

Policy	<b>SEND Information Report</b>
Last review	October 2023
Reviewed by	SEND Lead & Link Governor



Astwood Bank Primary School is an inclusive school that values all its children and is committed to ensuring that all children reach their potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities.

### **The code of practice defines SEND as:**

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than many others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

The 2014 SEND Code of Practice identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical Identification and Assessment of SEND

### **Methods of identifying SEND and assessing needs are as follows:**

- When children starting school with an Education, Health and Care Plan or notification of higher-level funding
- Meeting with Early Years Setting and Home Visit when joining school in the Reception Class or discussions with previous Schools upon transfer in other year groups.
- Entering school on the SEN Support register from another educational setting.
- Discussions with parents or staff where concerns are expressed which lead to further investigation.
- Data analysis which shows a widening gap between the child and their peer group.
- Day to day observations of the children in their learning environment.
- Assessments carried out by external agencies and the subsequent reports.

### **School's Approach to Teaching Children with SEN**

The school aim to teach all children together in their classes where possible with the class teacher differentiating and supporting the child. At times it may be necessary for a child with SEND to access intervention; either as part of a group or 1:1. For a few children the school uses outside support and agencies.

### **Provision available for children with SEND**

Astwood Bank Primary School follows a graduated response in providing support to enable a child to achieve. We separate the requirement of adjustments and interventions needed into waves as described below:

### **Wave 1**

This describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

### **Wave 2**

This describes specific, additional, and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted as a group of pupils with similar needs.

### **Wave 3**

This describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Evaluation of Effectiveness of Provision

### **A range of additional support provided to children that fit into wave 1 and 2 are**

- Additional and targeted phonic sessions concentrating on teaching and securing the initial phonemes (programmes such as Rapid Phonics, Taming Tricky Words, Nessy and Reading Eggs)
- Additional and targeted maths sessions developing a pupil's knowledge of basic number skills (Rapid Maths, Breakaway, Numicon, Maths Seeds)
- Time to talk and Socially Speaking – social skills interventions delivered as part of a small group. We have also developed a nurture group that operates on Tuesday and Wednesday afternoons for ks1 & 2 children.
- Smart moves, Write Dance, Activate, Pindora's Box, Teoderescu Perceptuo Motor Program, Take 10 Fine and Gross Motor Activities, 10:20 activities– programmes are used to support the development of gross and fine motor skills in children
- Speech and Language programmes developed with and by our speech therapists to provide targeted support to our pupils as well as Speech Link Media which allows us to assess all of reception and year 1 to remove any hidden language barriers to learning.
- Rapid Reading for pupils in Key Stage 2 who may have a specific learning difficulty.

### **Possible methods used to measure the effectiveness of provisions for children with SEND**

- Half termly Pupil Progress Meetings between the Head teacher, SENCO and class teacher.
- Provision maps
- IEPs which are our signs of success meetings / one-page profiles
- The use of a graduated response in which we assess, plan, do and review (in line with the local offer)
- Re-assessments by external agencies
- Whole-school data
- Viewpoint of child
- Ongoing consultation with parents
- Collation of children's work
- Observations of children

## **Securing Equipment and Services**

- The school allocates money from its budget every year towards the provision of support for SEND. These funds are used to provide support, resources and training for staff, in consultation with the children.
- Teaching staff at Astwood Bank Primary School are committed to creating an inclusive environment where all pupils feel valued. The views of our pupils are sought through discussions about their learning and how they can be supported further, as well as the completion of a 'one-page profile'.
- Astwood Bank Primary School is committed to developing strong communication links with parents and carers. Teaching staff will discuss with parents if they feel that a child requires any support additional to that ordinarily available to our pupils.
- If a child is added to the SEND register parents will be informed and they will have 3 additional meetings per year, ensuring they are a part of target setting and resource/intervention planning. Should a child require the involvement of outside agencies, the class teacher or SENCO will liaise with the parents to provide information and seek consent before contacting the relevant professional. Any reports or information provided by the external professional will be shared with the parents or carers.
- Where a child has an Education, Health and Care Plan, teachers will meet with parents and carers each term to discuss the current needs of the child, review progress since the last meeting and plan the next steps for the child. There will also be an annual review to inform and update the EHCP. All these processes inform which services and equipment will be accessed for each individual child.

## **Adaptation of the curriculum and Learning Environment**

Astwood Bank Primary School provides a broad and balanced curriculum to meet the needs of all our pupils and we believe that all children have the right to make good progress. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. The school makes every effort to provide a safe, secure and inclusive environment for teachers and pupils, which ensures that the needs and disabilities of all pupils are met to acceptable standards and do not present barriers to learning.

## **Involving Other Agencies**

The following outside agencies may be called upon by the SENDCo to attend meetings, provide assessments and reports, give advice or provide training to teaching staff:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Behaviour Support Team
- Learning Support Team
- Complex Communication Difficulties Team
- Child and Adolescent Mental Health Service
- Umbrella Pathway
- Parent Partnership Services
- Visual Impairment/Hearing Impairment Team

Although some services are accessed through the NHS the majority of these services are currently provided through Chadsgrove School Support Services.

## **Supporting Transition**

Astwood Bank Primary School liaises with SENDCOs and teaching staff from other educational establishments to ensure a smooth transition for children joining the school and for those transferring to another. Meetings are held where children are discussed at detail and Individual Education Plans, or current objectives are shared. Where a child has an Education, Health and Care plan a phase transfer review will take place and the school will be invited to the annual review when moving to a different school.

## **Staff Expertise and Training**

The current SENDCO, Mrs Michelle Stack, has been in post since 2008. In this time, she has attended many training events and conferences as part of her continued professional development and was previously employed in a specialist school for children with emotional behavioural difficulties which provided a wealth of experience with a wide range of needs. We are also part of two SENDCO networks to ensure we stay informed of national strategies and local training opportunities to enable us to best meet the needs of our children. The training needs of the staff and school are continually being updated and reflect the individual needs of the children and current trends we notice across school.

## **Complaints**

In the event of a complaint, individuals can access the school's complaints policy and procedure, available from the school office or on the school website.

## **The Local Authority's Offer**

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs. You can find this at: <https://www.worcestershire.gov.uk/sendlocaloffer>  
We work in line with Worcestershire's local offer but if you require further information on Astwood Bank Primary School's SEND provision this can be found in the SEND Policy available on our website or from the school office.

## **Useful Contact Details**

The web address for the local authority 'Worcestershire Children First' is shown below and this is a useful site to gain further information. <http://www.worcschildrenfirst.org.uk/>

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) is at arm's length from Worcestershire's Children's Services and able to give independent and neutral advice. For more information, please see their website: <https://www.hwsendiass.co.uk/>