

SEND Information Report September 2023

What types of SEN do we provide for?	We cater for all types of SEND including moderate learning difficulties; Asperger's; Autism; Communication difficulties, Mutism, Dyslexia, Dyspraxia, Hearing Impairment, Visual impairment; Speech and language difficulties, mobility issues and any other types of SEN we are faced with. As a school, we ensure that we cater for any type of SEN to the best of our ability.
How do we identify and assess pupils with SEN?	Class teachers regularly communicate with the SENCO and will express any concerns they have regarding a child's learning. The SENCO will then advise the class teacher to ensure support and intervention is put in class to address any concerns regarding progress. The SENCO will also spend time in class with the child and record an observation of the child. If intervention has not supported the child, the SENCO will then decide whether this is a case of a special educational need. In addition, the SENCO tracks the progress of children across the school and identifies any children who are not making expected progress and works with the class teacher to identify if the child is finding learning difficult and what we can do to support the child. In cases where an external agency is required for specialist assessment or advice, in consultation with parents/carers, the SENCO will contact the necessary specialist and arrange this support.
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	Sue Gentry 01604 406486

<p>What is our approach to teaching pupils with SEN?</p>	<p>We have an inclusive approach to teaching children with special educational needs. We adapt our curriculum and differentiate learning objects and activities to ensure that all children can access the learning. We also use additional learning resources to support our children in SEN including word cards, word banks, tangible objects and pictures. We also use the adults in our school to support the learning of children with special educational needs to ensure that all children reach their potential. We adapt our learning environment to make sure that children have visual resources to support learning and if needed, we provide additional space within the classroom for children who may benefit from a quieter environment.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Children with SEN engage in activities with other children in the class on a daily basis. In our inclusive classrooms children with or without a special educational need regularly work together in groups to solve problems. We ensure that children with SEN are able to access the activities set for them and provide additional resources and support when necessary.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>The SENCO strives to have a good relationship with parents across the school and ensures that she is available to discuss a concern or make an appointment with the class teacher and SENCO at any point during the year. As well as parent's evenings, parents are able to discuss their child's progress at any time during the school year. If a concern is identified the SENCO will contact the parents and arrange a meeting, the class teacher and SENCO will then meet with parents to discuss the plan to support their child moving forward, including ways parents can support their child at home.</p> <p>Individual Learning plans come home once a term and are discussed and reviewed with class teachers at Parents Evenings. Parents are also invited into school at the end of the academic year to review their child's progress with the SENCO, class teacher or teaching assistant. It is at this meeting targets for the next academic year are discussed with parents.</p>

<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>If a class teacher identifies that a pupil may have special educational needs the SENCO as part of the identification process, will observe the child, and complete some activities with the child. The SENCO will ensure the 'pupils voice' is heard by having a discussion with the child about what they are finding difficult.</p> <p>For children on the SEN register we review the child's Individual Learning Plan targets with them and listen to their opinion on what they feel their next targets need to be. This review process happens at least 3 times a year.</p>
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<p>How do we assess and review pupils progress towards their outcomes?</p>	<p>At St. Andrew's CEVA Primary School we use the 'graduated' approach of assess, plan, do and review. All children on the SEN register are assessed using Compass, the school's assessment system and their progress against the suitable year group objectives is recorded and evidenced. The SENCO tracks the child's progress in reading, writing and maths every term and holds pupil progress meetings with class teachers termly to discuss the progress of SEN children. All interventions are recorded on the school's provision map. The SENCO regularly assesses the pupil's achievements during these interventions. As a school we use a system called Edukey to record, review and assess interventions, ILPS and progress and impact.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>If a child is moving between EYFS & KS1, KS1 and KS2 or KS2 and KS3 there will be a transition plan in place to support the child with this change. This will include visits to the new classroom or school, meeting with the new teacher, playing games with the new teacher, meeting with parents to discuss transition and carrying out special 'jobs' to help to get to know the new teacher. In the case of the transfer to secondary school we will support the child by sending a member of staff with them on transition days and by meeting or speaking to the SENCO in details about the child's needs. The SENCO works with class teachers and TAs to ensure that the transition between these phases are as smooth as possible, so that the child and parents feel comfortable with the change.</p>

<p>How do we support pupils preparing for adulthood?</p>	<p>We support children with learning life skills including; including crossing the road, taking messages, answering phone calls, using money to purchase items, preparing food, cooking, baking, making lunches and hygiene.</p> <p>As well as the national curriculum, we support children with SEN for adult life. We supporting with making relationships, team work and resilience to tackle any challenges they may face in life.</p>
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<p>How do we support pupils with SEN to improve their social and emotional development?</p>	<p>We work closely with children from Reception to Y6 to ensure they develop socially and emotionally. We identify any children who find this difficult and put a plan in place to develop their skills, through introducing new friendships, developing confidence, to understanding their feelings and emotions and how to manage them. We use many strategies from our Well-being mentor, Emotional Regulation training, to our PSHE scheme Jigsaw, to social stories to outside agencies such as Target Autism or Jogo, behaviour specialists.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>We ensure that staff are equipped with the knowledge and skills they need to support children with special educational needs. The SENCO works with staff to identify training needs and ensure that staff receive the training they require to support children to the best of their ability. The SENCO provides training to staff through staff meetings and organises outside agency training according to the needs of our pupils or their specific diagnosis.</p>

<p>How will we secure specialist expertise?</p>	<p>When a specialist is required the SENCO will seek consent from parents and contact the appropriate specialist to ensure we are meeting the needs of the child, to the best of our abilities and have expert advice.</p> <p>We currently have service level agreements with West Northants County Council Educational Psychologists, Target Autism and Jogo.</p>
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<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Part of our school's budget is dedicated to supporting our children with special educational needs. Therefore, if equipment is needed, class teachers will inform the SENCO and the SENCO will find the appropriate equipment and liaise with the Head Teacher to purchase equipment that is needed. Alternatively after an observation the SENCO may feel equipment would support the child and then the SENCO will purchase equipment after discussion with the Head Teacher.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Any organisation that has had involvement with a child will be invited to annual reviews as well as a member of the Local Authority, however we are aware they may not always be able to attend. The SENCO regularly communicates with external specialists including Educational Psychologists, Autism specialists, Hospital Consultants, Physiotherapists and Speech and Language therapists.</p>

How do we evaluate the effectiveness of our SEN provision?

The school provision map identifies interventions which are in place for children across our school. The provision map also evaluates the effectiveness of the interventions. This can be evaluated by looking at the progress of individual child and the impact of the intervention and provision in place. Not all interventions can be measured numerically, so the SENCO will analyse the effectiveness of the provision through the 'pupil voice' and softer measures such as self-esteem and confidence. The SENCO evaluates the provision in place for SEN children, identifies what we need to change and what could be more effective to support our learners. In addition, parents' views will be gathered to see if they feel there is any other provision they feel their child needs.

How do we handle complaints from parents of children with SEN about provision made at the school?

If a complaint is made, the SENCO will record and investigate the parents' concerns with the class teacher. The SENCO will look at the provision in place for that child and explore with parents how we can address their concerns. If this cannot be resolved by the SENCO, the SEN Governor will be involved in resolving the complaint.

<p>Who can young people and parents contact if they have concerns?</p>	<p>Parents can contact: SENCO: Mrs Sue Gentry Head Teacher: Mrs Val Griffiths SEN Governor: Mrs Aravinthan</p> <p>Young People can contact: Class Teachers Well-being Mentor: Mrs Spikings SENCO: Mrs Sue Gentry Head Teacher: Mrs Val Griffiths</p>
<p>What support services are available to parents?</p>	<p>If parents require support beyond school, they can find information on the West Northamptonshire website. Alternatively, parents can contact the SENCO who will liaise with other services and ensure that parents have access to the support they require. This includes our Family support worker, Mrs Francis and the Early Help Process and Mrs Spikings our Learning Mentor.</p>

Where can the LA's local offer be found? How have we contributed to it?

The Local Authority's local offer can be found at:

[http/https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer](https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer)

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/what-is-local-offer.aspx>

We have contributed to the local offer by seeking advice on a range of services that our families need, helping to develop the local offer.