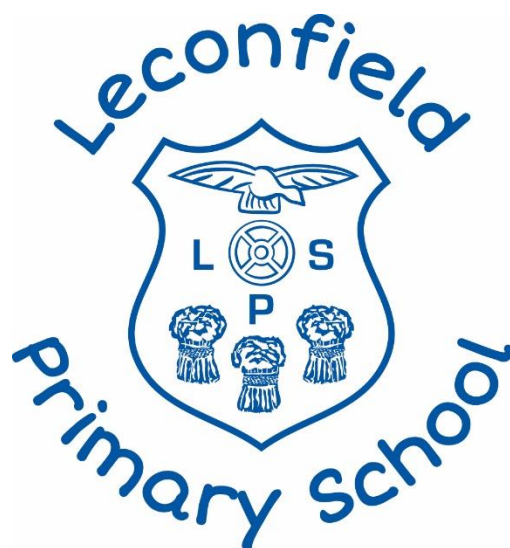


# SEND Information Report

## Leconfield Primary School



Approved by:  
pending approval  
by governing body  
Spring 2022

Date: February 2022

Last reviewed on: February 2022

Next review due by: February 2023

**SENCO – Miss E Allanson**

**Qualification- BA (Hons) QTS, Masters in Inclusive Education**

**Contact phone number (01964) 550303**

**SEN Governor – Mrs Sinclair**

**Contact phone number (01964)550303**

## **SEN information report**

### **1.1 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, 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

Moderate learning difficulties

### **1.2 Identifying pupils with SEN and assessing their needs**

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.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. A range of assessments are used:

- The Reception Baseline Assessment
- Termly assessments of progress (literacy and numeracy)
- Reading, Writing and Mathematics assessments
- Review of SEN Support Plan targets

When appropriate the SENCO will ask for help and advice from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may

include the Educational Psychology or the Speech and Language Service. With their help additional strategies will form the basis of future SEN Support Plans.

When new children, including those with SEND, transfer to Leconfield Primary School we contact the child's previous school to ensure all records and appropriate information are received. Also, we will assess the child's literacy and numeracy skills.

### **1.3 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

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. This written record may take the form of a Class Action Plan.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We review SEN support plans at least termly. Parents are invited to attend a meeting where their views are shared and the child's progress is reviewed. When necessary we contact parents more frequently to discuss their Child or Young Person's progress.

Parents/Carers are welcome to arrange additional meetings by appointment.

We encourage Parents to be actively involved with the school to help their children overcome barriers, difficulties and celebrate strengths

This year we are also trialing a Parent Carer Forum where parents will be actively encouraged to share their views regarding the support we offer.

We also encourage children to share their views through our Children's Opinion Polls.

Pupils are also encouraged to share their views about their own SEN Support Plans and progress. These are recorded on the plan. Also, pupils share their views through a transition booklet at the end of each year.

### **1.4 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

Termly reading and maths assessments

At least termly reviews and ongoing reviews of SEN Support Plans

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

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.

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.

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

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

When children join Leconfield School we contact their previous school to gather information so that we can meet every child's needs as quickly as possible. When children leave Leconfield School we contact the receiving school to share information and paperwork.

Also, we offer additional transition support for children when they change classes, Key Stages and schools. This may include additional visits, planned transition groups and contacting agencies.

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

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.

Leconfield School we strive to offer support for Children and Young People with SEND that is appropriate to the child's needs. Allocation of support is given through assessment

This may involve:

- Differentiation of the curriculum
- Differentiated groups within classes for literacy and numeracy
- Use of a range of teaching styles which recognise the individual learning styles of children in the class
- Working in a small target group with an adult
- Working one to one with an adult on focussed activities
- Targeted interventions linked to specific outcomes for the Child or Young Person.
- Access to some specific resources or equipment when appropriate
- Use of activities and programmes which support personal, social and emotional development.
- ELSA (Emotional Literacy Support Assistant)
- Lexia
- Speech and Language interventions
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.

### **1.7 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, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our accessibility plan promotes inclusion and increases the extent to which disabled pupils or pupils with SEN needs can participate in the curriculum.

When necessary we also conduct relevant risk assessments.

#### 1.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver interventions such as: Lexia, phonics, ELSA, Speech and Language etc...

Teaching assistants and teachers will support children in groups, whole class and 1:1 activities.

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

SAPTS

Speech and Language

Educational Psychology

Behaviour Support

CAMHS

#### 1.9 Expertise and training of staff

Our SENCO has over 15 years experience in this role and has a Masters in Inclusive Education.

Our SENCO is also currently training to be Leconfield School's Mental Health Lead.

The SENCO is allocated 2 days a week to manage SEN provision alongside other responsibilities.

We have a team of teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in TEAM Teach, ELSA and Speech and Language.

Staff have also attended:

- Read Write Inc Training
- De-escalation training
- Attachment Training (March 2019)
- Cygnet Training for practitioners.

Also some teachers and teaching assistants have attended the following courses:

- Managing Attachment Difficulties (September 2014)
- Autism Awareness
- ELSA Training

The SENCO regularly attends the SENCO Forum

The SENCO has a Masters in Inclusive Education.

#### **1.10 Securing equipment and facilities**

At times children may need additional equipment and facilities. We consult with agencies for advice and follow the county procedures to request additional funding.

#### **1.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their outcomes each term

Reviewing the impact of interventions after at the end of a half term

Using pupil questionnaires (Children's Opinion Poll)

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

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

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 residential trip(s) and school trips.

All pupils are encouraged to take part in Sports Days, EPIC Days and school plays.

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

We make reasonable adjustments to ensure that all children can access all aspects of school life.

Our accessibility plan is available from the school on request.

### **1.13 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 Pupil Forum.

Pupils with SEN are encouraged to share their views through Children's Opinion Polls every term.

We have a zero tolerance approach to bullying.

We offer ELSA support. This is reviewed termly.

We also use the Social Emotional Competencies Framework and are currently participating in training with the Behaviour Support Team.

### **1.14 Working with other agencies**

Parents and Carers are welcome to contact the school to discuss any aspect of their child's education. Parents and Carers can contact FISH and view EYRC's Local Offer online to access additional support services.

We are able to access a wide variety of services depending on the individual needs of the children these include:

- SALT: Speech and Language Therapy
- Educational Psychology
- Behaviour Support Team
- SaPTS
- CAMHS: Child and adolescent Mental Health
- Early Help

### **1.15 Complaints about SEN provision**

Parents and carers are welcome to discuss any aspect of their child's learning and needs with teaching staff at Leconfield School. Your child's class teacher or the SENCO (Miss Allanson) should be contacted in the first instance. Please contact the school office to arrange an appointment.

The Head Teacher (Mrs Tracey) is also happy to discuss your child's learning and needs. Please contact the school office to arrange an appointment.

Our school's complaint policy and procedures is available on request from the school and on the school website.

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

#### **1.16 Contact details of support services for parents of pupils with SEN**

Parents and Carers can access support services via the Local Offer.

**SENDIASS can also be contacted via the Local Offer website or by phoning (01482) 396469**

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

A link to the local authority offer can be found on our school website.

Alternatively the following website address can be used:

**[eastridinglocaloffer.org.uk](http://eastridinglocaloffer.org.uk)**