

SEN Information Report

Stanley Grove Primary and Nursery Academy



Approved by: Governors

Last reviewed on: April 25

Next review due by: April 26

5. SEN information report

5.1 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, speech and language difficulties
- Cognition and learning, for example: dyslexia, dyspraxia,
- 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, epilepsy
- Moderate/ severe/ learning difficulties

(Currently we do not provide provision for profound and multiple learning difficulties.)

5.2 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.

5.3 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/ meetings will be added to CPOM's.

We will formally notify parents when it is decided that a pupil will receive SEN support. Copies of the child's Supporting Me to Learn Plan will be sent to parents. The Senco aims to attend the first SMtLP meeting in order to introduce herself to the parents as a point of contact/support.

5.4 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 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
- 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. A supporting Me to Learn Plan is reviewed with parents three times a year.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We have an electronic database (CPOMS) which can be transferred to the next school. The Senco and Y6 teacher will liaise with Secondary schools to ensure pupils' needs are met e.g. where appropriate, additional transitions are arranged. The Senco will also support parents when visiting their chosen Secondary school.

5.6 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.

We will also provide the following interventions:

- Fresh Start (Read Write Inc) – Phonics catch-up
- Time to Talk – Social skills
- Memory Intervention

- Phonics 1:1 or small group
- Musical Interaction
- Rainbow words
- Lego Therapy
- Fit to Learn
- Numicon (maths)
- Quick as Qwerty
- 1st class at Number

5.7 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, 1:1 work, 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.

5.8 Additional support for learning

We have teaching assistants and a Learning Mentor who are trained to deliver interventions such as:

1st Class at number

Fit to Learn

Lego Therapy

1:1 Daily Phonics keep up sessions

Teaching assistants will support pupils on a 1:1 basis when the SMTLP identifies a specific individual target to be worked upon on a 1:1 basis

Teaching assistants will support pupils in small groups when interventions are identified for a group of pupils.

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

- Educational Psychologists (EP)
- Early Years WISENDSS
- WISENDSS
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Future in Mind
- CAMHS
- Health Visitor and School Nursing Service

5.9 Expertise and training of staff

Our SENCO, Danielle Johnson, has 15 years experience in this role; the Head Teacher has been a SENCO in the past. The SENCO is part of the senior leadership team.

The SENCO is allocated time each week to manage SEN provision.

We have a team of teaching assistants that are trained to deliver SEN provision.

5.10 Securing equipment and facilities

We use secure system (CPOMS) to keep up to date and relevant information about our pupils.

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

- Reviewing pupils' individual progress towards their targets each term on their SMtLP

- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged to attend our residential trip in Year 5

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

As long as it is safe for the pupils' to take part then they will be encouraged to do so. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

See Accessibility plan

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The Learning Mentor provides support for the pupils and their families
- Pupils with SEN are encouraged take part in clubs and roles within school
- Pupils with SEN are also encouraged to be part of outdoor learning activities to promote teamwork and building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We also work with the Early Help Hub (EHH) and Teams around Schools (TAS)

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO /Headteacher in the first instance. They will then be referred to the school's complaints policy, which can be found on the School Website under Policies and Useful Documents.

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

5.16 Contact details of support services for parents of pupils with SEN

WeSAIL – <https://wakefield.myllocaloffer.org/wesail-including-sendiass/about-us/about-us/>

5.17 Contact details for raising concerns

If in the first instance please see a classteacher, if this is not appropriate please see a member of the Senior Leadership Team. (complaints policy and documentation are on the website)

5.18 The local authority local offer

Our contribution to the local offer is: see SEN Policy

Our local authority's local offer is published here: <https://wakefield.mylalloffer.org/important-information/what-is-the-local-offer/>

6. Monitoring arrangements

This SEN policy and SEN information report will be reviewed annually. It will also be updated if any changes to the information report are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions