

Special Educational Needs and Disabilities (SEND) Information Report St Eanswythes CE Primary School



Inclusion Team
SEND Governor:

SENCO:
Mrs Louise Thompson

Approved by:

Board of Directors

Date:

Last reviewed on:

Next review due by:

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SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



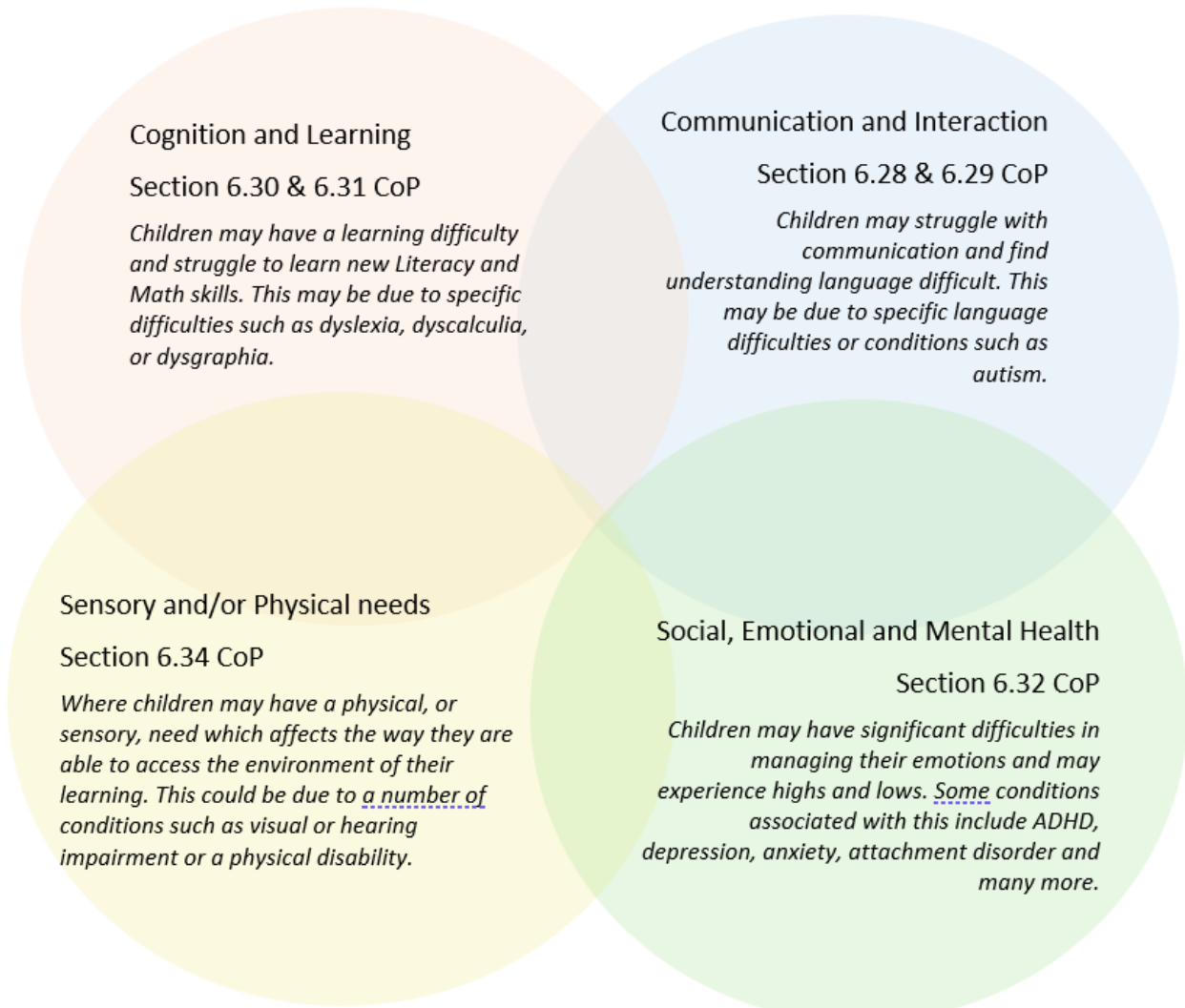
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



There are other kinds of Special Educational need, which do not occur as frequently, and with which the school is less familiar, however, we can access training and advice so that these needs can be met.

A child who has the above needs might not necessarily have SEND, however, we continually monitor the progress and provision of all our children through our assessment procedures, termly progress and provision meetings to ensure that all children on roll are meeting their potential.

2. Which staff will support my child, and what are their key responsibilities?

At St Eanswythes CE Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to participating in training opportunities to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mrs Louise Thompson.

She is new to the role of SENCO however; they have worked as a qualified teacher for 10 years.

She is working towards achieving the NPQSENCO qualification.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO and outside agencies to meet the needs of pupils who have SEN.

Support Staff

Our support staff are deployed in a number of roles including:

- Learning support in the classroom
- 1:1 provision or small group intervention
- Playground support
- Lunchtime support
- Supporting afterschool clubs
- Running afterschool clubs
- Breakfast club
- Class cover
- First Aid
- Support for medical needs

We monitor the quality and impact of this support by recording intervention impact on provision maps. This informs academic progress and next steps for all pupils and new personalised targets are made accordingly.

Support of pupils during play and lunch is monitored through adults proactively recognising and preventing triggers that are likely to escalate. They provide a friendly, trustworthy and supportive network of adults with which the pupils feel comfortable and confident to engage with.

Many staff members are qualified in First Aid, providing a staff network, where all first aid concerns are dealt with confidently and promptly.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- GPs or paediatricians
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation

3. What should I do if I think my child has SEND?

<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>The first point of contact should always be your child’s current class teacher. Our teachers are happy to speak informally at the end of the day or by making an appointment.</p> <p>We have parent consultation meetings twice a year and a full school report is issued each year and teachers are always approachable through email.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the ‘Graduated Approach’ where support will be continually reviewed.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school’s SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

Class teachers or the SENCO will keep parents informed if they have any concerns about your child.

- We will start the school's Graduated Response process by completing an Initial Concern Form in collaboration with the class teacher and parent.
- The SENCO and or class teacher may want to have a face-to-face meeting with parents or phone consultation to establish concerns and next steps.

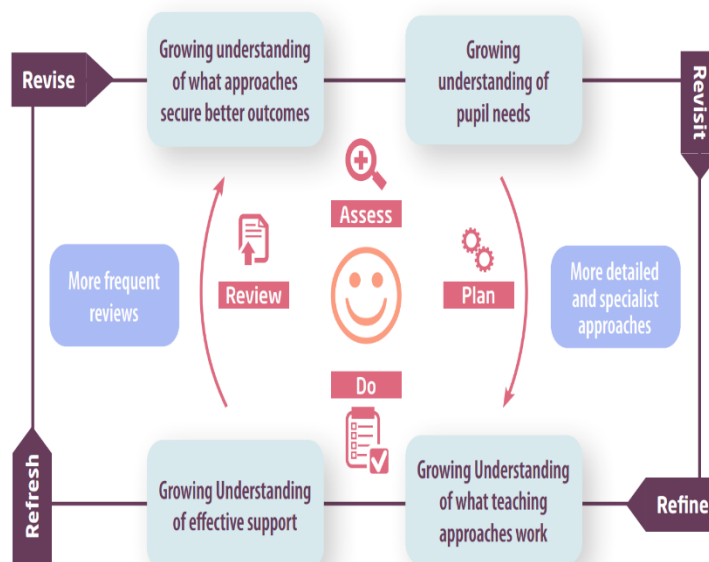
5. How will the school measure my child's progress?

Extra support is identified during termly pupil progress meetings or through teaching and support staff raising concerns to the SENCO.

- They will identify which groups of pupils or individuals need what types of extra support.
- Any child needing extra support through an intervention will be monitored in terms of their levels of progress to ensure that they make or exceed expected progress in order for them to catch up.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teaching team, with the support of the SENCO, will be responsible for working with your child, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's teacher will meet you twice a year at parent consultation meetings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Attending a talk and draw session with a member of our Pastoral Team
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil survey

8. How will the school adapt its teaching for my child?

- Initially teaching will be adapted by the class teacher with support from the SENCO. Your child will be supported in class by the class teacher and teaching assistant.
- Your child's progress will be monitored half termly and advanced levels of support put in place, based on identified areas of need and through the Graduated Response.

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

- The specific needs and areas of input required by your child will be monitored and assessed by the teacher, teaching assistant and SENCO. The professionals involved in the provision of your child's education will monitor and assess your child's progress and identify relevant input or resources to make the curriculum more accessible. If your child should require more support this will be identified, put in place, and monitored over time to assess impact. Additionally, any support required from external agencies will be put in place over time.

b) How will I know how my child/ young person is doing and how will you help me to support my child?

- The class teacher and SENCO will keep records of progress and actions that have been put in place
- Two parent consultation meetings and a formal 'end-of-year' report take place each year, informing you of your child's progress. However, more frequent updates can be arranged with the class teacher and/or SENCO
- If your child needs support at home, the class teacher will inform you of how best to do that. In addition, every child in school receives weekly homework in the form of reading, spelling and other curriculum-based activities.
- If initial quality first teaching is not sufficient to improve the outcome of your child, your child's teacher will raise their concerns with the SENCO. This will be monitored over the course of half term and reviewed accordingly. If your child is still struggling to access the curriculum and make progress, they will move on to Stage 2 of the Graduated Response and will receive a personalised plan. This document will be tailored to meet the specific needs of your child in an attempt to bridge gaps in their learning.
- Children who require a personalised plan will have these monitored regularly by the class teacher and SENCO in order to inform next steps in their provision.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at the end of every half term (approximately 6 weeks)
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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 trips and take part in other activities including sports day, nativities and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will endeavour to make whatever reasonable adjustments are needed to ensure that they can be included.

12. How will the school support my child's mental health and emotional and social development?

Pastoral and social support for your child:

- Zones of regulation

- Pastoral team
- Fully trained counsellors
- Excellent links with external counsellors for bespoke support
- Several Paediatric trained staff

Support for your child's overall wellbeing:

- All of our staff are fully committed to supporting the well-being of all children within school. Additional and more specialised support can initially be found with the school SENCO and Pastoral Lead
- Members of staff have received mental health training
- Two members of staff have undertaken training in supporting children with childhood trauma.

Support for your child's behaviour, avoiding exclusion and increasing attendance

- We will endeavour to support any child with a behavioural difficulty by trying to identify the underlying cause and supporting the child and family to find strategies to deal with the issues
- Behaviour plans and/ or risk assessments in place
- Zones of Regulation
- Boxall profiles used to identify areas for need and support
- External agencies are used to help identify triggers for behaviour i.e. educational psychologist and STLS
- Bespoke curriculum opportunities designed to engage pupils with behaviour difficulties

13. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND and current provisions are discussed and any resources are handed over
- Transition days are planned in the summer term
- Schedule additional sessions with the next year's teacher towards the end of the summer term
- Create transition booklets with photos of your child's new teaching team and classroom

- We set pupils up with a buddy from the older year groups to help them settle into their new classes

Between phases – moving to secondary school

- We liaise closely with your child's chosen secondary school
- Transitional handover meetings take place with relevant secondary schools for SEND and more vulnerable pupils moving on to year 7

14. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Kent County Council local offer. Kent County Council publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

15. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to your child's class teacher or SENCO in the first instance. Please refer to the Complaints Policy.

16. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

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- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities