



# SEND Information Report

## 2020-2021

SENCo: Miss Helena Kennedy

SEND Governor: Mrs Don Johnson

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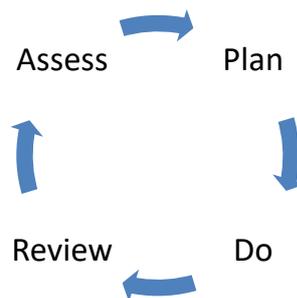
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### Whole School Approach:

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High quality first teaching and additional interventions are defined through our continuous dialogue across the school contributing to our provision mapping approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a 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:** Teaching & Learning Policy)

#### Assess:

- Initial concerns regarding a child who may require extra support will come from the class teacher and/or parents / carers. Following these concerns, the child's needs will be assessed and closely monitored and enable the school to work collaboratively with parents / carers and other professionals to ensure that support is given whenever needed.
- Class teachers continuously make assessments of all children and carefully track progress. If any gaps in learning appear; a child faces barriers to their learning; or they are making minimal or no progress, additional support will be put into place.

#### Plan:

- Collaboration with the child, parents / carers and other professionals will provide targets and support will be identified which is focused on the outcomes for the individual child. The planning process will also identify how outcomes are to be achieved.
- The SENCo, the class teacher and the parents will decide on the action needed to help the child to progress. This may include: additional learning materials or special equipment; individual /

*group support; access to specific interventions outside of classroom time; access to LA support services, e.g. Educational Psychology, Speech and Language Therapy.*

**Do:**

- *Classroom support and targeted activities that will enable the child to meet their targets will be carried out by the classroom teacher and teaching assistant.*
- *Outcomes of any support will be closely monitored by the classroom teacher and SENCo.*
- *Support will be delivered over a set period of time (usually for at least 6 weeks) and adapted or altered to ensure maximum impact.*

**Review:**

- *Outcomes are reviewed depending on the timescale given to the individual child or half termly (whichever comes first), ensuring that additional support remains focused and specific.*
- *Formal parents' meetings are held termly in order to further discuss support and ways forward.*
- *A new cycle of support (if necessary) is then drawn up.*

**SEND Needs:**

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

1. Communication and interaction
  - *Speech and Language therapy*
  - *Emotional Literacy*
  - *Lego Zone*
2. Cognition and learning
  - *Educational Psychology*
  - *Lexia*
  - *Toe-by-Toe*
  - *Shine! Mathematics*
  - *Basic Skills Maths*
  - *Precision teaching*
3. Social, emotional and mental health
  - *Educational Psychology*
  - *Coaching*
  - *Emotional Literacy*
  - *Access to the Pastoral Team / Mental Health Champions*
  - *Lego Zone*
  - *Rupert the Pastoral Dog*

#### 4. Sensory and/or physical needs

- Occupational therapy
- Sensory equipment

**(Reference: Special Educational Needs and Disability [SEND] Policy 2017)**

As of September 2020, we had 24 children or young people receiving some form of SEN Support, four of whom have an Education, Health and Care Plan (EHCP).

We have internal processes for monitoring quality of provision and assessment of need. These include identifying children not making adequate progress through professional conversations; whole school termly pupil progress meetings to discuss all children; regular monitoring of interventions and their delivery; training for delivery of specific interventions (either in-house or externally led); liaison with external agencies to review progress towards targets (e.g. Speech and Language therapy); an allocated slot on the weekly staff meeting agenda to discuss any concerns and / or share ideas and support colleagues.

#### **Consulting with children, young people and their parents**

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

Action/Event	Who's involved	Frequency
Pupil voice – informal conversations	- Children accessing interventions - SENCo - Intervention group leader	Continually throughout the academic year
Parents / carers meetings	- Parents / carers of children listed as SEND Support or pupils with an EHCP. - SENCo	Termly (with informal conversations and/or meetings on-going throughout the academic year)
Parent voice – questionnaire	- Parents / carers of children listed as SEND Support or pupils with an EHCP.	Termly (via parent / carer meetings)
Education, Health and Care Plan review	- Parents / carers of children with an EHCP -SENCo External agencies (where required)	Annually

In order to maximise the potential for liaising and consulting with children and their parents / carers, as from the academic year 2020-2021, termly individual outcome plans (IOPs) will be sent home and shared with parents.

#### **Staff development**

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We are committed to developing the ongoing expertise of our staff.

The designated Special Needs Coordinator for our school is Miss Helena Kennedy. She is currently undertaking the National Award for SENCo from Bishop Grosseteste University.

#### ***This year, the following training has been completed:***

- All teaching staff accessed training on SEND provided by the schools SENCo to recap on the Code of Practice and systems in place within school.

- All staff have accessed FGM, Prevent, human trafficking and sexual exploitation training, provided by the Pastoral Manager.
- The SENCo and other members of staff have completed an Understanding Autism course.
- Other members of staff have completed Children's Mental Health, Behaviour that Challenges and Makaton courses.
- The SENCo has attended the National SEN conference as well as EHCP Hub training.
- Other staff have attended an Emergency First Aid course to renew their certificate.
- The SENCo has attended termly network meetings and fed back relevant information into our everyday practice.
- All members of teaching staff, support staff, admin staff and the Head Teacher have had Team Teach training and all hold up-to-date certificates.
- The SENCo and Pastoral Manager are our Mental Health Champions and have accessed mental health and CAMHS training.

Further staff training will be planned in accordance to need and availability for next year.

### **Staff deployment**

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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.

This is achieved in different ways, such as:

- Supporting pupils on a one-to-one basis
- In class small guided group support
- Social, emotional and mental health support through the pastoral team, which includes a Pastoral Manager and one learning mentor
- Targeted support for children with specific medical needs
- Leading one-to-one or small group interventions
- Specific support staff identified to lead speech and language and occupational therapy interventions in order to maintain consistency of approach

### **Finance**

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This year all children are supported within school and this is financed from within the usual school budget.

Within school we have a range of skills and strengths across the staff team. In order to fully support all children, we work closely with a range of professionals from external agencies. This year these have included:

- Educational psychologists
- Speech and language therapists
- Occupational Therapists
- Primary Behaviour Support Team

- Autism Spectrum Education Team (ASET)
- School Nursing Team
- CAMHS
- St Luke's outreach worker

## **School Partnerships and Transitions**

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partner(s) to welcome six children and young people with special educational needs or disabilities and we supported five children and young people with transition to the next phase in education or to a different school.

Our approach involved:

- meetings with the feeder partner SENCo
- meetings with the SENCo(s) of the next phase / different school
- exchange of pupil documentation
- new to school parent's meeting (feeder school)
- new to school parental information and views sheet (feeder school)

We closely monitor children and young people's destination data.

## **Complaints**

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Our complaints procedure is as follows:

- Complaints should be made in the first instance to the Class Teacher who will inform the SENCo.
- The SENCo will then endeavour to resolve this complaint alongside parents / carers.
- If parents remain dissatisfied they should speak or write to the Headteacher.
- Following this, if they are still worried or dissatisfied they should put their complaint in writing to the governor with responsibility for SEN.

This year we had 1 number of complaints that were dealt with.

Further information regarding complaints can be found in the 'WJS Complaints Policy' on our school website.

## **Challenges this year**

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This year challenges for our school have included:

- Staffing due to unforeseen staff illnesses and this has impacted on the stability of provision for some children and the progress they have made.
- COVID19 has effected the progress which some children have made over the last year.
- Identifying specific needs and outcomes for some children, as identified through our latest OFSTED inspection.

- Developing strategies to support and manage children presenting with specific learning difficulties, without additional funding attached.
- Ensuring that in ALL classes the teacher provides interventions to SEND and lower ability children and not just the teaching assistants. This maintains rigour and that these children are being supported by the most qualified adults.

### **Further development**

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

- Further developing in-class support to maximise the progress of all children. Class teachers, with the support of the SENCo, to ensure that all interventions are timed, rigorous, appropriate and effective.
- An even more rigorous monitoring system for monitoring interventions within school and the impact they are having on the children who access them. Gaps in knowledge will be assessed and identified precisely in order to lead to more effective and specific interventions and teaching.
- Assessment of foundation subjects needs to be developed effectively in order to precisely identify progress and attainment in foundation subjects. Assessment must be appropriate to the individual's ability (for example, assessment should be based on subject knowledge rather than written work).
- Continuing to address training needs that arise throughout the year, sourcing training externally as well as internally.
- Making amendments to policies and reports in line with the guidance provided by the local authority and also changes in our school practice.
- SENCo to meet termly with SEND governor to discuss needs in school and updates.
- Further increasing liaison with parents / carers through sending home their child's IOP termly.

### **Relevant school policies underpinning this SEND Information Report include:**

- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils at School with Medical Conditions Policy
- Equality Policy 2016

### **Legislative Acts taken into account when compiling this report include:**

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