- Advice to staff on a child's needs and the associated specific strategies for teaching and learning;
- One-to-one or small group targeted intervention sessions with school staff and/or external professionals;
- One-to-one in-class support;
- Modifying the learning environment, e.g. bespoke furniture/resources, etc;
- Adapting the curriculum, e.g. adapting teaching content/sequences;
- Technology support.

Any additional support for a child with SEND is documented on their Individual Education Plan (IEP), which is reviewed at least termly by those professionals involved, the school's SENDCo, the child and their parents.

How are staff trained to support children with SEND ?

The SENDCo at Shottery St Andrew's CE Primary School oversees the provision for all children on the SEND register and for those children with a suspected undiagnosed SEND.

All staff receive on-going professional development training on high quality teaching and learning, including that for children with SEND. This training is balanced between general and specific support for children with SEND. An on-going programme of training is provided to relevant staff. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

Shottery St Andrew's CE Primary School works in partnership with a range of external professionals and specialists to ensure that we can provide the highest quality provision for children with SEN. These professionals include:

- Educational Psychology
- Integrated Disabilities Services (IDS) – SEND Childcare Service; Social Care Team; Physical Disability Team (inc. Occupational Therapy and Physiotherapy); Autism Team; Specific Language Disorder Team; Sensory and Complex Team
- Speech and Language Therapy (NHS and private provision)
- Child and Adolescent Mental Health Services (CAMHS)
- School Health Team
- Counselling Services

How do you decide about the type and how much support my child will receive?

All children should receive quality first teaching from their class teacher. Teachers planning may be adjusted following information from parents or through advice from other professionals. Specific group work or 1:1 work may be allocated. Intervention groups often involve precision teaching of high frequency words, reading comprehension or 1:1 reading or maths programmes, etc. Interventions are tracked and regularly reviewed.

How will the curriculum be matched to my child's needs?

Class teachers strive to provide high quality teaching and learning to all pupils. Specialist teachers reports and other agencies may provide advice and reports which will be used to ensure specific resources and strategies are used.

How does the school support the emotional and social development of children with SEND?

Shottery St Andrew's CE Primary School prioritises the social development and emotional well being of all its children. As a result, social and emotional development is embedded throughout the school curriculum and approaches to teaching and learning. For those children who need additional support to improve their social and emotional development, our school provides a range of opportunities, which may include intervention groups such as nurture groups and sessions

If a family or child need further help we also access support, such as play or art therapy and counselling, through the Early Help Framework (EH) process.

How does the school support children with SEND on entry to the school and when they leave?

Some children who join our School are already diagnosed with a special education need and/or disability. Information is passed on to the school from the child's previous school or pre school setting (where applicable) and this is used by the SENDCo and the school's staff team to appropriately adapt provision. Where possible visits may be made to the child's previous setting to see any provision in place and to liaise with staff who know the child well.

When children leave our school at the end of Year 6, the Year 6 teacher (and SENDCo where appropriate) liaise with the receiving school's SENDCo and Head of Year. Information may be shared both verbally and in writing by transferring the child's SEN file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, additional visits are arranged for individual children to their secondary schools to support transition.

How will my child know if they are doing well?

At Shottery St Andrew's CE Primary School, all children will review their progress against their specific target areas alongside classroom staff every term. They are encouraged to reflect on what is going well, what progress they have made in their specific area of need and how effective they feel the support they receive is.

Each child receives feedback on all their work either verbally or in writing, which comments not only their performance in the task set but also gives them the next steps in their learning. Children are encouraged to self and peer assess their work and others' on a very regular basis.

How will you let me know about my child's progress?

Parents are offered formal parent consultation meetings in the Autumn and Spring terms to discuss their child's progress in key areas and in the Summer term parents receive an end of year report. If a child has an Individual Education Plan (IEP) this will be reviewed with parents at parents' evenings and as part of this review, advice will be given on how best to support your child from, if appropriate, a variety of outside agencies. The class teacher will continue to provide advice and support when requested

If a child has an Education Health Care Plan, additionally an annual review of progress is held each year with all relevant agencies invited to comment. However there is an open door policy to enable parents raise concerns with class teachers, SENDCo or Head teacher.

How accessible are both indoor and outdoor areas?

All school accommodation is on one level with access to outside doors, including a ramp into the new building.

The school has a disabled toilet for use by adults and children as necessary.

How will my child be included in activities outside of the classroom including school trips?

The school is fully compliant with the 2010 Equality Act (last updated 2015) requirements. We ensure whenever possible, equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children, including those with SEND. We aim to ensure that extra-curricular activities including trips are accessible to children with SEND.

How does a parent complain about the provision in place for their child with SEN?

Parents who wish to complain are strongly encouraged to initially discuss their concerns with the SENDCo/ Head Teacher. If the issue cannot be resolved at this level, parents will be directed to the school's Complaints Procedure.

How does the school evaluate the effectiveness of its SEN provision?

Our school evaluates the effectiveness of its SEND provision based on the progress children with SEND make. This occurs at least termly through:

- Progress made from additional provision, including targeted interventions and one-to-one support;
- Progress made between Pupil Progress meetings;

Where can I find information about the local authority's Local offer for children with SEN?

Details of the local offer can be found at: <https://www.warwickshire.gov.uk/send>