SEND Information Report

Meole Brace C of E Primary School and Nursery

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Introduction
The school currently has 300+ children on roll. There are currently 85 children on the Special Educational Needs and Disabilities (SEND) Register. At Meole Brace C of E Primary School and Nursery we are an inclusive school. We work hard to ensure that all our children achieve their potential and we value the contribution that all our children make to the life of the school, and to the wider community. In May 2011 we received "Grade 1" following an SEN monitoring visit by the Local Authority (see SEND Local Offer https://www.shropshire.gov.uk/the-send-local-offer/) and we were awarded the Shropshire Corporate accredited SEN Quality Mark at the 'Silver' award level.
Who is involved in supporting children with a SEND?
SENCo (Special Educational Needs Co-ordinator) – Mrs Sian Bowdler Responsible for: - keeping and updating the record of all children with SEND   - working closely with the head teacher and governing body in determining strategic development   - ensuring the SEN policy is implemented   - co-ordinating provision for pupils with SEND to make sure that all children receive consistent, high quality response to meeting their needs in school   - ensuring teachers are carrying out the graduated approach for pupils with SEND   - liaising with parents and other professionals from outside agencies   - providing specialist support and training for teachers and support staff, including CPD, so that they are best able to help pupils make the best progress possible   - ensuring that 'Learning Plans' are in place, with challenging but achievable targets, which are reviewed regularly, and appropriate provision to help pupils meet them   - ensuring that 'Person Centred Planning' is used for children with a Statement/EHCP   - updating the school's local offer and making it available on the school's website   - preparing and leading Annual Reviews for pupils with a Statement/Education, Health and Care Plan (EHCP)   - monitoring progress of pupils with SEND and the impact of the interventions (in conjunction with the Head teacher)   - supporting staff to prepare and carry out meetings with parents   **Headteacher – Mr Henry Bray** Responsible for   - the day to day management of all aspects of the school; this includes the support for children with SEND   - monitoring progress of pupils with SEND   - reporting changes and updates to governors   - monitoring the impact of intervention for pupils with SEND   - working alongside the SENCo to ensure that the best provision is made for pupils with SEND

Class Teachers

Responsible for

- high quality first teaching for all pupils by adapting and differentiating the curriculum to ensure that it meets the needs of individual pupils, including those with SEND
- following the graduated approach, 'assess, plan, do, review'
- consulting with **parents** regularly and involve them in the graduated approach
- involve **pupils** in their learning when setting and reviewing targets
- **assessing** progress through: marking, observations of children working, questioning, regular formal assessments, pupil tracking, learning plans, one-page profiles, provision maps
- **planning** the support needed for pupils with SEND working closely with the teaching assistant, pupil and parents by using a learning plan, one-page profile and a provision map
- **doing** – the class teacher should work regularly with pupils with SEND. They retain responsibility for the pupil when involved in group/one-to-one teaching away from the main class.
- **reviewing** the effectiveness of the support and interventions and their impact on the pupils progress alongside the views of the pupils and parents
- identifying specific needs with support from the SENCO
- writing targets for the learning plan/one page profile/ provision map in conjunction with TAs/pupils/parents
- working closely with the teaching assistants to ensure the graduated approach is implemented.
- ensuring that the SEND policy is implemented in their practice
- liaising with the SENCo with regards to identification of SEND pupils and how to meet their needs.
- using advice and reports from outside agencies
- ensuring that objectives for children with a Statement or Education and Health Care plan are implemented and reviewed regularly in conjunction with parents and pupils.

Teaching Assistants

Responsible for

- working with the class teacher to provide support in the classroom for children with SEND
- deliver intervention programmes outside of the classroom
- supporting pupils inside the classroom to overcome barriers to learning
- be involved in supporting every aspect of the graduated approach (assess, plan, do, review,) in conjunction with the class teacher
- assess progress of pupils within intervention programmes and report back to class teacher

SEND Governor – Dr Julia Williams

Responsible for

- ensuring that that the Local Offer is up to date
- ensuring that appropriate provision is made for children with SEND
- reporting to governors on the effectiveness of the SEND provision in school
- supporting the SENCo and working together

How does the school communicate with parents and carers with SEND?
- Termly parents meetings with the class teacher and a member of the senior leadership team for children who are on the SEND register to review progress and set new targets. The first meeting may take up to an hour and after that the expected time may by 40 minutes   - If a child has a Statement/EHCP, one of the parent meetings will be an annual review   - We are happy to make an appointment with any parent/carer with the class teacher, who wishes to discuss their child's learning outside of these meetings   - Informal meetings   - Class teachers will contact parents if they have a concern about a child's progress, to inform parents about any intervention programme that their child may be involved in   - Parents will be informed if the school wishes to involve outside agencies to work with a pupil   - Pupil centred planning and objectives set by the child/teacher/parent   - Yearly reports

What should parents do if they are concerned about their child's progress?
- If you are concerned about your child's learning or development in any area, parents should initially speak to their child's class teacher   - Concerns can be communicated with the SENCo. In addition, they can communicate with the our 'Parent Support Advisor'
How do we involve pupils with SEND in their own learning journey?
- Pupils will be fully involved in the plan, do, review cycle; class teachers and pupils discuss and set targets together so that pupils know what their next steps in learning are   - class teachers/ teaching assistants discuss with pupils how they are getting on to meet the targets set.   - Pupils meet with their teacher and parents to set new targets   - Pupils are regularly using self-review to inform their teacher about understanding and level of confidence   - If a pupil has an Statement/EHCP, they are involved in the annual review where appropriate. They always contribute how they think they are getting on in school. For example, they are invited in to the meeting to share good work.
How do we adapt our curriculum and learning environment to include pupils with SEND?
- lessons are carefully planned so that every child has work which is appropriate for their stage in learning (this is called "differentiation")   - a multi-sensory approach is used to ensure engagement from all learners. Teachers use a variety of different teaching styles including, visual, auditory and kinaesthetic (VAK)   - teachers break objectives into small steps of learning   - teaching assistants provide pre-learning and over learning opportunities for pupils   - children may receive adult support to complete a task set by the teacher   - children may be given additional resources to help them access particular areas of the curriculum (eg practical apparatus, writing equipment, overlays, sounds cards, writing slopes)   - children may receive extra, targeted support to help them achieve their targets (this could be on an individual basis or in a small group)   - all areas of the school are accessible for pupils with mobility difficulties (see accessibility policy)   - pupils with a sensory impairment would have a trained adult to support them with any equipment they need   - we use advice from outside agencies to support all pupils with SEND

How do we monitor progress made by pupils in school?
- teachers are responsible for monitoring the progress of all the pupils in their class . This is done through: Learning plans, provision maps, marking, reading assessments, observations of children working, questioning, regular formal assessments, termly target reviews   - teachers are responsible for recording the progress of the pupils in their class on to the school's tracking system, half termly   - teachers have termly tracking meetings with the head teacher to discuss the progress of the pupils in their class   - teachers meet SENCo regularly to discuss progress and next steps   - the head teacher and SENCO meet regularly to discuss the progress of pupils on the SEND register   - teachers review progress that pupils with SEND make towards their individual targets   - children who are on the SEND register may be also be assessed and reviewed by outside agencies   - the rigorous monitoring that takes place then informs future planning, teaching, targets, Learning Plans

How do we support pupils at times of transition?
- pupils with SEND are provided with extra support to help them move from one class to another at the end of each year. This may be through extra time spent with their new class teacher or teaching assistant   - teachers liaise with each other to share information about every child in their class. Learning Plans are shared for pupils on the SEND register   - when a child is moving to secondary school, the SENCo from each school liaises and appropriate support is provided; this might involve a pupil making additional visits to their new school. If a child has 1:1 teaching assistant support (TA), the TA will provide advice and information to a TA at their new school.

Our provision for pupils with SEND

Contents

1. Communication and Interaction

a. Speech, Language and Communication Needs

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Teachers will identify children who are not working within age related expectations in this area. • Any concerns will be discussed with parents. • The school SENCo will be informed and, if appropriate, will observe the child in their setting. • If appropriate, a referral will be made to the Speech and Language Therapy service. (SALT) • When assessing a child, SALT may look at a range of areas: attention and concentration, listening skills, speech production, phonological awareness, expressive language skills, receptive language skills, auditory memory, sequencing, understanding of abstract and language concepts, vocabulary and naming, word retrieval, word order and sentence structure. • SALT may offer the child a series of session to address the needs; this may be within or outside school. • SALT will, where appropriate, provide school with resources to use with the child to support their progress. At this point the child may be discharged from the SALT team, but work can still be carried out at school. • SALT may review a pupil's progress where there are on-going concerns. • Any speech and language difficulty, which may impact on the child's progress in reading or writing, will be monitored through the school's internal tracking system. • If a child has an Education, Health and Care Plan (EHCP) their progress will be reviewed by the SENCo, together with parents and any outside agencies where appropriate, at an "Annual Review"	• Pre-tutoring of new vocabulary • Use of symbols and gestures (eg Makaton) • Use short chunks of information, made simpler if necessary • Extra time for pupils to respond • Visual timetables • Pictorial or written prompts when working • Adults model correct uses of language	• Individual speech and language therapy programmes supported by SALT resources • 1:1 targeted support linked to a child's IEP (Individual Education Programme) • Provide "Clicker" to support writing • Small group work to encourage and support discussion and language development

b. Autistic spectrum disorder/condition

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
- If adults working with a child have any concerns relating to possible ASD will discuss their concerns with the SENCo. - Children will be monitored and observed. - Concerns about behaviour will be shared with parents. - If concerns continue, a referral may be made using an EHAF (Early Help Assessment Form) - If appropriate, this will initiate a further referral to CAMHS (Child and Adolescent Mental Health Service) or Woodlands Outreach. - CAMHS will have an initial meeting with parents and school and a "Conner's" questionnaire will be completed. This may lead to a diagnosis of ASD	- Visual timetables are used within the classroom - Children are prepared in advance when there are changes to a routine - Pupils may be pre-taught new vocabulary - Instructions are simplified and broken down - Visual prompts may be used to support the completion of tasks - A small group may be used for discussion to build confidence - Provision of concrete apparatus to support the learning of new concepts	- All adults in school will be aware of the pupil's difficulties - Social stories - Circle of friends - Class buddy - Quiet time out - Explain the use of idioms, eg "raining cats and dogs"

2. Cognition and Learning

a. Moderate learning difficulties

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
- Teachers will identify children who are not working within age related expectations. - Any concerns will be discussed with parents. - The school SENCo will be informed and, if appropriate, will observe the child in their setting. - Class assessments, observation and testing will be used to identify children not making expected progress. - School tracking will support this. - If appropriate, a referral will be made to an appropriate agency, eg, LSAT (Learning Support Advisory Teacher), Severndale outreach, Educational Psychology Service - These agencies may identify next steps and provide advice on how best to support the pupil. - If a child has an Education, Health and Care Plan (EHCP) their progress will be reviewed by the SENCo, together with parents and any outside agencies where appropriate, at an "Annual Review"	- Pupils may work in a small group with an adult - Pupils are given work which is carefully differentiated to meet their needs - Pupils are encouraged to use resources to support their learning such as word banks, number lines and practical apparatus	- Daily reading with an adult, either in a small group or individually - Additional spelling practice - Extra "Letters and Sounds" work in a small group - Wave 3 Maths/Literacy - Spelling intervention programme 1:1 or small group additional Maths to pre-tutor or "over-learn"

b. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
- Teachers will identify children who are not working within age related expectations. - Any concerns will be discussed with parents. - The school SENCo will be informed and, if appropriate, will observe the child in their setting. - Class assessments, observation and testing will be used to identify children not making expected progress. - School tracking will support this. - If appropriate, a referral will be made to an LSAT (Learning Support Advisory Teacher). - The LSAT may look at a range of areas: phonic knowledge, reading, spelling, working memory, processing speed, level of cognitive functioning and understanding and use of language. - The LSAT will assess whether the pupil's difficulties can be described as "specific", for example, a dyslexic difficulty. - If a child has an Education, Health and Care Plan (EHCP) their progress will be reviewed by the SENCo, together with parents and any outside agencies where	- Pupils may work in a small group with an adult - Paired reading to enable access to a text - Pupils are encouraged to use resources to support their learning such as word banks, number lines and practical apparatus - ICT; eg, Clicker, word processing - Adult scribing - Overlays for reading - Coloured worksheets - Writing frames	- Toe-by-toe - Word wasp - Daily reading with an adult, either in a small group or individually - Additional spelling practice - Extra "Letters and Sounds" work in a small group - Wave 3 Maths/Literacy - Spelling intervention programme 1:1 or small group additional Maths to pre-tutor or "over-learn" - Springboard Maths - Tape recorders to support working memory - Memory games - Mind mapping skills

3. Social, Emotional and Mental Health Difficulties

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
- If adults working with a child have any concerns relating to mental or emotional health, they will discuss their concerns with the SENCo. - Children will be monitored and observed. - Concerns about well-being will be shared with parents. - If concerns continue, a referral may be made by the Parent Support Advisor (PSA) using an EHAF (Early Help Assessment Form) - If appropriate, this will initiate a further referral to CAMHS (Child and Adolescent Mental Health Service) or the school nurse. - CAMHS or the school nurse will meet with school and parents to discuss concerns and ways forward.	- Pupils may be encouraged to work in a small group to promote confidence and self-esteem - Work may be broken down into smaller tasks - Talk partners - Pupils are given clear guidance and expectations. All staff are aware of these and reinforce the same consistent expectations. - Extra reward systems are put in place where necessary	- Behaviour plan, where appropriate - Nurture groups, eg, Seasons for Growth, Self-esteem garden, Reach for the Top - Anger management - Reward charts - Circle time - Social stories - Role-play

4. Sensory and/or physical difficulties

a. Hearing Impairment

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Many children who have a hearing impairment will have had their condition identified prior to starting school. • If an adult is working with a child in class, and they suspect they may have an undiagnosed hearing impairment, the class teacher will speak to parents and ask them to make a medical appointment to have the child's hearing tested. • This may lead to support in the form of medical aids, or may result in the teacher being aware that hearing may be a difficulty, for example, glue ear. • If a medical diagnosis is made by an ENT consultant, a referral may be made to SIS (Sensory impairment service). • This may lead to the pupil and school receiving support from a teacher of the deaf. • A child with a hearing impairment may also need further assessment in other areas of learning, for example, receptive and expressive language, vocabulary and literacy. • Progress is then assessed and reviewed in the same way as for other children on the SEN register. • Parents/ carers are also welcome to raise any concerns they may have with their child's class teacher.	• All adults working with pupils will be aware of their difficulties and take steps to promote their inclusion in class. • Adults will ensure that they speak clearly, without over-emphasising words or slowing speech. • Wherever possible, adults will ensure that the pupil can see the adult's face when they are talking. • When an adult is asking the pupil a question, they will say their name clearly beforehand to gain their attention. • New vocabulary may be introduced to a pupil prior to learning a topic to support their understanding in class work; this is called "pre-tutoring". • Key vocabulary may be presented in a written form to support the learning of new words. • Where appropriate, the curriculum will be differentiated in consultation with the teacher of the deaf.	• Children will be seated in a place which will support their hearing, away from general "traffic" in the classroom. • Where possible, we will take positive steps to manage acoustic conditions. • Children with hearing aids will be supported in the management of their equipment. As a pupil gets older, they will be encouraged and trained to manage their own equipment. • Targeted interventions to improve receptive and expressive language.

b. Visual impairment

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
- Many children who have impaired vision will have had their condition identified prior to starting school. - If an adult is working with a child in class, and they suspect they may have an undiagnosed visual impairment, the class teacher will speak to parents and ask them to make an appointment to have the child's vision tested by an optician. - If necessary, the child will then be referred to a consultant ophthalmologist. - A referral may then be made by the ophthalmologist to the SIS (Sensory Impairment Team)	- Where appropriate, work will be differentiated in consultation with the teacher of the visually impaired. - Before asking the pupil a question, the adult will use the child's name to gain their attention. - Clear instructions and descriptions will be given as the child may not be able to see facial expressions. - Pupils will be positioned near the board or at the front of the class. - Glare on the interactive whiteboard will be minimised through use of blinds.	- If a pupil is identified as having a visual impairment, school would make an assessment of their needs, and put into place any physical adaptations to the school building, as well as considering how to best to support their educational needs. - If a child has glasses, they will be reminded, where necessary, to always wear their glasses. - If required, written work is provided in an enlarged format. - Extra time may be given to complete work. - Personal tidiness and organisation will be encouraged to provide clear working space for the pupil. - Paper with a glossy surface will be avoided as this can create glare. - If appropriate, a pupil can access ICT programs including word processing/ speech controlled software, for support.

c. Physical difficulties

Physical difficulties may occur as a result of a range of conditions or syndromes.

When a pupil presents with any physical difficulty or disability, advice will be sought from an appropriate external agency to ensure that we meet the pupil's needs in an appropriate way.

How we identify need, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
- A professional diagnosis of physical need will be made by either: a consultant, GP, physiotherapist or occupational therapist. - If a teacher has concerns about a child's physical development, e.g. coordination and motor skills, they will discuss those concerns with the parent and SENCo	Adaptations are made on the basis of the nature of the difficulty, but may include the following: - Differentiated PE lessons, using smaller equipment or adjusting the level of difficulty of a task. - Adults working in a classroom will ensure that the class layout facilitates easy movement around the space. - Activities may be broken down into small steps.	- Programmes may be drawn up by an appropriate agency. - Cool Kids activities to improve coordination and balance. - Fine motor/pre-writing skills activities, eg, threading, cutting and sticking exercises. - Pencil grips are available if required. - Regular breaks in physical activities to avoid fatigue. - A lap top may be used instead of handwriting long pieces of writing. - Wobble cushions to support focus and concentration. - Where a child has missed lessons due to medical appointments, an adult will ensure that they are able to catch up with work missed.