

SEN Information Report

We offer a pupil-centred approach for consulting young people with special educational needs about their education and involve them in the decision-making process.

- Focus on the child as an individual.
- Enable the child and their parents (carers) to express their views and wishes.
- Enable the child and their parents (carers) to be part of and contribute to the decision-making process.
- Strive to make communications easy for children and their parents or carers to understand (verbally or through use of pictures or written translations or translators where applicable).
- Highlight the child's strengths and capabilities.
- Enable the child and those who know them best to identify what works best for them, their interests and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Ensure the results of assessments are shared effectively.
- Co-ordinate with relevant professionals to deliver an outcomes-focused plan for the child and their parents.
- Be mindful of the added value that working with a range of different service providers brings to the school and how this can enhance the quality of provision for pupils with SEND.

Frequently Asked Questions

How does the school identify and assess pupils' needs?

- Pre-school checks
- Baseline assessments
- Phonics assessments
- Phonics screening check
- End of Key Stage SATs
- Non-statutory summative assessments
- Ongoing formative assessments (assessment without levels)
- External assessment tools to support identification of difficulties (e.g. Dyslexia Screener, overlay testing, BVPS II and Renfrew Language Scales)
- Links with outside agencies including Dyslexia Outreach Team (DOT), County Inclusion Support Service (CISS), Emotional Wellbeing Hub and Speech and Language Therapist (SALT)
- Summative attainment updates
- Careful tracking of data
- Observations of pupils
- Communication, involvement and consultation with child so they are able to contribute their views, particularly in relation to provision for them and how they can best be supported (this information is relayed in their one-page profile)

- Communication, involvement and consultation with parents/carers (this information is relayed in their child's one-page profile)
- Information from previous educational provision
- Feedback from Teachers and Teaching Assistants (TA)
- Reading assessments (Salford)
- Spelling assessments (including National Curriculum common exception word lists and spelling rules)

How does the school plan for a wide range of children's needs?

- Continued professional development (CPD) and training of staff to enable them to support children with special educational needs (identified through Nasen's CPD audit of needs, review of SEN register and regular dialogue between class teachers and SENCo)
- Provide specific training for staff to prepare for child entering the school with needs that have not been previously supported
- School provision maps
- Use of Education, Health and Care Plans (EHCPs)
- Use of individual targets and Individual Education Plans (IEPs)
- One page profiles (highlighting the child's strengths and capabilities and enabling the child and parents/carers to identify what works best for them, their interests and what outcomes they are seeking in the future)
- The Thrive Approach - individually tailored social and emotional development plans
- Well differentiated learning opportunities provided within class and small group interventions
- Provision of differentiated resources and specific environmental adaptations within class such as ear defenders, triangulated pencils/pens, writing slope, wedge, colour overlay, iPad, Clicker 6 etc...
- Multi-sensory activities and approaches to appeal to all learning styles
- Incorporation into planning of any advice or guidance provided by external professionals
- Coordinated planning between class teacher, teaching assistants and SENCo for pupils with SEND
- Regular assessment of progress and achievement against national expectations and individual targets
- Regular updates and reports given to governors to feedback on areas of need in school and whole school approaches of support

How does the school liaise with and communicate with parents? We recognise that good quality communication, involvement and consultation with parents (carers) is key to building effective relationships between teachers and families based on a culture of mutual listening and this is achieved through:

- Opportunities for parents/carers to meet their child's new class teacher before the start of the academic year
- Open door policy for parents to meet class teacher, SENCo and/or senior management
- Regular contact about day-to-day events communicated through home/school planner or positive progress record books

- Regular progress meetings for all children, with additional meetings for children with special educational needs as required, in order to communicate to parents/carers the progress their child is making
- Effective communication with parents/carers keeping them up to date with the level of support and effectiveness of interventions for their child
- Regular dialogue with parents/carers to develop strategies to promote independence by enabling their child to gain independence in their learning, where appropriate
- Meetings to review IEPs and EHCPs
- New parents' visits
- Parents' evenings
- Open evenings
- Maths and English open morning cafe sessions (parent learning sessions)
- Family support meetings
- Transition meetings with High Schools, personalised approach identifying individual needs

How does the school arrange for/provide specialist expertise?

- Early identification of needs
- Referral to external professionals
- Communication and collaboration with parents
- Regular communication and information sharing with an extensive range of external agencies
- Sharing of professional reports and assessment results with parents

How does the school monitor and evaluate the impact of the 'additional and different' arrangements on progress and outcomes for pupils with SEN?

- Regular pupil progress meetings
- Monitoring of individual targets, IEPs and EHCPs
- SEN focused learning walks
- SEN focused lesson observations
- Teacher and TA observations
- Pupil perception interviews
- Analysing data through school tracking system
- Regular meeting with parents/carers to review child's progress

School Offer/Local Offer

Our school offer and SEN information report is our school's contribution to the Local Authority's local offer and describes the range of provision and support available to support identified children as and when appropriate. This offer is subject to change depending on budgetary constraints and policy review.

In undertaking its statutory equalities duties, the school applies reasonable adjustments so that reasonable steps are taken to ensure that every child is included in every aspect of school life.

ENGLISH		
Universal Offer for all pupils	Targeted Offer for pupils at SEN support stage	Complex Offer for pupils with an EHC Plan
<p>High quality teaching including differentiated and multi-sensory activities</p> <p>Targeted small group support in class</p> <p>Fine motor skills/handwriting activities</p> <p>Reading support from teachers, teaching assistants and volunteers</p> <p>Whole School Big Writes</p> <p>School library with extensive fiction, non-fiction and reference books</p> <p>Access to Gifted & Talented English activities at Stradbroke High School and within the Primary School</p> <p>SEN Teaching Assistant</p>	<p>Individualised phonic interventions (based on Letters and Sounds)</p> <p>Beat Dyslexia</p> <p>Precision Spelling Daily Intervention</p> <p>Phonics Reading Scheme</p> <p>Clicker 6</p> <p>Early Literacy Support intervention</p> <p>1:1 support and small group work tailored to individual needs</p> <p>Handwriting Interventions</p> <p>Hand Gym</p> <p>Year 6 After School Small Group</p> <p>Reading Boost Sessions</p>	<p>As universal and targeted offer plus:</p> <p>Currently working closely with the Dyslexia Outreach Team (DOT) to support individual pupils</p> <p>Currently working closely with Speech and Language Therapy (SALT) to support individual pupils</p> <p>Individual curriculum support provided for pupils based on their EHC Plan</p> <p>The level of support is assessed and put in place to meet the identified needs of pupils</p> <p>1:1 support for children with specific needs</p>

<p>delivers Dyslexia Screening to aid referrals</p> <p>SEN Teaching Assistant provides colour overlay assessment to support reading fluency</p> <p>Staff trained in Dyslexia awareness and Dyslexia friendly strategies to be implemented within whole class teaching</p>		
MATHS		
<p>High quality teaching including differentiated and multi-sensory activities</p> <p>Targeted small group support in class</p> <p>Provision of table-top concrete resources to ensure that learning is multi-sensory and practical</p> <p>Concrete resources to support abstract concepts</p> <p>MyMaths online subscription for all pupils to access at home</p> <p>Use of Maths Boost Sheets to regularly recap and consolidate prior/key learning (spiral curriculum)</p>	<p>1:1 support and small group work tailored to individual needs</p> <p>Precision Times Tables Daily Intervention</p> <p>Year 6 After School Small Group Maths Boost Sessions</p>	<p>As universal and targeted offer plus:</p> <p>Individual curriculum support provided for pupils based on their EHC Plan</p> <p>The level of support is assessed and put in place to meet the identified needs of pupils</p> <p>1:1 support for children with specific needs</p>

SOCIAL, MENTAL and EMOTIONAL HEALTH NEEDS

<p>Universal Offer for all pupils</p>	<p>Targeted Offer for pupils at SEN support stage</p>	<p>Complex Offer for pupils with an EHC Plan</p>
<p>Consistent school wide implementation of the school's behaviour policy</p> <p>House Points reward system</p> <p>Playground buddies</p> <p>Friendship bench</p> <p>A nurturing ethos across the school with an inclusive philosophy</p> <p>Regular opportunities to promote pupil voice across the whole school including pupil perception questionnaires, whole school votes to purchase equipment and decide on field trips</p> <p>Authentic whole-school approach, where talking about emotions and feelings, well-being and mental health is the norm, where it is acceptable to acknowledge difficulties and ask for help, to ensure concerns are identified at the earliest opportunity</p> <p>Adults within the school openly discuss feelings and model strategies to promote good mental health, which normalises discussions and the importance of maintaining good mental health</p> <p>Genuine involvement of all staff, pupils, governors, parents, the community and outside agencies</p> <p>Christian 'Values for Life'</p>	<p>Where a pupil's social, mental or emotional health deteriorates a referral will be made. This may include collaboration and communication with external professionals as appropriate e.g. GPs, Educational Psychologists, County Inclusion Support Service and Emotional Wellbeing Hub</p> <p>Currently working closely with the County Inclusion Support Service (CISS) to support individual pupils</p> <p>Currently working closely with the Emotional Wellbeing Hub to support individual pupils</p> <p>The Thrive Approach - individually tailored social and emotional development plans to support behaviour, avoid exclusions and increase attendance</p> <p>Guidance and outreach from County Inclusion Support Service and Emotional Wellbeing Hub</p> <p>Those pupils with additional social, mental and emotional health needs have extra input provided in a non-stigmatising way, where the whole school population has the skills and attitudes to support those with greater needs</p> <p>Parents/carers are actively involved in planning for any activities/trips</p>	<p>As universal and targeted offer plus:</p> <p>Individual support provided for pupils based on their EHC Plan. The level of support is assessed and put in place to meet the identified needs of pupils e.g. sensory interventions to meet sensory needs to ensure positive relationships with peers</p> <p>1:1 support for children with specific needs</p> <p>Identified 'safe spaces' and key support staff</p> <p>Personalised reward systems (behavioural and/or academic)</p> <p>1:1 TAs in the lunch hall and playgrounds to support pupils during unstructured time</p> <p>Individualised support and strategies to aid smooth transitions, particularly at the end of the school day</p>

<p>education</p> <p>Whole school assemblies to support 'Values for Life' led by key members of the local community, including pastors/reverend from the local churches, 'friends of the village' and SEN governor</p> <p>Circle Time, PSHE lessons and whole school assemblies</p> <p>Pastoral support for pupils' wellbeing from class teachers and teaching assistants</p> <p>Encourage all children, including those with special educational needs and disabilities, to contribute their views to all parts of school life, including school councils and roles of responsibility</p> <p>Extra-curricular activities available for all children, including those with special educational needs and disabilities</p> <p>Open door policy for parents</p> <p>Staff trained in supporting pupils with ADHD</p> <p>Staff trained in supporting pupils with ASD</p> <p>Staff trained in managing anger and behaviour support strategies</p> <p>Staff trained in positive handling in schools</p> <p>Introductory Staff Training focusing on Mental Health First Aid (ASST Conference)</p>	<p>Building Blocks for Communication</p> <p>Adult support provided through daily transitions at the beginning and end of the school day</p> <p>High ratio of adult to child supervision and support during unstructured time, including lunchtimes and breaks</p> <p>Adaptations to the school environment for children with specific needs, such as those resulting from ASD or ADHD, for example the provision of quieter rooms with less sensory overload, 'safe spaces' including the prayer space and Tipi and opportunities for quick release energy breaks</p> <p>Visual timetables</p> <p>Personalised positive progress record books</p> <p>Personalised social stories</p> <p>Emotion cards</p> <p>Exit cards</p> <p>Time cards</p> <p>Individualised reward systems (behavioural and/or academic)</p> <p>SEND pupil perception interviews conducted by SENCo and SEN Governor</p>	
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MEDICAL NEEDS

<p>Staff trained in First Aid</p> <p>Key staff trained in Paediatric First Aid</p> <p>Shallow Water Training</p> <p>Epipen and Anaphylaxis Training</p> <p>Asthma Support Training</p> <p>Administration of regular medication, robust recording system in place to monitor this</p> <p>Risk assessments are undertaken for all school trips</p> <p>Regular visits by school nursing team</p>	<p>Liaison with medical professionals for children with ongoing treatment</p> <p>Care plan with photograph of child, detailing the child's condition, required medication and medical protocol available in the staffroom, office and appropriate classrooms</p> <p>Individual risk assessments are undertaken for pupils in conjunction with the parents, school nurse or any outside agency where appropriate</p>	<p>As universal and targeted offer plus:</p> <p>Individual protocols for children with significant medical needs</p> <p>Key members of staff trained to provide personal care or administer medication in accordance with EHCPs</p>
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COMMUNICATION & INTERACTION, COGNITION & LEARNING and SENSORY AND/OR PHYSICAL NEEDS

<p>Modelling of high quality and appropriate language by all staff</p> <p>Clear, concise instructions provided during lesson input and monitored through SEN focused learning walks</p> <p>Rooms decorated with sensory consideration and monitored through SEN focused learning walks</p> <p>Use of Dyslexia friendly fonts on many whole school display boards</p> <p>Use of coloured backgrounds on interactive whiteboards, individual PC screens and work provided on coloured paper where applicable</p> <p>Staff trained in Makaton</p>	<p>Assessment by and intervention from a speech and language therapist on referral (SALT)</p> <p>Assessment by and intervention from Dyslexia Outreach Team specialist teacher on referral (DOT)</p> <p>Additional support and interventions within class and small group or 1:1 interventions</p> <p>Memory Games</p> <p>Specific seating arrangements, writing slopes, ear defenders, pencil grips, triangulated pens and pencils, coloured overlays, use of Clicker 6, wedge, visual timetable, sensory fiddle toys, chew buddy, use of individual white boards or notebooks to jot down instructions etc...</p>	<p>As universal and targeted offer plus:</p> <p>Support from County Inclusion Support Service and Emotional Wellbeing Hub</p> <p>Implementation of Speech and Language programmes by the speech and language therapist, class teacher and teaching assistants based on SALT recommendations</p> <p>Implementation of Dyslexia Support programmes by the Dyslexia Outreach Team specialist teacher, class teacher and teaching assistants based on DOT recommendations</p> <p>Personalised sensory support resources and interventions</p> <p>Personalised communication support resources and</p>
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