



School Information Report **for Children with Special Educational Needs and/or Disabilities** **(SEND) September 2022**

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, as well as the link to Worcestershire's SEND Local Offer: <https://www.worcestershire.gov.uk/sendlocaloffer>

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

1. What kinds of Special Educational Needs and Disabilities (SEND) are provided for?

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. reasonable adjustments, extra time or breaks in formal assessments. We take guidance from [Worcester County Council's Ordinarily Available document](#) to ensure that we are following the requirements as outlined in 'Special Educational Needs & Disabilities Code of Practice 0-25 years (2014)' (Code of Practice).

Special educational needs and provision can be considered as falling under four broad areas: communication and interaction, cognition and learning, social, mental and emotional health, sensory and/or physical needs.

2. How do we identify children with SEN and how do we assess their needs?

Pupils might enter school with previously identified SEND. The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team in conjunction with the class teacher. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adjustments (we take guidance from [Worcester County Council's Ordinarily Available Document](#)), extra support or provision is put in place. There are three different levels of support:

Wave 1 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. ***(Children requiring this 'wave' of support will NOT be classified as SEN SUPPORT)***

Wave 2 describes specific, additional and time-limited interventions (normally on a 6 weekly assess and review cycle) 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 at a group of pupils with similar needs.

Wave 3 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.

On pages 73-75 the Code of Practice explains that once a potential SEN is identified, four types of action are needed to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress.

The Code states that this process is known as the 'graduated approach'. The four actions are:

1) **Assess:** the class teacher and SENCO should thoroughly analyse a pupil's needs before identifying a child as needing SEN support

2) **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support

3) **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil

4) **Review:** the effectiveness of the support should be reviewed in line with the agreed date

We continue to follow this graduated approach. More detailed information about the Graduated Reponse and the requirements for school to manage children presenting with additional needs can be found by following this

link: http://www.worcestershire.gov.uk/downloads/file/7316/special_educational_needs_ordinarily_available

3. Who are key members of staff?

Mrs A Richards – Head Teacher

Mrs P Jain – Chair of Governors

Mrs L Lawson – SENCO

Mrs S Gait – SEND Governor

4. What Does It Mean If My Child Is Identified As Having SEND?

If your child is identified as having a special educational need, you will be informed by our Special Educational Needs Co-ordinator (SENCO). With your consent, your child will be added to our school SEND register at 'SEN Support'. An IPM (Individual Provision Map) will be created for your child, outlining targets relating to their personal area/s of need.

5. What is the parents role? How are parents involved in their child's education?

Parents are invited to longer parents consultation meetings with the SENCO and class teacher on a termly basis. The SENCO is available, through the office on Friday mornings. School offers an open door policy with regard to contacting members of staff. Individual Provision Maps (IPMs) contain activities and strategies for supporting targets at home as well as school. Parents are informed at every stage of the identification and monitoring processes and their input is warmly encouraged.

During termly provision meetings targets are reviewed and new targets are set via our new online system 'Provision Map'. These meetings are led by the class teacher with the support of the SENCO. Children are included in the meetings when appropriate or they may be included at a different time. Pupil voice is always included when reviewing the targets.

Page 76 of the Code of Practice explains that where a pupil is receiving SEN support, schools should meet parents **at least termly** to:

- Set clear goals
- Discuss the activities and support that will help achieve them
- Review progress and identify the responsibilities of the parent, pupil and the school

6. How do we assess and review children's progress towards outcomes?

All children are formally assessed against National Curriculum levels on a half termly basis. This is done through recorded work and observations. Children with SEND will have specific targets linked to their need and will be discussed at Pupil Progress meetings to continually evaluate and update provision for children with SEND.

Wave 2 interventions have targets set at the start of the half term. Each child is assessed against the expected outcome after 6 weeks. These targets are also worked towards and embedded through day to day school life and progress tracked by the class teacher. Parents and children's views are also welcomed in the assessment process.

Wave 3 interventions are when children have specific targets set. These targets are reviewed on a termly basis by the class teacher and key members of staff. Parents and children's views are also welcomed in the assessment process. This takes place as provision meetings

7. How are children supported when moving between phases of education?

We have good links with all the schools within the pyramid and we plan in opportunities for collaborative working. We recognise the value of a smooth transition for all pupils. Within school smooth year to year transitions are ensured through open strong relationships with all staff and all children and regular collaborative sessions. Extra visits are planned and meetings with 'new' staff. We use Social Stories to embed the changes. We take guidance from Worcestershire's Transition Tool Kit. Children are aware of key members of staff- 'a helping hand' who they can talk through any concerns or worries. If it is deemed necessary key members of staff are temporarily used to support transition. Transition action plans are tailored to a child's individual needs following consultation with key stakeholders.

8. How do we teach children with SEND?

All children are assessed and monitored carefully. Staff are all fully aware and have access to children's reports and records. These are used to personalise teaching approaches according to the individual children's needs. Every effort is made to ensure that children with SEND are able to access all aspects of the curriculum that is provided for their peers. We do this through quality first teaching. Long term aims are identified and provision is planned to meet these aims. Regular and careful monitoring means that provision can be evaluated and carefully targeted to each child's needs.

9. How is the curriculum and learning environment adapted for children with SEND? How are children with SEND enabled to engage in activities available with children who do not have SEND?

Under the Code, children with complex SEND will be given an EHC plan, and the support outlined in these plans will be provided in collaboration with the local authority (LA). It will be the school's responsibility to provide for all other children with additional needs. We endeavour to provide an inclusive environment, for more details see our inclusion policy. No child should be unable to access learning opportunities because of any SEND. Careful planning and preparation through quality first Teaching is the first approach to ensure children's needs are catered for. If necessary extra support will be implemented to ensure that all children can access the same learning opportunities. We review the Accessibility Policy and Plan on an annual basis and any maintenance is carried out. The Accessibility Policy and Plan is available on the school website.

10. How are our staff trained to support children with SEND? How and which expertise is used to support children with SEND?

We annually evaluate the needs of all children including those who require SEN support. All staff audit their skills each year and staff are carefully deployed according to their strengths and the children needs. Provision is carefully planned. Targets for SEN provision are embedded into the school's development plan and training is carefully planned in. Recently all staff have been trained in dyslexia, being inclusive, Jimbo Fun and Provision Map. Specific training has been attended by individuals on trauma, autism champion, ELSA and Team Teach. We regularly and carefully review the quality of teaching and how children with SEN are catered for. We hold termly provision meetings where we review policy and procedures. The SENCO presents to and attends Full Governor meetings on an at least termly basis.

Areas of Special Educational Need [SEN]		Provision
<p>Communication and interaction</p> <p><i>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.</i></p> <p><i>Children with ASD are likely to have particular difficulties with social interaction.</i></p> <p><i>They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</i></p>	<p>Speech, Language and Communication Needs [SLCN]</p> <p>Autistic Spectrum Disorders [ASD]</p>	<p><u>Teaching , Learning and Environment</u></p> <ul style="list-style-type: none"> • 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.

<p>Cognition and learning <i>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</i> <i>Learning difficulties cover a wide range of needs:</i> <i>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.</i> <i>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.</i> <i>Specific Learning Disabilities (SpLD) affect one or more specific aspects of learning, encompassing a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</i></p>	<p>Moderate Learning Difficulties [MLD]</p> <p>Severe Learning Difficulties [SLD]</p> <p>Profound and Multiple Learning Difficulties [PMLD]: Physical Disability [PD]</p> <p>Sensory Impairment [SI]</p> <p>Specific Learning Difficulties [SpLD]: Dyslexia Dyspraxia Dyscalculia</p>	<ul style="list-style-type: none"> • 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. <p><u>Assessment, Planning and Review</u></p> <ul style="list-style-type: none"> • Effective assessment and tracking of pupil progress from induction and baseline takes place, from which personalised pathways are identified using our new system Provision Map. • 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. <p><u>Staff Roles and Responsibilities</u></p> <ul style="list-style-type: none"> • 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.
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		<ul style="list-style-type: none"> • 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). <p style="text-align: center;"><u>Communication with Parents and Pupils</u></p> <ul style="list-style-type: none"> • 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, longer consultation sessions and parent questionnaires. • A newsletter is sent home via Seesaw to all parents. • Our school website is informative, posting newsletters, 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.
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<p>Social, emotional and mental health</p> <p><i>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 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.</i></p> <p><i>Other children may have disorders such as Attention Deficit Disorder [ADD], Attention Deficit Hyperactive Disorder [ADHD] or Attachment Disorder [AD].</i></p>	<p>Mental Health and Wellbeing Social Need</p> <p>Emotional Need Autistic Spectrum Disorders [ASD]</p> <p>Attention Deficit Disorder [ADD]</p> <p>Attention Deficit Hyperactive Disorder [ADHD]</p> <p>Attachment Disorder [AD]</p>	<ul style="list-style-type: none"> • 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. • Our behaviour management strategies are clear and consistent throughout the school. These include marbles for value jars, 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.
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<p>Sensory and/or physical needs <i>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.</i></p>	<p>Vision Impairment [VI] Hearing Impairment [HI] Multi-Sensory Impairment [MSI] Physical Disability [PD]</p>	<ul style="list-style-type: none"> • See provision listed above. • All staff are aware of children's physical/sensory disabilities and the implications on the teaching and learning. • Ensuring all staff are made Deaf Aware or Hard Of Hearing Aware through lip-reading, body position and language, coping with communication difficulties, basic British Sign Language and visual cues, ensure effective communication, understanding the signs of when someone cannot hear you (and the masking of this), getting the attention of the HI person, promoting positive aspects of deafness and social inclusion. • Identifying listening fatigue and how this can impact on mental health and well-being, self-esteem and learning capacity. Ensure there is an area available to the person who is suffering with listening fatigue, while being proactive rather than reactive as it allows the person to engage in a more meaningful and confident way. • Creating a good auditory environment. • Allowing for a response delay of 10-14 seconds for the person to respond to you without being rushed or interrupted. This will then promote confidence, power of voice and self-advocacy, as well as reducing levels of anxiety and helping to improve processing speed over time. • 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.
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		<ul style="list-style-type: none"> • 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.
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