School Information Report
for Children with Special Educational Needs and/or Disabilities (SEND) September 2020

At Sytchampton Endowed Primary School we ensure that we meet the individual, learning needs of all our pupils through our excellent teaching and learning, providing differentiated work and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting curriculum.

This document is intended to give you information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed below, however, support is tailored to the individual child and provision is modified regularly.

Every child receives quality first teaching within the classroom but for those pupils who may require further support, additional help may be provided through group interventions with those pupils who have similar needs.

For further information please see our school website where you will find our Inclusion and SEND policies.
If you would like any further information about what we offer here at Sytchampton Endowed Primary School then please do not hesitate to contact us directly.

Our School Offer for Pupils with Additional Needs

Areas of Special Educational Need [SEN]		Provision
Communication and interaction *Children with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or that they do not understand social rules of communication.* *Children with ASD are likely to have particular difficulties with social interaction.* *They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*	Speech, Language and Communication Needs [SLCN] Autistic Spectrum Disorders [ASD]	<u>Teaching , Learning and Environment</u> • Staff CPD training relates to Quality First Teaching. • Professional development opportunities are provided for staff and governors. • Teaching assistants are deployed to increase pupil success and independence. This has been expanded through use of Pupil Premium funding. • Small group targeted intervention programmes are delivered to improve skills in reading, writing, speaking and listening, maths, social skills and fine and gross motor skills. • Precision teaching is used to introduce key points, content and concepts. • The SENCo and other colleagues are trained to support pupils with a range of learning difficulties including Autism Awareness and SPLD, for example using the Worcestershire Dyslexia Pathway materials. • Differentiation is in place in all planning. • Pupils are taught life and independent skills. • Pupils access ICT software. • Individual pupils have access to specialist equipment. • All pupils have targets in English and Mathematics lessons. • Individualised teaching programmes are delivered in short sessions. • Some 1:1 work is implemented outside the classroom. • Our accessible school environment includes out of hours activities and school trips, with parental support. • Minor adjustments are made to classroom practices and materials/equipment that may be required. • Newly created ‘Nurture Area’ available as a quiet area.

Cognition and learning *Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.* *Learning difficulties cover a wide range of needs:* *Children with Moderate (MLD) and Severe Learning Difficulties (SLD) are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.* *Children with Profound and Multiple Learning Difficulties (PMLD are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.* *Specific Learning Disabilities (SpLD) affect one or more specific aspects of learning, encompassing a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.*	Moderate Learning Difficulties [MLD] Severe Learning Difficulties [SLD] Profound and Multiple Learning Difficulties [PMLD]: Physical Disability [PD] Sensory Impairment [SI] Specific Learning Difficulties [SpLD]: Dyslexia Dyspraxia Dyscalculia	• Pastoral Support Plans (PSP) are introduced for pupils in danger of escalated concern, tightly managed and reviewed. • Flexible personalised pupil timetables may include a reduced timetable. • Supervision of play and lunchtimes assists and supports social interaction, independence, play, mobility and emotional well-being. <u>Assessment, Planning and Review</u> • Effective assessment and tracking of pupil progress from induction and baseline takes place, from which personalised pathways are identified. • Leaders, classroom practitioners and learning support staff have a comprehensive focus on pupil progress. We have a pupil clinic in staff meetings, which is recorded in the staff meeting minutes. • The SENCo completes observations for individual pupils to identify needs. • Pupils, parents and staff are all involved in the planning, implementation and reviewing of individual provision maps. • Individual provision maps are reviewed termly with parents, the pupil and staff focusing on the pupil's individual targets during parent meetings. • External specialist advice contributes to assessments and reviews, supporting targeted programmes and interventions. • Referrals are made to Early Help through a multi-agency approach. • Home-school liaison is on-going. <u>Staff Roles and Responsibilities</u> • All staff meet the 2012 Teachers Standards adapting their teaching to respond to the strengths and needs of all their pupils including those with SEND and within vulnerable groups of learners. • The SENCo and other colleagues complete up-to-date training to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.

		• The SENCo has undertaken national accreditation in this role and provides advice and guidance to staff. • Inclusion and SEND policies are reviewed annually with the SEND Governor to ensure progress for SEND pupils and groups. • Support and advice from external agencies is used to ensure potential barriers to success are identified and responded to. • Liaison with outside agencies including the Speech and Language Therapy Service (SALT), Learning Support Team (LST), Behaviour Support Team (BST), Educational Psychology Service (EP) and Complex Communication Difficulties Team (CCD). <u>Communication with Parents and Pupils</u> • Sytchampton works hard to ensure that parents and carers are able to work in partnership. • Communication with parents is judged to be highly effective, with assemblies and longer consultation sessions. • Staff use online systems (Seesaw, Texts/Emails) to keep parents updated with progress and learning on a regular basis • Our school website, Facebook Page and Twitter feed are informative, posting news updates, year group pages and interactive learning zones. • Phonics workshops are run for parents. • Maths workshops are run for parents. • Pupil voice is shared through our school council and pupil questionnaires.
Social, emotional and mental health *Children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing*	Mental Health and Wellbeing Social Need Emotional Need Autistic Spectrum Disorders [ASD]	• See provision listed above. • All staff embrace personal, social and health development in school. • The school embraces a Values programme which underpins our inclusive ethos • The school mascot, Barnabee, represents the school's 5 core values (Respect, Honesty, Kindness, Determination, Self-Belief)

behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained. *Other children may have disorders such as Attention Deficit Disorder [ADD], Attention Deficit Hyperactive Disorder [ADHD] or Attachment Disorder [AD].*	Attention Deficit Disorder [ADD] Attention Deficit Hyperactive Disorder [ADHD] Attachment Disorder [AD]	• Our behaviour management strategies are clear and consistent throughout the school. These include house points, diverse rewards and clear sanctions. • Behaviour management systems encourage pupils to make positive choices about their own behaviour. • The behaviour policy enables leaders to make reasonable adjustments with the aim of minimising the need for exclusion. • Pupil massage programme in place. • An Anti-Bullying policy is in place at Sytchampton and bullying is not tolerated. • Individual Behaviour Plans (IBP) are implemented for pupils in need. • Pastoral Support Plans (PSP) are introduced for pupils in danger of escalated concern, tightly managed and reviewed. • Flexible personalised pupil timetables may include a reduced timetable. • External support is sought and advice implemented to support individual pupil's needs. • Links with other settings include Perryfields Short Stay School and Oldbury Park. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Breakfast club provides a nurturing environment for the pupils to begin the day positively and promote attendance and punctuality. • Risk assessments are undertaken to ensure the safety and inclusion of all pupils. • Policies and procedures ensure children are guided in developing positive understanding of e-safety and pedestrian and cycling training. • Outdoor learning (including Forest School) enables children to build positive relationships and to understand the importance of team work and collaboration. • Further opportunities for outdoor learning are provided within the curriculum throughout the school. • Residential trips are provided for pupils in Year 4. These enable children to begin to develop independence.

		• External agencies work closely with the school including the school nurse, Speech and Language Therapy Service (SALT), Educational Psychologist (EP), Occupational Therapy Service (OT), Behaviour Support Team (BST), Complex Communication Difficulties Team (CCD), Children Services and Child and Adolescent Mental and Health Service (CAMHS).
Sensory and/or physical *Some children require SEN provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. Many children with Vision Impairment [VI], Hearing Impairment [HI] or a Multi-Sensory Impairment [MSI] will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties.* *Many children require minor adaptations to the curriculum or the physical environment.* *Some children with a Physical Disability [PD] require additional on-going support and equipment to access all the opportunities available to their peers. Some children require special educational provision.*	Vision Impairment [VI] Hearing Impairment [HI] Multi-Sensory Impairment [MSI] Physical Disability [PD]	• See provision listed above. • All staff are aware of children's physical/sensory disabilities and the implications on the teaching and learning. • All teachers encourage children to wear/use appropriate sensory equipment. • Accessible school environment including out of hours activities and school trips. • Minor adjustments are made to classroom practices and materials/equipment that may be required. • Advice and guidance is sought and implemented from the Local Authority team to ensure that barriers to success are reduced. • Additional adults are deployed to increase pupil success and independence. • ICT is used to increase access to the curriculum where appropriate. • Staff training from specialist medical colleagues is provided for those children who have significant medical needs e.g. diabetes and asthma. • Staff understand and implement the medicine administration and asthma policy. • School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement. • Accessible ramps into school. • Disabled toilet access.