

# SEND INFORMATION REPORT



AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

**Approved by:** Full Governing Body

**Date:** 23.9.19

**Last reviewed on:** 25.9.23

**Next review due by:** September 2024

# SEND INFORMATION REPORT 2023-24

## Introduction

Welcome to our SEN Information report which is part of the Worcestershire Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). All governing bodies of Maintained Schools have a legal duty to publish information on their website about the implementation of the Governing Body's policy for pupils with SEN. This information is updated annually.

All Worcestershire Local Authority Maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

At Claines CE Primary School we value all members of our school community. Our Local Offer has been initially produced by the SENCo and Senior Management, in consultation with parents and the Governing Body. We welcome your comments on our offer, so please do contact us at [senco@claines.worcs.sch.uk](mailto:senco@claines.worcs.sch.uk). Your email will be picked up by our SENCo, Mrs E Collier.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

## What is the Local Offer?

### **The LA local offer.**

The 'Children and Families Bill'(2014) requires all Local Authorities and schools to publish and keep under review information about services they expect to be available for all children and young people with Special Educational Needs and Disabilities aged 0-25. This is called the 'Local Offer'.

The Local Offer is intended to improve the choice and transparency for families. It is also an important resource for parents, in order for them to understand the range of services and provision in the local area.

## The school SEN Information Report

This outlines the Local Authority local offer to meet the needs of SEN pupils as determined by school policy and the provision that the school is able to meet.

### **Your child has Special Educational Needs and Disabilities. What can we at Claines CE Primary School offer you?**

At Claines CE Primary School, we embrace the fact that every child is unique and, therefore, the educational needs of every child is different; this is definitely the case for children with Special Educational Needs and Disabilities. We ensure that all children are equally valued by having equal

access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

\* We have effective procedures for SEND, taking into account the current Code of Practice (2014).

\*We have successful communication between teachers, teaching assistants, children with SEND, parents of SEND children and outside agencies.

\*We acknowledge and draw on parents' knowledge and expertise of their own children.

\*We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of the highest quality.

\*We have strong links with our feeder schools and liaise well with them regarding children moving into their school and any movement between schools.

\*We work very closely and have a very strong relationship with our surrounding nurseries, in order to work together on meeting the needs for all children.

\*We ensure that the consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

### **Identifying the Special Educational Needs of Pupils**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

*"A child or young person has SEN if they have a learning difficulty which calls for special education provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:*

1. *a) has significantly greater difficulty in learning than the majority of others the same age, or*
2. *b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Class teachers will speak with the parents and child, gathering information in order to complete an initial concerns checklist. This form will include the views of parents and the pupil, as well as those of other adults working with the child, previous teachers and assessment results. This will be submitted to the SENCo.

There can be many reasons why a learner may 'fall behind'. These can include absences, movement between several schools, difficulties with speaking English or worries which distract them from their learning. Claines CE Primary School understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have

SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Children are identified as having SEND through the following process.

### **STAGE 1- CONCERNS**

This information will be gathered on an Initial Concerns Checklist, which will be given to the SENCo.

Teacher and SENCO

Review:

Previous progress, history, starting point

Wave 1 provision and classroom practice (against Entitlement for all Pupils Document)

Discuss with parents and pupil

Identify improvements to support

### **STAGE 2- MONITORING**

Teacher

Define provision and specific targets through class provision map

Targeted support at wave 2 and through 'normal school entitlement'

Pupil classified as vulnerable learner

SENCO

Monitor and review impact (over 1-2 cycles)

Teacher and/or SENCO

Discuss impact and next steps with parents

NB: External advice and support may be sought at any point in this process to support effective decision making and planning.

This process enables us to clarify whether the child has SEND or is underachieving due to gaps in their learning. Following this process, a child who is still demonstrating significant difficulties will be placed on the SEND register and a graduated approach will be taken to addressing their SEND.

### **Identification of SEN and the Graduated Response**

As for all children plus:

- A graduated approach to addressing SEN through an 'Assess, Plan, Do, Review' cycle:
- Clear assessment of the child's needs and current strengths, shared with the child and parents
- Plans for interventions and support to address areas of needs linked to specific and ambitious targets, shared with the child and parents
- Planned interventions and support delivered by well qualified staff
- Regular (at least termly) review of progress shared with the child and parents
- A focus on developing independence in learning while still providing appropriate support to remove barriers
- Effective use of external advice and guidance in targeting intervention

### **Assess, Plan, Do, Review Cycle**

**Assess-** this involves taking into consideration all of the information gathered from discussions with parents or carers, the child, the class teacher, previous teachers and assessments.

**Plan-** this stage identifies the barriers to learning, our intended outcomes and details of what additional support will be provided to help overcome the barriers. These decisions will form the basis for termly review meetings with parents and pupils.

**Do-** providing the support and additional assistance, as set out in the plan.

**Review-** measuring the impact of support provided, and considering any changes that need to be made. All of those involved: learner, parents, teacher and SENCO contribute to this review. This stage then informs the next cycle, and if necessary meetings with class staff to discuss the progress of learners are held regularly.

**While the majority of learners with SEND will have their needs met in this way, some may require an Education Health Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan.**

### **Special Educational Needs that are provided for at Claines CE Primary School**

Claines CE Primary School is a mainstream school. Under the code of practice, the following categories of SEND are classified and where a pupil is identified as falling into one of the categories, provision will be made.

#### **Communication and Interaction (ASD)**

Children and young people with an autism spectrum disorder have difficulty communicating with others.

#### **Communication and Interaction: Speech and Language**

Children and young people with speech, language and communication difficulties have difficulty communicating with others. This may be because they have difficulty talking to others or understanding what is said to them.

#### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

#### **Social, Mental and Emotional Health**

Children may experience a wide range of SMEH difficulties which may manifest themselves in many ways.

#### **Sensory/Physical needs**

Children and young people require special educational provision because they have a disability which prevents them from making use of the educational facilities generally provided.

### **Additional resources specifically related to the areas of SEN Communication and Interaction (ASD and SLCN)**

- Access to advice and support from Speech and Language therapists
- Access to advice and support from ASD specialist teachers and TAs
- Effective classroom teaching with use of visual cues and support
- Small group targeted interventions to develop skills in language and social interaction

### **Social, Mental and Emotional Health**

- Access to specialist support from Educational Psychologist
- Small group Nurture Activities
- Small group targeted interventions to develop skills in language and social interaction
- Access to family support
- Access to Behaviour support.

### **Cognition and learning (MLD, SLD, SpLD)**

- Systematic and effective teaching of phonics in the early years, key stage 1 and across the school as appropriate
- Clear visual supports and displays
- Use of Worcestershire Dyslexia pathways
- Access to specialist support from learning support
- Access to specialist support from Educational Psychologist
- Interventions in maths, reading and writing

### **Sensory and Physical Needs**

- Access to resources from Regency outreach team
- Trained members of staff to support and increase independence
- Fully accessible school building
- Access to advice and support from NHS practitioners
- Trained staff to support medical needs

We have 204 children on roll, 27 of which are on the SEN register.

In 2023, our SEN Profile shows that we currently have 13% of children identified as having SEN. This percentage is made up of the following groups:

(6 children) 22% (2.9% of school population) were identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc)

(10 children) 37% (4.9% of school population) were identified as having SEN linked to Communication and Interaction (including Speech and Language difficulties and problems with Social Interaction/ASD)

(2 children) 7.4% (0.9% of school population) were identified as having SEN linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

(8 children) 29.6% (3.9% of school population) were identified as having SEN linked to Social, Emotional Mental Health (including such as Depression, Attachment Disorder and anxiety)

**1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

**The class teacher**

Responsible for-

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs/Disabilities Co-ordinator (SENCo) as necessary.
- Writing Individual Provision Plans, based on your child's area of need, in co-operation with outside agencies, where appropriate.
- Sharing and reviewing these targets with parents at least once each term and planning for next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

**The SENCo- Mrs E Collier**

Responsible for-

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:

1. Involved in supporting your child's learning

2. Kept informed about the support your child is getting

3. Involved in reviewing how they are doing.



- Liaising with all the other people who may be coming in to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

### **The Headteacher- Mr S Gent**

Responsible for-

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

### **The SEND Governor- Mrs C Green**

Responsible for-

- Making sure that the necessary support is given for any child with SEND who attends the school.

### **What are the different types of support available for children with SEND in our school?**

**Class Teacher input**, via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:

\*That the teacher has the highest possible expectations for your child and all pupils in their class.

\*That all teaching is built on what your child already knows, can do and can understand.

\*That we use a variety of teaching styles, so your child is fully involved in learning in class, this means practical learning- children experience learning first hand.

\*That specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support your child to learn.

\*Your child's teacher will have carefully monitored their progress and will have decided that your child has a gap or gaps in their understanding/learning and requires extra support to help them make the best possible progress. This extra support will be predominately take place in the classroom during lessons, but children may also take part in individual or small group sessions in other learning spaces throughout the school.

**Specialist groups** run by outside agencies eg. Speech and Language Therapy.

This means a pupil has been identified by the class teacher and SENCo as needing extra specialist support in school from a professional outside of the school. This may be from Local Authority central services or outside agencies eg. the ASD outreach team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need), Educational Psychologist, and Speech and Language Therapist.

What could happen:

1 You will be asked to give your permission for the school to refer your child to a specialist professional, eg a Speech and Language Therapist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school

2 The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**Specified Individual support.** This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ('Ordinarily Available' documentation from Local Authority.) Your child will also need specialist support in school from a professional outside the school. This may be from services such as the ASD outreach team, Regency Outreach Team, Behaviour support or Sensory Service or the Speech and Language Therapy (SALT) service.

For your child this would mean-

\* The school (or you) can request that the Local Authority services carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

\*After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to meet a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.

\*After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

\*The EHC plan will outline the number of hours an individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be in place. It will also have long and short term goals for your child.

\*An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **3. How can I let the school know that I am concerned about my child's progress at school?**

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress you may request an appointment with the Special Educational Needs Co-ordinator. The school SEND Governor can also be contacted for support.

### **4. How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to-

\*Listen to any concerns you may have.

\*Plan any additional support your child may need.

\*Discuss with you any referrals to outside professionals to support your child.

If you are concerned you can always make an appointment to see your child's class teacher and/or the SENCO, Mrs E Collier.

### **5. How is extra support allocated to children, and how do they progress in their learning?**

The school budget, received from Worcestershire LA, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENCO meet to discuss SEND in the school. This includes:

\*Children already receiving additional support.

\*Children who require additional support.

\*Children who have been identified as not making as much progress as expected.

This information is then used to plan support and decide what resources/training is needed.

The school identifies the needs of all SEND pupils on a whole school provision map. This identifies all support given within school and is reviewed regularly, so that the needs of children are met, and resources are deployed as effectively as possible.

## **6. Who are the other people providing services to children with SEND in this school?**

### **School Provision**

Class teachers have overall responsibility for ensuring children with SEND are taught well and make progress.

Class teachers will work with children with SEND, as well as deploying and planning for teaching assistants to support individual children or small groups.

Staff will be released to work with children in Reception and Key Stage One to develop key skills through Nurturing activities.

Staff will be released to work with children in Key Stage Two to develop key skills through Nurturing activities and targeted support.

Teaching Assistants offer support for children with emotional and social development through Nurture Activities.

Forest School Activities will take place during a morning per week for children in KS1- this will help develop emotional and social development through Nurturing Activities.

The Deputy Head will be monitoring the provision for the Pupil Premium children (some of whom may be SEND).

### **Local Authority Provision delivered in school**

We receive support from the following outside agencies:

\*Autism Outreach Service

\*Educational Psychology Service

\*Hearing Impaired Team

\* VI team

\*SALT (Speech and Language Therapy)

- \*Family Support
- \*Learning Support Service
- \*Regency Outreach Service
- \*Virtual Schools (Looked after Children Service)
- \*Behaviour Support Service

### **Health Provision delivered in school**

- \*Access to the School Nurse
- \*Physiotherapy (once referred)
- \*CAMHs
- \*Occupational Therapy (once referred)

### **7.How are the teachers in school helped to work with children with SEND, and what training do the Teachers have?**

The SENCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes recent whole school training on Autism Spectrum Disorder (ASD).

When an outside agency works with a child, time is given for the professional to feedback to teacher, and if possible the TA, as to findings and additional support.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class i.e. Speech and Language.

### **8.How will the Teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all child's needs are met. Support staff under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies (usually determined by an outside professional ie SALT) will be used to support your child individually and in groups.

Planning and Teaching will be adapted on a daily basis if needed, to meet your child's learning needs.

## **9.How will we measure the progress of your child in school?**

Your child's progress will be continually monitored by their class teacher. His/her progress will be reviewed formally with the SENCo and at each assessment point in reading, writing and maths. Their progress is tracked carefully on our secure online tracking system and termly Pupil Progress meetings are held.

At the end of the Foundation Stage, children are assessed against the Early Learning Goals and are recorded as emerging the ELG, expected at the ELG or exceeding the ELG's. Children in Year 1 also have to sit the Phonics Screening Test. This decides if each child is using phonics to an acceptable level.

At the end of each Key Stage (at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to conduct and the results of Year 6 SATs are published nationally.

Where necessary, children will have a child friendly copy of their SEND Targets, which will have been previously discussed with them. These could be school determined or based on targets set by outside agencies specific to their needs. Targets will be set and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **Assessing the Impact of Intervention**

A baseline assessment will take place at the beginning of an intervention- this will provide the point of reference for measuring progress made by a child and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve the children and their parents as well as class teachers and a record will be kept of agreed actions.

Where difficulties persist, despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy Services, Occupational Therapist, Physiotherapist, Advisory Support Teacher or Educational Psychologist.

## **10. What support do we have for you as a Parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home or school, so that similar strategies can be used.

\*The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

\*All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible in a report.

\*SEND Targets will be reviewed with your involvement each term.

\*Class work and homework will be differentiated to meet your child's individual requirements.

\*A home-school communication book may be used to support communication with you if it has been agreed to be useful for you and your child.

\*The SENCo is constantly liaising with other agencies regarding running workshops for parents about specific needs.

\*Family Support offer regular drop in sessions.

## **11. How is Claines CE Primary School accessible to children with SEND?**

The school is fully compliant with DDA (Disability Discrimination Act) requirements.

The school is on a single level.

There is a bathroom management area, with disabled toilet, shower area and changing facilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEN.

Extra-curricular activities are accessible for children with SEN.

## **12. How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?**

We know that transitions can be difficult for all children, especially for children with SEND. We take steps to ensure that any transition is as smooth as possible.

### **If your child is joining us from another school.**

\*The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.

\*If your child is already school age the SENCo and class teacher will visit the school and liaise with the previous SENCo and school staff.

\*If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

\*Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

### **If your child is moving to another school**

\*We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible a planning meeting will take place with the SENCo from the new school.

\*We will make sure that all records about your child are passed on as soon as possible.

\*If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

### **When moving classes in school**

\*Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new class teacher. SEND Targets will be discussed with the new teacher.

\*Children will spend a 'transition session' with their new staff in their new classroom.

\*Additional visits with teaching assistant support will be arranged by class teachers where appropriate.

\*If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

### **In Year 6**

\*The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. If possible we will try and arrange a transition review meeting to which you will be invited, with the SENCO from the new school.

\*Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

\*Where possible your child will visit their new school on several occasions, and in some cases staff from the new school may visit your child in school.



\*If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

### **13.How will we support your child's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we may offer:

\*In-school nurture provision, run by a class teacher, in Foundation Stage and in Key Stage 1 and Key Stage 2.

\*Lunchtime support through planned activities and groups, ran by play leaders (children and lunchtime supervisors).

#### **Other relevant information and school policies include:**

Worcestershire Schools Local Offer

Accessibility Plan

Equality Scheme

SEND Policy