



SEN Information Report Summer 2023

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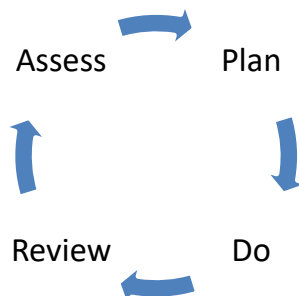
Dedicated SEN time: 2 days per week

Local Offer Contribution: <https://www.telfordsend.org.uk/site/index.php>

Whole School Approach:

Quality-first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

(Reference: SEN Policy January 2021)

Assess: When starting a new topic or unit of work, assessments were carried out by class teachers to distinguish children's starting points.

Plan: From the outcomes of assessments, teachers planned the children's work, taking into account the starting points and needs of all children in their class.

Do: Class teachers delivered an appropriately differentiated and challenging curriculum to all pupils in their class.

Review: Teachers reviewed the progress made by their pupils via formative and summative assessment.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

{e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties}

Provision may include support from the learning hub and the learning mentor, visual timetables, now and next boards, ELSA (emotional literacy support assistant) resources, Superflex resources, sensory resources, social stories, WellComm programme & Talk Boost programme (speech and language interventions).

2. Cognition and learning

{e.g. dyslexia, developmental co-ordination disorder (DCD) & dyscalculia}

Provision may include the Nussy program, IDL program, precision teaching, Toe by Toe, Beat Dyslexia, Morph Mastery, coloured overlays, talk tins, dyslexia friendly texts, assistive technology (dyslexia resources) Numicon, Plus 1, Power of 2, Numberstacks (dyscalculia resources).

3. Social, emotional and mental health

{e.g. attention deficit hyperactivity disorder (ADHD)}

Provision may include support from the learning hub and the learning mentor, ELSA support, Cool Kids, emotion coaching, Lifeland emotion programme, Socially Speaking, Calm Brain, chair movement bands, wobble cushions, fiddle toys, movement breaks.

4. Sensory and/or physical needs

{e.g. hearing impairments & processing difficulties}

Provision may include the use of sensory play, sensory toys, sensory stories, ear defenders, writing slopes, footrests, specialist stationery.

Every class now has an SEN resource box containing a range of these resources. These are added to as, and when, needed.

(Reference: SEN Policy January 2021)

As at 17 November 2023, we have 29 children receiving some form of SEN Support.

This year, we have revised and improved internal assessment processes to ensure that we effectively monitor the assessment of need and the quality of provision, focusing on individual pupil progress. These include

- reviewing pupils' individual progress towards their goals each term through assessments such as PIRA reading and PUMA maths
- pupil progress meetings
- using this information to support children with gaps in learning through appropriate intervention
- reviewing the impact of interventions after each cycle
- reviewing intervention records to measure progress
- monitoring by the SENCo
- monitoring by the SEND governor
- holding annual reviews for pupils with statements of EHCPs.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Creation and review of intervention targets	Parents, class teachers, children	At least 3 x per academic year
Formal parent consultations / informal book drop-ins / consultations	Parents, class teachers, children	Once per half term
SENCO emails/phone calls/meetings	SENCO, parents, pupils	SENCO is available for discussions/meetings on Thursdays/Fridays
SEND parent questionnaire	Parents	Once per academic year
SEND pupil questionnaire	Pupils	Once per academic year

Staff development

We are committed to developing the on-going expertise of our staff. Currently, we have a range of expertise in our school:

AREA OF EXPERTISE	LEVEL (as per p68-9 of SEND Code of Practice 2015)
SEND – SENCO	NASENCO
Emotional Health	Senior Mental Health Lead ELSA Emotional Literacy Support Assistant
De-escalation	Crisis Prevention Intervention (CPI)
Numicon	Numicon Intervention
Literacy 1:1 support	Alphabet Arc Precision Teaching

Speech and Language	Elklan Communication Friendly School CFSe - Early Years Level 3 ICAN Talk Boost KS1 & KS2
Autism	<ul style="list-style-type: none"> • Mindfulness Based Cognitive Behaviour Therapy Diploma • Autism Awareness Diploma • Autism Awareness level 2 • Good Autism Practice • Emotion Coaching
Sign language	<ul style="list-style-type: none"> • Level 2 Makaton • Level 1 Makaton
SEND	<ul style="list-style-type: none"> • SEND Diploma • Level 2 Working with individuals with learning disabilities
ADHD	ADHD Awareness Level 2
Dyslexia	Understanding Dyslexia Diploma
Intimate care	Safeguarding: privacy, dignity and personal care

This year, we have provided additional training in autism spectrum disorder, emotion coaching, maths, writing, reading and speech & language. The SENCO has delivered CPD for both teachers and support assistants including topics such as:

- the SEN Code of Practice
- distinguishing signs of ASD and ADHD
- successful team work between teachers and support assistants
- inclusive school funding and educational, health & care need assessment process

On strike days, support assistants were all given training by the SENCO and other expert colleagues in how to deliver a number of interventions:

- precision teaching
- small group reading interventions
- Numicon
- Numberstacks

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have a number of learning support assistants who are trained to deliver interventions. Support assistants work with pupils on a 1:1 basis when their needs to be an individual focus e.g. those with an Educational Health and Care plan, or those who need an individual focus for learning. Learning support assistants also support pupils in small groups when several children need access to the same provision or intervention. Staff are placed with pupils based on their experience and expertise, and in year groups where we feel there will be most impact.

Other agencies involved in meeting pupils' needs

- BeeU – mental health
- Behaviour support advisory service
- Educational psychology service
- Learning support advisory service
- Occupational therapy service
- Sensory inclusion service
- SPECTRA inclusion support team
- Speech and language therapy service
- Strengthening Families
- Student Engagement
- Woodlands Outreach

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefitted our children and their families in the following ways:

- Signposting support for pupils and parents
- Providing advice for school and parents
- Providing targets to support pupils
- Supporting accelerated pupil progress

- Supporting parenting skills
- Diagnosing pupil need
- Supporting transition

School Partnerships and Transitions

Our academic assessment for children with special educational needs is moderated through our cluster of schools.

This year, we worked with our feeder partners to welcome 4 children with special educational needs/disabilities and we supported 8 children and young people transition to the next phase in education.

Our approach involved early communication and meetings with feeder schools, sharing photos of schools and staff with children, and supported visits to schools with staff and/or parents.

Complaints

Complaints about SEN provision in our school should be made in the first instance, to the class teacher. If the teacher, with the support of the SENCO and/or Head of School, cannot resolve the issue, the parent will then be formally referred to the school's complaints policy.

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

This year we have had no formal complaints.

Challenges this year

Challenges for our school have included

- pupils' emotional health, particularly anxiety related to previous national lockdowns
- increased numbers of pupils with social emotional and mental health needs, resulting in unpredictable behaviour
- appointment of two new ECTs

We have trained all staff in Good Autism Practice delivered by the Learning Support Advisory Service (LSATs) and emotion coaching delivered by the educational psychology service. We have sought external agency advice support from behaviour support service, Haughton Outreach, the Linden Centre, the LSAT team and the educational psychology team, which led to advice and target-settings for individuals and groups. ECTs have received extra time out of class in order to be supported by their mentors and learn from expert colleagues. They have attended training sessions run by the local authority, including SEN training for ECTs with a learning support advisory teacher.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include

- implementing an online system (Insight) to support effective SEN target-setting and check the progress of pupils following interventions
- supporting pupils who have accessed a nurture hub to work in their classrooms as much as possible
- to improve pupil wellbeing by having a school wellbeing/therapy dog
- hosting informal coffee mornings to enhance communication, feedback and engagement with parents of pupils with additional needs

In preparing this report we have included staff, parents and children through questionnaires, online meetings and face-to-face meetings.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy
Assessment Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 19th June 2023