

## Part Two: SEN Information Report 2023 – 2024

### Contextual Information

Number of pupils in school	314
Number of pupils on SEN Register	11
Number of pupils at SEN School Support	7
Number of pupils with EHCPs	4
Number of pupils in each category of	<b>Social, Emotional and Mental Health difficulties - 2</b> <b>Communication and interaction- 7</b> <b>Cognition and Learning- 1</b> <b>Sensory and/or physical needs- 1</b>

### The kinds of SEN that are provided for

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

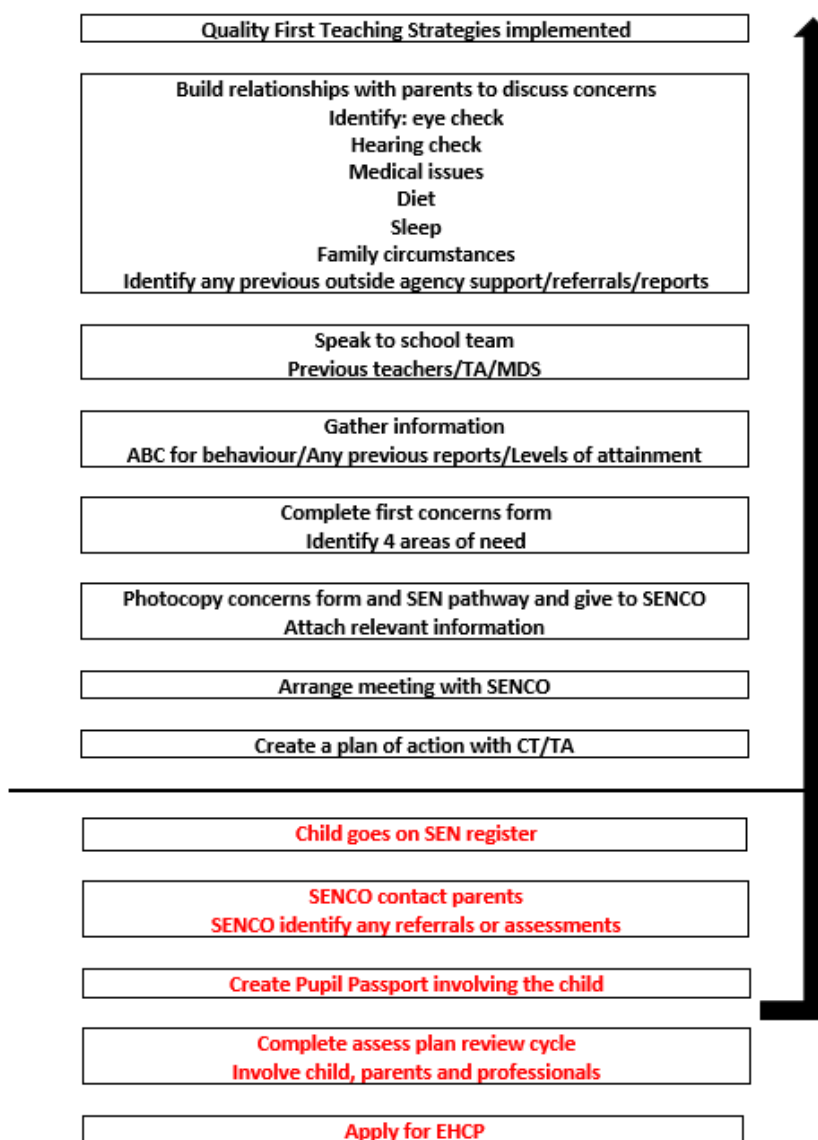
- ★ Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- ★ Cognition and Learning, for example, mild and moderate learning difficulties, specific learning difficulties such as Dyslexia,
- ★ Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- ★ Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, Dyspraxia

### Identifying pupils with SEN and assessing their needs

When staff begin to see needs emerging the child will be placed on our school SEN pathway:

## SEND Pathway

Child's name:	Date:
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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.

The above will be monitored in progress meetings, baseline assessments, observations, transfer records, reports from outside agencies, behavioural records (ABC), evaluation of interventions, pupil passports, bi-annual review meetings for Educational Health and Care Plans (EHCP), parental and teacher concern and the school SEN pathway process.

### **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 and the concerns of the child's teaching team within the classroom
- ★ 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.

### **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
- ★ SENCO's assessments, where relevant (Standardised assessment- Sandwell Numeracy assessment, York Reading Comprehension test, CAT4, Vocabulary test; P Level tracking, PM benchmarking, SNAP assessment, PHAB assessment, Dyscalculia screening)
- ★ 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.
- ★ We use Provision Map software to monitor a holistic view of our children's needs and the effectiveness of the provision they are receiving.
- ★ 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.

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

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition support includes:

- ★ Borough transition day
- ★ New to our school – transition meetings may be set up with previous setting involving parents as well as professionals
- ★ Stay and Play opportunities in Summer term and beginning of Autumn Term

- ★ Parent information evenings in Summer or Autumn Term
- ★ Home visits for all EYFS and children new to the school
- ★ New school invited to Annual Review in summer term (for those children with Statements/EHC plans)
- ★ Moderation of learning – SATs, meetings between Y2/Y3 teachers to discuss all aspects of the children and their learning.
- ★ SENCO links with SENCO at Year 3 provision at Harris throughout Year2 to make them aware of needs before they transfer .
- ★ Y2 – 3 SENCO surgery for all those parents with a child who has SEN
- ★ SENCO surgery for all those parents with a child who has SEN in Nursery, Reception and Year One
- ★ Visits to new classroom, visits from new class teacher
- ★ New class teacher reads a story to new class
- ★ Extra opportunities to visit new school and new members of staff
- ★ To support a move between key stages or year groups, transition books will be set up for those who may struggle with transition
- ★ Teachers meet regarding learners' individual needs
- ★ Extra opportunities to meet new teacher, TA and get to know their new classroom/ surroundings

### **Our approach to teaching pupils with SEN**

All 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.

We will also provide the following interventions:

- ★ ELSA (Emotional Literacy Support)
- ★ Maths and Literacy booster groups
- ★ Daily readers and Reading club
- ★ Signalong
- ★ Daily Occupational Therapy and Physiotherapy exercises
- ★ Social Communication and Attention groups
- ★ Daily Speech and Language Therapy exercises by school staff
- ★ Weekly external Speech and Language Therapy exercises by a Therapist
- ★ Diagnostic testing and assessment, such as PM benchmarking for identifying reading difficulties may be available, when a need is identified.
- ★ Adaptations to the school building and equipment can be made when necessary e.g. adapted chair
- ★ Use of assistive equipment (e.g. wheelchair)
- ★ Use of assistive technology such as the use of computers, laptops, iPads and talk boxes.
- ★ Dough Gym and Tummy time in EYFS may be used to promote fine and gross motor control.
- ★ Visual timetables and communication systems such as PEC's to support children
- ★ Lunchtime play and social skills support group
- ★ Lunchtime rainbow club for Gross and fine motor skill
- ★ SEN TA for each Year group to provide additional interventions and targeted work both in Rainbow low arousal classroom and also in class support to transfer learning
- ★ Fortnightly SEN TA support meeting with SENCO

### **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, one to one work, teaching style, content of the lesson, etc.

- ★ Adapting our resources and staffing
- ★ Adapting the learning environment and to increase physical accessibility
- ★ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ★ Differentiating our teaching, for example, giving longer processing times, pre-teaching and over-teaching of key vocabulary, reading instructions aloud, etc.
- ★ Personalised planning
- ★ Targeted training for staff
- ★ We have created a new Rainbow Class that is a low arousal learning environment for SEN children who may need to have a different environment for periods during the day for their learning or self-regulation.

### **Additional support for learning**

We have 12 class based teaching assistants, and 3 key workers who are trained to deliver interventions such as booster groups.

Teaching assistants will work with the teacher to support pupils when individual children require additional support to access the learning or when a skill such as reading needs developing.

Teaching assistants will work with the class teacher to support pupils in small groups when children of mixed or similar ability need support to work on a common goal simultaneously.

We have a team of 3 SEN TA's who work with children both in class and in Rainbow class low arousal class doing specific SEN targeted interventions for literacy, maths, listening and attention, gross and fine motor skills. These SEN TA's then help the children transfer these skills into their own Year group class learning.

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

- ★ Regular meeting with SENCOs from the Greenshaw Learning Trust.
- ★ Regular SENCO network meetings within the local cluster groups as well as other schools in the London Borough of Sutton.
- ★ Some examples of the types of External Agencies we can access include:
- ★ Educational Psychology Service
- ★ Sensory Impairment Service
- ★ Speech and Language Therapy Service (SALT)
- ★ Speech Language Communication Needs Service (SLCNS)
- ★ Autism Service
- ★ Paving the Way
- ★ Early Years Special Educational Needs Team
- ★ Occupational Therapy (OT)
- ★ Physiotherapy
- ★ School Nurse
- ★ Child and Adolescent Mental Health Service (CAMHS)
- ★ Social Care
- ★ Sutton Traveller Services
- ★ Paediatrician

### **Expertise and training of staff**

Our SENCo is in her 1st year in this role and has over 16 years experience of teaching and supporting children within the class with SEN.

They are allocated 4 days a week to manage SEN provision.

We have a team of 3 SEN teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in managing children with social communication difficulties, attention deficits, visual communication systems such as Provision Map software, Widgit, SEN provision and systems, Team TEACH techniques, Speech and Language Therapy exercises, Occupational Therapy exercises, Physiotherapy exercises, Manual Handling techniques, Diabetes, Epilepsy, managing behaviour and executive function.

We use specialist staff from external agencies for Speech and Language, Occupational Therapy, Physiotherapy, Paving the way and Cognitive assessments.

### **Securing equipment and facilities**

Children's access arrangements to the curriculum will be accessed and monitored by the SENCo who is responsible for the SEN budget, ordering and distributing additional equipment and resources children need. Where larger pieces of equipment are needed to support children's health and care, community partners such as Physiotherapists, Occupational Therapists and nursing teams will be consulted for arrangements to be made.

### **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 SENCO/ Teacher meetings and pupil passports
- ★ Reviewing the impact of interventions
- ★ Using pupil questionnaires
- ★ Monitoring by the SENCO
- ★ Using provision maps to measure progress
- ★ Holding annual reviews for pupils with statements of SEN or EHC plans
- ★ Provision Map software

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

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 school trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

### **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 various clubs to promote teamwork/building friendships etc.
- ★ We have a zero tolerance approach to bullying.

### **Working with other agencies**

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms.

Other Agencies include:

- ★ Schools and Families Support Services
- ★ Early Years Support
- ★ Learning Support Service
- ★ Sensory Impaired Support
- ★ Behaviour Support Team
- ★ Speech and Language Therapy Service
- ★ Speech, Communication and Language Needs Service
- ★ Educational Psychology Service
- ★ Autism Service
- ★ Paving the Way
- ★ School nurse
- ★ Community Paediatrician
- ★ Child and Family Services
- ★ Parent Partnership
- ★ Occupational Therapists
- ★ Physiotherapists
- ★ Clinical Nurse
- ★ Child and Adolescent Mental Health Services (CAMHS)

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance, followed by the SENCo and/ or Headteacher. 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, including the provision of auxiliary aids and services

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

Our contribution to the local offer is:

<https://suttoninformationhub.org.uk/pages/directory-of-schools-0-to-25-years>

For further information about the local offer, see Part One section 4.