

# SEND INFORMATION REPORT

## Special educational Needs and Disabilities

### **What is Special Educational Need and Disability (SEND)?**

A child has SEND when they have a learning difficulty that requires additional provision to that normally available to other children of the same age.

#### **Areas of need**

The SEND Code of Practice 0-25 Years (2014) identifies four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical needs

#### **1. Communication and Interaction**

This includes: Speech, language & communication needs (SLCN)  
Autistic Spectrum Disorders (Asperger's, Autism)

#### **2. Cognition and Learning**

This includes: Learning difficulties  
Severe learning difficulties (SLD)  
Profound and Multiple Learning Difficulties (PMLD)  
Specific Learning Difficulties (SpLD)

#### **3. Social, Emotional and Mental Health Difficulties**

This includes: Attention deficit disorder (ADD)  
Attention deficit hyperactive disorder (ADHD)  
Social and emotional difficulties such as anxiety

#### **4. Sensory and/or physical needs**

This includes: A disability such as Visual Impairment or Hearing Impairment  
Physical disability

## **Staff in school who support children with SEND and their responsibilities**

### **Class Teachers**

- Ensure that all pupils have access to quality first teaching and that the curriculum is matched to the needs of all individuals.
- Monitor the progress of children and identify, plan and deliver any additional help that a child may need.
- Write IEPs (Individual Education Plans), sharing and discussing these with parents and pupils regularly.
- Maintaining effective records.
- Ensuring all staff in school are aware of individual pupil's needs/conditions and what specific adjustments need to be made for them.
- Ensure all staff are supported in delivering planned work/interventions effectively.
- Monitoring delivery of support provided by TAs (Teaching Assistants).
- Ensure the school's SEND policy is followed.
- Liaising with outside agencies.

### **Teaching Assistants (TAs)**

- Delivering programmes of work set by the class teacher.
- Maintaining records of interventions undertaken.
- Providing feedback to pupils and the teacher on progress towards targets set in IEPs.
- Liaising with parents.
- Contributing to termly reviews of pupil progress.
- Following advice from outside agencies.

### **Headteacher/ SENCo (Mrs Kate Budd)**

- Co-ordinating the support for pupils with SEND.
- Developing the school SEND policy.
- Liaising with parents regarding their child's progress and ensuring that they are fully involved in the planning and reviewing of support.
- Liaising with outside agencies that provide additional support to pupils.
- Updates the SEND Register and co-ordinates support for all pupils with Special Educational Needs or disabilities

- Assessing training needs for staff and ensuring provision as required to enable them to be effective in their role.
- Supporting teachers to write SMART targets within IEPs.
- Monitoring support provided.
- Updating governors on issues relating to SEND within school.

#### SEND Governor (Mrs Alison Bebb)

- Ensuring the SEND policy is up to date.
- Ensuring that the necessary support is made for any child who has SEN and/or disabilities.
- Monitoring support provided for pupils with SEND
- Reporting to governors on SEND provision within school.

#### Provision for pupils with SEND

All pupils will access:

- Quality First Teaching ( QFT)
- SEND support
- Specific Individual Support

#### **Communication and Interaction**

Wave 1: QFT (Quality First Teaching) varied support materials, supported 1:1 or small group work, visual timetables, pre-teaching

Wave 2: In class targeted support, intervention groups, speech & language withdrawal groups

Wave 3: IEP (Individual Education Plan), PSP (Personal Support Plan), IBP (Individual Behaviour Plan), agency support, 1:1 social interaction, speech therapy

### **Cognition and Learning**

Wave 1: QFT (Quality First Teaching), differentiated planning, increased support materials, supported 1:1 or small group work, pre-teaching

Wave 2: In class targeted support, intervention groups, withdrawal groups

Wave 3: IEP, PSP, agency support

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

Wave 1: Differentiated planning, individualised support materials, application of Behaviour Policy, PSHE activities

Wave 2: In class targeted support, intervention groups, withdrawal groups

Wave 3: IEP, PSP, IBP, agency support

### **Sensory and/or physical needs**

Wave 1: Differentiated planning, increased support materials, supported 1:1 or small group work

Wave 2: In class targeted support, intervention groups, withdrawal groups

Wave 3: IEP, PSP, agency support

**Support will be maximised by effective communication between all stakeholders.**

#### **1) Liaison with parents**

- Teachers meet with parents regularly to discuss learner progress and are available for any concerns to be discussed.
- A minimum of three meetings take place each year in addition to regular Parent Consultation meetings.
- Information from outside agencies will be shared directly by professionals involved wherever possible.
- Written reports from outside agencies will also be provided to parents.
- Parents may be supported by Parent partnership Service if required (details are available from the National Parent Partnership Network website).
- Staff are available at the end of the school day for informal discussions.

- A Home School Links book is used to support communication between home and school.

## **2) Liaison with pupils**

- Targets on the IEP are shared with pupils.
- Pupils are actively encouraged to participate in addressing targets through their class based work.
- If a child is in receipt of an EHCP, they will be invited to contribute to a review of their plan each year.
- Transition is discussed with pupils between key phases in their education, especially between KS2 and KS3.

## **Transition**

### Transition within school:

- Information regarding pupils is discussed at transition meetings between staff within school.
- Targets are reviewed and suggested targets set by the previous teacher.
- For pupils in receipt of an EHCP, more detailed planning meetings will take place.

### Transition between schools:

- Liaison will take place between the SENDCo from each school.
- Records will be transferred as soon as possible.
- Special plans will be made for Year 6 pupils to support their transition.

## **Curriculum adaption**

A range of resources will be deployed to support pupils with SEND. Advice will be sought from other professionals as required to ensure the effective deployment of resources.

### This will include:

- Pre-teaching
- Access to iPads and laptops
- Visual support packages
- Small group/1:1 support
- Highly differentiated tasks
- Specialist/modified resources
- Specific programmes