

## **SEND Information Report 2022 - 23**

We are a four form inclusive school and provide for a range of special educational needs and disabilities. We take pride in our commitment to meeting the needs of our pupils with SEND. We believe in early intervention and all of our staff are involved in assessing needs from nursery onwards. We will work in collaboration with outside professionals where needed.

Our motto is: Little Seeds Big Dreams

Our core values are:

- Care
- Confidence
- Creativity
- Character

We have high aspirations for all of our pupils, including those with SEND and aim to remove barriers to learning. We currently include a range of Special educational needs and disabilities in our school, including pupils with speech, language and communication difficulties, hearing and visual impairment, autistic spectrum disorders, dyslexia, social emotional and mental health difficulties, global developmental delay and physical disabilities.

The name of our SENCO/Assistant Head for inclusion is Jane Nash and there is an Inclusion team who support with this work:

- Elizabeth Turner – assistant head and Y3 SEND lead
- Rosie Gillet – special educational needs teacher and Y4,5 and 6 SEND lead
- Pavanbir Kang - speech and language groups x 3 afternoons per week

Parents are consulted regularly and we have an open door policy for parents of children with special needs and disabilities, the SENCO will always make herself available to discuss concerns. More formal reviews are held with class teachers and outside professionals each term in which pupils attend and their views are included in the meeting.

Children are regularly assessed and their progress recorded including the use of photos, film and daily home/school books, as well as closely monitored planning and marking.

Transition visits are planned from year to year and at the end of each key stage, where visits are made and photographs and books are used to ease transition. Adults support this and reviews are held which include parents, children, teachers and other professionals.

### **Our approach to teaching**

We believe that all teachers are teachers of children with SEN. We have a whole school approach to teaching and supporting children. We believe in a dynamic approach, in which children are supported in or out of class, depending on the learning taking place. All children begin with the whole class, then may go to small groups or into 1:1 lessons. The class teacher will keep an overview and the learning will be closely monitored.

We have a fully equipped sensory room, hygiene room and a soft play room.

We use strategies such as:

- The SCERTs framework
- Attention autism groups
- Zones of Regulation groups
- Visual timetables
- Behaviour Plans
- Work stations
- Curriculum boxes
- Colourful semantics
- Sensory learning
- Music therapy
- Music groups
- Movement groups
- Language groups

All staff are given relevant training both in and out of school including ongoing support from our inclusion team and from and visiting therapists and professionals.

Planning is differentiated with some children having individual learning plans.

All teachers have an SEND file in which all resources and information is stored.

### **Extracurricular activities**

We offer a large range of after school clubs, visits and tuition, including Saturday morning tuition. All children are welcome to these and support staff are provided when children need extra support.

We also have a breakfast club, where children with SEND are welcomed and support is in place.

We encourage our children with SEND to join in with all of our activities including debating, drama and dance, special music and art projects. We also provide support for our children with SEND to attend residential visits.

We provide support and appropriate transport for all trips and visits.

### **Social and emotional support**

We employ a school counsellor two days a week to work one to one with children and also a music therapist to work with some of our high needs children.

We are supported through termly meetings with a counselling psychologist from CAHMs

We run social skills groups and language groups to support children with their emotional needs and communication needs. We offer advocacy for children to express their voices and use a buddy system for any new children to our school.

### **Support Services:**

We buy in a speech therapist one day each week.

We work with a range of external support services including:

- Educational psychology Service
- Speech and language therapy
- Learning support services
- Language, communication and interaction service
- School nurse
- Physiotherapy
- Occupational therapy
- Deaf and visual impairment teams
- Complex needs team
- Social services
- CAHMS (children and adolescent mental health Service)

All of these services work with the school to support children, teachers and families. They come into assess, support, train and report back to us regularly and can be contacted for advice when needed. The SENCO has a close working relationship with these services.

### **Looked After Children**

Regular personal education meetings (PEPs) are held in school to support our looked after children. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, social services and the school in order to support and plan for the needs of our looked after children. We have a governor for looked after children (Mr Graham Lane)

### **Complaints**

All complaints about SEN should be sent to Jane Nash (Assistant Head Teacher for Inclusion) who will deal with these appropriately and in a timely fashion.

### **Admission arrangements**

We are an inclusive school who will offer school places to all children. When children with SEND start at our school we will arrange transition meetings with the child and family and relevant agencies to ensure that we have the appropriate support and facilities in place.

### **Accessibility plan**

We are an accessible school and have special facilities such as:

- Wheel chair accessible classrooms
- Disabled toilets
- Hygiene room
- Sensory room
- Medical room
- Soft play room
- A lift to our first floor classrooms and teacher training rooms.

Our staff are trained to work with children with a range of special needs and we are happy to continue with our training and with adapting our environment to meet the needs of all pupils.