



# Special Educational Needs and/or Disability (SEND) Information Report September 2023



## What is SEND?

The Department of Education SEND Code of Practice states that;

*A pupil has SEN 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

At Sebert Wood, we follow this definition in our identification and support for children in our school. Over a child's time in school there may be times when they struggle and need support. We would class them as having Special Educational Needs if they were working at a significantly lower level than their peer group, or had a specific need that required additional provision. Once a child is placed on the school's SEND register it doesn't always mean they remain as a SEND child for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the school's SEND register.

This information report provides an outline of how we work towards achieving this and what we have in place in school to support your child.

Approximately 1 in 5 children will have a special educational need at some time during their school career. At Sebert Wood we believe in providing every possible opportunity to develop the full potential of all children. The SEND policy, which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children.

## Who can I talk to about my child's SEND?

In the first instance please speak to your child's class teacher if you have any questions or concerns.

You can also speak to the Special Educational Needs/ Disability Coordinator (SENDCo).

SENDCo—Mrs Dade

Our SEND

Governor - Mr. Gaskin can be contacted via the school office.



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## What types of Special Educational Need are there?

There are four main categories:

**Cognition and Learning (C&L)** a child may have specific learning difficulties such as dyslexia, Dyspraxia or dyscalculia or moderate learning difficulties (MLD), severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD)

**Communication and Interaction (C&I)** A child may have speech, language & communication difficulties or Neuro diverse disorders such as Autism (ASD) which can impact on a child's ability to socialise and interact with others.

**Social, Emotional and Mental Health Difficulties (SEMH)** a child has a condition that impact on their social, emotional and mental health such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder.

**Sensory and/or Physical Needs (SN / PN)** a child may have a vision or hearing impairment that requires specialist support and/or equipment to support their learning. It also includes children who have a physical or medical disability that requires on-going support, equipment or modifications in school to enable them to access learning. For example, visual or hearing impairments, sensory processing difficulties, Diabetes, Epilepsy.

## How do we identify children with SEND

Parents/ carers and children are central to the process of identifying any additional needs a child may have. Our teachers regularly talk to the parents of the children they teach and keep them informed about any concerns they may have. If a learner is identified as having SEND need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. When providing support that is "additional to" or "different from" we engage in a four-stage process: **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments. A one page profile is completed with the child and all the adults that support them. **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Learning Plan and will form the basis for review meetings. **Do** - providing the support – extra assistance for learning – as set out in the plan. **Review** – measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved – child, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

**Children may access some of the following small group interventions to achieve their targets:**

- Speaking and listening activities.
- Pre- teaching and post teaching of topic vocabulary.
- Pre- teaching and post teaching of specific concepts.
- Bare Necessities or Dancing Bears.
- Success at Arithmetic or 1st Class Number.
- Lego Therapy.
- ELSA.
- Enhanced Teaching Assistants ratios within classes in English or Maths.
- Beat Dyslexia.
- Additional Phonics sessions.
- Toe to Toe spelling programme.
- Sensory Regulation Sessions.
- Welcomm speech and language resources.
- PECS.
- Nesy computer programme
- Colourful Semantics.

**What specialism services, experience, training and support are available at or accessed by the setting / school / college**

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

**School Provision:**

- Wide range of English and Maths small group interventions delivered by Teachers and Teaching Assistants (TA's).
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support including Emotional Literacy Support Assistants (ELSA's).
- Lunch time nurture groups to support children with social development.
- Speech and Language support using Talk Boost and Welcomm.
- Makaton is used and supported with symbols on visual timetables and personalised key rings.
- Teachers and TA's trained on how to support pupils with autism.
- TA's trained to support pupils with mental health concerns.
- TA's trained to support pupils with Speech and Language Difficulties.
- TA's trained to support children with English and maths.

**Local Authority provision available:**

- Specialist Education Services
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)

**Health Provision available:**

- School nurse
- Occupational Therapy
- Physiotherapy
- Primary Mental Health Worker.
- CAMHs

In addition the school is part of the Suffolk Learning and Improvement Network (SLIN). We are part of the research into the Talk Boost intervention. The Nursery is part of the East of England Hub and previously we were part of the Maximising the Impact of TA's (MITA) project.

### **What training are the staff supporting children and young people with SEND had or are having?**

- Certificate in Professional Development in SPLD (Dyslexia)
- Welcomm speech and language programme –
- Speech and Language training.
- Supporting pupils with social and communication difficulties.
- Makaton.
- ELSA.
- School Safe de-escalation techniques.
- Sensory Processing Workshop.
- Attention Autism.
- Intensive Autism.
- Zones of Regulation.
- Specific training linked to medical needs – Diabetes and Epilepsy.
- Success at Arithmetic.
- Sensory Regulation.
- Engagement Model.
- Senior Mental Health Champion.
- Strategies to support children with Social, Emotional and Mental Health needs.
- Supporting Quality First Teaching with children cognitive learning needs.
- Supporting Language and Social Communication.
- 1st Class Number.
- Awareness of Dyscalculia and Maths difficulties.
- SEND in the Early Years.
- Sensory Regulation ran by Occupational Therapists.
- Certificate in Professional Development in Autism.

In addition, Mrs Dade has attended SEND roadshows, Webinars, Conferences and the SENDco Forums.

### **How will both you and I know how my child is doing and how will you help me support their learning?**

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short-term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day. Your child's progress will be continually monitored by their class teacher.

- Progress will be reviewed formally and tracked with the Senior Leadership Team every term in reading, writing and numeracy.
- Where necessary, children will have a Learning plan based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with an Educational Health Care Plan (EHCPs) will be formally reviewed at an Annual Review.
- The SENDCO and other members of the Senior Leadership team will monitor the progress made by SEND children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- The school delivers parent workshops for the core areas of learning.
- Coffee Mornings with a focus on parent support and information sharing.
- We send newsletters; there is information on the school website and useful links. In addition to this, where necessary we also communicate via Tapestry and home/school link books.
- Parent Consultations and mid-year reports.
- We encourage the children to challenge themselves against their own personal targets and celebrate all achievement.
- Learning Plan reviews every term
- Meetings with SENDCo and outside agencies.

### **Pupil voice**

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. We encourage children to talk about their learning and how to make it better.

The Senior Leadership Team carry out pupil voice questionnaires and pupils can share their views at SEND review meetings and within their One Page Profiles. If a child has an EHCP, they are invited to contribute towards the application and each annual review.

### **Transition**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils, and staff to ensure these transitions run as smoothly as possible.

#### **New pupils**

In Nursery parents and their child are invited to a stay and play session each term. The Early Years Foundation Stage (EYFS) Leader will speak to all the Nurseries to discuss individual pupil's needs and visit them in necessary. The Reception staff will visit all the settings to meet the children and if there are any concerns the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Any pupils moving mid-year have the opportunity to meet the SENDCO.

#### **Preparing for next steps**

Planning for transitions with the school will take place in the Summer Term; the teachers have pass-up meetings, the pupils have lots of opportunities to meet their new teachers, there are two transition days and staff will make transition books. In September the pupil will have the opportunity to visit the class on one of the PD Days.

Arrangements for transition to High School for pupils with SEND will be planned according to individual need. The SENDCO's from both schools will meet to discuss needs. All Annual Reviews for children with EHCP's will take place in the Spring Term prior to the child starting and the new high school will be invited to attend.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities.
- Zones of Regulation.
- Lunch time and play time support / play partners
- Nurture groups.
- Lego therapy sessions.
- Mental Health Champions.
- Sibling Support group.
- Support from our Pastoral support and ELSA's.
- We have behaviour policy with clear rewards and sanctions and in each class the exact same rules.

### **Medical needs**

All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in a locked cupboard. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.

### **The Local Offer**

The 'Local Offer' is a requirement for the local authority to provide a place where parents, carers and young people can find out information on what schools and services there are and what they can provide for children and young people with Special Educational Needs. This will enable parents, carers and young people to understand what is available to them in the local area and make informed choices.

Suffolk Info Link : <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

### **SENDIAS**

Parents and carers of children with SEND can access Suffolk SEND information Advice and Support Service (SENDIASS) through where they can offer advice and are able to voice any concerns you have.

<https://www.suffolksendiass.co.uk/>

### **Key Priorities for 2024**

- Embed use of Provision Map software.
- Embed the understanding of Assess, Plan, Do, Review approach to support all children including this with additional needs.
- Additional training for staff for specific conditions ADHD, ASD and Dyslexia.

