

# Leamington Community Primary School

*'Together we make a Difference'*



## SEND Information Report

Reviewed by Governors: October 2024

Updated by: Miss. N Boyd and S Tyson



**Leamington  
Values**



Friendship



Respect



Honesty



Determination



Courage

Together we make a Difference

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### **Our Approach as a School:**

High-quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We actively discuss aspirations with ALL our learners. This whole school approach, and this report, will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

### **Assess:**

The progress that your child makes is monitored carefully throughout their time at our school. If your child is making slower progress academically or requires additional support for any other reason (such as social communication, physical or mental health and well-being), the teacher will adapt their quality first teaching to try and close any gaps occurring. Some students will make good progress during this time. If not, your child's class teacher may complete a SENCO referral form – at which point you will be asked to provide your consent. Following the SENCO assessment, your child may be placed on the SEND register and monitored closely at regular intervals.

Teachers use termly assessment information, along with classroom observations and discussions with other members of staff, as well as the Senior Leadership Team, to inform their differentiated approach to teaching and learning. The pupil's own views are sought, as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded.

SENISS will complete bespoke assessments for individual learners following a referral from the SENCO or

class teacher. The outcome of the assessment is usually shared with parents/guardians as well as class teachers in order for them to actively implement suggestions that have been recommended to support each child.

OSSME (Outreach Support Service from Mainstream Education) is commissioned to assess and support individual learners that may have some identified social communication difficulties. Outcomes of these assessments are shared with parents/carers as well as the class teachers in order for us to implement suggested recommendations and continue to monitor the child.

Chatterbug (Speech and Language) are commissioned to support our Early Years Foundation Stage children and we are lucky to have a qualified CALS (Communication and Language Specialist) in school one day per week for parts of the academic year. The CALS therapist will use a screening tool to identify children that may require additional support. Identified children will then be allocated appropriate interventions to support their communication needs and post-assessments will be carried out to measure their progress.

ADHD Foundation is commissioned specifically for EYFS and KS1 pupils to observe and assess individual learners following a referral from the class teacher or SENCO. Children are often referred for a variety of reasons, these may include; social communication or speech, language and communication difficulties, physical or sensory impairments/difficulties, attention and listening difficulties as well as developmental delay. The outcome of the assessment is usually shared with parents/guardians as well as class teachers in order for them to actively implement suggestions that have been recommended to support each child.

### **Plan:**

Once a child has been placed on the SEND register, they will be allocated a Pupil Passport. Class teachers will work closely with the parents/carers and pupils and may produce a Pupil Passport. This outlines specific, measurable targets along with the strategies to meet them. The teacher will decide on the specific targets within the Pupil Passport, which will depend on the child's specific areas of need e.g. cognition and learning, social communication, social-emotional and mental health as well as sensory and/or physical needs - targets will reflect children's area of need.

The Pupil Passport also outlines the additional support that will be put in place for the child. This support will be delivered through a variety of means; adaptations within the classroom, academic interventions outside of the classroom setting, and social, emotional and mental health interventions - usually delivered by one of the mentoring team or a specialist outside agency. The Pupil Passport will be reviewed three times a year to ensure targets are being met and that the child is making progress.

PIVATS are used from Year 1 upwards to closely track the progress of SEND pupils and this data is analysed by the SENCO and used to support class teachers with planning appropriate interventions for identified pupils. Any advice following assessments from outside agencies such as SENISS, OSSME, ADHD Foundation and Ed Psych is carefully reviewed and recommendations are implemented wherever possible for each child.

Bsqared is used to track the progress of Early Years children who are significantly below age related expectations. This measures the small steps of progress they are making and supports staff to identify the next steps as well as plan appropriate interventions and provisions.

All Nursery children are assessed using the WellComm screening toolkit. When children are identified as having gaps in their language development they attend 1:1 sessions with a trained member of staff. They will engage in targeted activities to support their language development.

Effective communication between staff and the close monitoring of SEND provision ensures effective

delivery at Leamington Community Primary School.

### **Do:**

The school's SENCO and Assistant SENCO support the class teacher with implementing effective provision and further assessments for pupils with SEND. The teacher remains responsible for working with the child and where the interventions involve group or one-to-one teaching away from the class teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved. Every class in our school offers a differentiated curriculum for all children. Children with SEND will have lessons and activities differentiated on a needs-based continuum. This will ensure that the child can access all lessons where appropriate and make progress at their own pace. Quality First Teaching is at the heart of everything we do at Leamington! We pride ourselves on our inclusive approach and have adapted our classrooms and teaching practice to accommodate the increasing number of children that have identified social communication needs. Our school is extremely ASD friendly and each classroom has a visual timetable and well-established routines. Teachers take the time to get to know their children and adapt planning accordingly to accommodate specific interests if necessary. Teachers are confident with ASD-friendly QFT strategies and allow additional processing time to those children that require this as well as breaking tasks down into smaller steps, if necessary! Staff understand the need for many children to have a sensory break and use our sensory circuit to be able to focus and learn and will incorporate this into the school day. In addition to this, children may be placed in additional interventions to support their learning, social communication, or emotional well-being.

### **Review:**

Formal assessments take place once a term, however, assessment is an ongoing process, and teachers and learning support officers share information regularly to understand how well a child is doing. You will be informed of your child's progress through termly parent's evenings unless there are serious concerns in which the SENCO and/or class teacher will speak to you sooner.

If parents/ carers wish to discuss the child's progress at other times during the year, we welcome them to speak to the child's teacher via class dojo or make a telephone appointment with the SENCO/Assistant SENCO (also accessible via class dojo or email).

Pupil passports are shared via an email link to enable parents to have their input into the pupil passports and be part of their child's learning journey. Parents/ carers can decide with the class teacher how best to help their child at home. The Pupil Passport will outline useful activities that can assist in supporting the child's learning in a fun and creative way at home, where appropriate.

Having consulted with children, young people, and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

### **Special Educational Provision:**

Our school provides support for pupils across the four broad areas of need as set out in the SEND Code of Practice (2014). These are as follows:

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

The SENCO and Assistant SENCO liaise with external agencies to access assessment and support those children with speech, language, and communication difficulties. Our highly trained learning support officers within the early years also provide specific interventions for some children identified as needing additional support with speech, language, and communication. Children with communication and interaction needs are supported with differentiated quality first teaching and learning approaches within the classroom. Use of visuals to support non-verbal communication as well as an understanding of language for some children; objects of reference; visual timetables and use of timers; now and next boards, comic strip conversations, and social stories are just some of the ways in which we support our children with social communication needs. A natural sensory environment is provided as much as possible and our sensory therapy room provides an engaging setting to support children with communication and interaction difficulties. Some Nursery and Reception children access support from Chatterbug, who are providing a range of different language interventions following initial screening assessments. Nursery children's language skills are screened using WellComm and our trained practitioner delivers targeted activities to individual children to improve their language skills.

Our Autism friendly nurture base supports Nursery and Reception children at present, ensuring a smoother transition from EYFS to Key Stage 1. However, this provision is assessed on a needs-led basis and often changes depending on the needs of the children that have been allocated places each year! In this room a number of interventions are delivered on a daily basis including Attention Autism Bucket Therapy; TacPac and Curiosity Programme as well as interventions which have been advised by specialists such as speech therapists.

Our dedicated Inclusion and Wellbeing Team is comprised of the Deputy Head Teacher, SENCO, Assistant SENCO, and pastoral staff including; our Designated Safeguarding Lead, Family Support Worker, Learning Mentor, Mental Health Lead, Attendance Officer and SEND governor. The Inclusion and Wellbeing team offers support for those children with communication and interaction difficulties in various ways, these include small group work and 1:1 sessions with children.

We also access support from OSSME (Outreach Specialist Support for Mainstream Education), these bespoke assessments provide recommendations and next steps for teachers and parents and are regularly reviewed to measure impact.

Through Consortia we have support from speech and language specialists from Chatterbug. Foundation Stage children are assessed and grouped according to need. Sessions which are engaging and fun are delivered on a weekly basis at intervals throughout the year. Staff from Chatterbug communicate with school staff to ensure that children continue to receive support throughout the week based on their area of need. Chatterbug also deliver training and advice to SENCO and school staff as needed.

Speech and Language specialists assess children in clinic or in school. Staff then utilize their reports to implement recommendations to support individual children. The SENCO will make referrals to speech and language if teachers identify a need.

We have support from the ADHD Foundation who have worked with children with social communication difficulties. They offer support and strategies to staff and parents, relevant to individual children's needs.

## **2. Cognition and Learning**

All children are supported first and foremost by our experienced teachers that plan and deliver a high-quality curriculum through our bespoke 'Curriculum Immersion' approach. Teaching and learning is at the heart of everything we do at Leamington! Teachers are well supported by our Curriculum Lead Professional as well as the Senior Leadership Team. As a school, we have reshaped our curriculum delivery which has enabled a more inclusive approach to teaching and learning. With more emphasis on speaking, listening, and drama conventions throughout all curriculum subjects, most children are enthusiastic and engaged with all areas of learning. Most classes currently have a designated Learning Support Officer to support teaching and learning. PIVATs are a useful assessment tool to track small steps of progress and enable a more personalised approach to teaching and learning. Specialist resources enable access to the curriculum e.g. coloured overlays, pencil grips, writing slopes, and booster cushions. Some children find alternative methods of recording their learning, such as on a laptop or iPad easier and other children work at designated work stations within their classroom or have portable work stations for their desks.

Children who have individual needs at any stage whilst at Leamington Community Primary School are provided for through a Provision Map. We currently use a system called Edukey to electronically map our provisions for each child across the school. Interventions will be set up accordingly and the child's needs will be identified on their Pupil Passport, explaining what the intervention is and how the parent/guardian can support their child. Children receiving intervention support will be in small groups working with a Teacher or a Learning Support Officer or have support delivered, as needed on a 1:1 basis. Some children with more complex needs have the support of an additional adult who will usually work with a small group of children in the year group.

When staff identify concerns around Literacy progress in children age 8 and over they use the IDL Dyslexia screener, which is an online tool that highlights Dyslexic type difficulties.

IDL is a speaking computer based multi-sensory system which supports learners to reach their reading and spelling age. In Leamington it is used as a daily intervention for children who are having difficulties with Literacy and enables children to work independently. Staff are able to track progress and adapt teaching according to children's progress.

If a child is identified as having a high probability of Dyslexia through the Dyslexia screener they will be referred for further assessment by a qualified Dyslexia Assessor. Staff will implement advice and recommendations following the assessment such as coloured overlays, tinted paper/books, reading rulers, allowing additional processing time and multi-sensory teaching approaches. We currently have a Learning Support Officer completing Dyslexia training and working with children as she completes this course.

Our school has adopted a whole-school approach to Phonics and currently following the Read, Write, Inc (RWI) phonics programme. This has proven extremely valuable in terms of assessing, grouping, and tracking the progress of all children that are following the programme. It has not only supported the children's acquisition of phonics by providing a systematic and measurable approach but also supported the identification of those children that need additional support/intervention. The 1-1 tutoring approach has a proven track record of accelerating progress and has supported many children that were otherwise struggling to keep up with the usual pace. This robust system has enabled us to identify those children that may need additional support more efficiently and provide said support with the aim of accelerating progress even further.

The school accesses support from SENISS through the universal offer and children that have been identified by the SENCO/Assistant SENCO as making slower progress, despite a high level of prior support and intervention, are referred to SENISS for individual assessment. As SENISS assessments are extremely limited –

only those children that have been identified as requiring a high level of support are referred for assessment. Our service level agreement with the Educational Psychology Service, ensures that we can seek further advice and support for those children that require specialist cognitive or thorough assessments and psychological advice.

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

PSHE/RSE (Personal, Social and Health Education/Relationships and Sex Education) is extremely important at our school and we have adopted a whole-school approach to teaching this subject through the 'Jigsaw' curriculum. As a school, we have dedicated time each week to wellbeing in which each class will meditate, enjoy circle time and learn new aspects of their PSHE/RSE syllabus each week. This usually takes place on a Wednesday afternoon, however, can differ in some year groups.

Leamington Values are embedded as the key driver to the overall ethos of our school. The children have embraced the five core values; Respect, Honesty, Courage, Friendship, and Determination and receive Dojo points for demonstrating these. With visuals in every classroom, and all around the school, our values have become an integral culture in our school.

Our school has a dedicated Inclusion and Wellbeing Team that meets frequently to discuss the needs of all pupils with social, emotional, and mental health needs as well as linking other areas, such as attendance and persistent absentees; safeguarding; SEND updates and provisions; behaviour updates and provisions in place; how the Family Support Worker is supporting families and an update from the mentoring team. As we employ a full time Learning Mentor, and have another trained mentor as part of our Inclusion and Wellbeing Team, we are able to work closely with targeted children and support their pastoral, social, emotional and behavioural development. The mentor offers small group interventions alongside 1:1 mentoring for more vulnerable children. We are able to offer small group and 1:1 support dealing with a range of issues such as; friendship, bullying, anxiety and behaviour, to name a few. In addition to this, our Family Support Worker has an accreditation in ACES training – Adverse Childhood Experiences and has set up a weekly intervention to support children that may have experienced adverse childhood experiences in the past.

Our school is fully inclusive and supportive of children with behavioural difficulties with exclusion being the very last step. Our graduated response outlines the provision for children with SEMH. Our teachers and staff are well trained and we work closely with SENISS and OSSME, to support individual pupils. Our central CPOMs system is vital for monitoring and tracking whole school behaviour, SEND, and safeguarding concerns.

We have adopted a whole-school approach to teaching The Zones of Emotional Regulation; empowering pupils to identify their own feelings and emotions throughout the school day and enabling them to self-regulate and implement strategies that work for them. All staff accessed CPD and children respond well to it.

In addition to all of the support we have in school, we also employ outside agencies that work closely with children with SEMH needs. This includes Seedlings therapy for vulnerable individuals.

### **4. Sensory and/or Physical Needs**

Any children who have visual, hearing, or other sensory impairment will be supported at Leamington in conjunction with the appropriate agencies e.g.: Sensory Service. Adjustments will be made concerning seating arrangements, specialist equipment etc.

At Leamington we aim to be as accessible as possible. The majority of the building is single storey with the exception of Year 6 classrooms. We have ramps and disabled toilets across the school and we have a specialist disabled toilet and changing area based in KS1, this incorporates a height-adjustable sink and changing table. We will continue to make reasonable adjustments to our school to cater for every child.

In addition to the above, we also have a sensory room. We have outdoor sensory areas in Nursery, Reception and Key Stage 2 which support children with sensory processing difficulties to help them self-regulate. We have had previous whole school INSET on Sensory Processing Disorder (SPD) and staff are confident with identifying sensory disorders and also using equipment to meet the sensory needs of our children. We have developed 'sensory friendly' classrooms and have recently created a sensory circuit outside - allowing children to self-regulate using the three stages of alerting, organizing and calming. All staff have a good understanding of sensory needs and provide regular 'alerting' and 'calming' sensory breaks at regular intervals throughout the school day.

Specialist resources are provided for those children that need them, such as ear defenders; fiddle tools and therabands, coloured overlays, writing slopes, and pencil grips.

This SEND Information Report has been written in conjunction with our SEND Policy (October 2024) which is accessible via our school website: <https://www.leamingtonprimary.com/policies-and-statutory-information/>

As of October 2024, we have children or young people receiving some form of SEND Support (this includes children who are on the Special Educational Needs Register and children with an EHCP).

We have internal processes for monitoring the quality of provision and assessment of need. These include; learning walks, formal and informal lesson observations, planning and book scrutiny, Target Tracker and Bsquared, PIVATS, pupil and parent voice, and provision mapping.

### **Co-producing with children, young people, and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through adopting an open-door policy, allowing parents/carers to access their child's teacher, SENCO, Deputy Headteacher or Headteacher - this may be via telephone or class dojo. If they have a concern or need advice, key staff are always available on the yard and at the school gate, each morning and afternoon and the SENCO is available throughout the week.

In addition to this, we have:

Action/Event	Who's involved	Frequency
Parent's Evenings	Parent/ carer, teacher and child	Once a term
Regular dialogue with parents via class dojo	Class teacher, parent, SENCO	As and when required



Family Support Worker	Parent/Carer, family, child	Dependent on the needs of the family
Reviewing pupil passports	Teacher, pupil, parent/carers	Three times per year
Coffee mornings	Parent/ carer, SENCO and Specialist Agencies	Once or twice a year
Family EHATs	Parent/ carer, SENCO, Safeguarding team, teacher and child	Every 1-3 months if your family has an E-Hat
Pupil and parent voice	Parent/ carer, SENCO, Deputy Headteacher, Headteacher, child	Whenever necessary
Information via text service and social media	Parent/ carer, SENCO, teacher, Deputy Headteacher, Headteacher,	As and when information needs to be shared.

### **Staff development and Qualifications**

<b>Initials</b>	<b>Area of expertise</b>	<b>Level of Qualification</b>
NB	SEND Coordination (SENCO role) Assistant Headteacher	BA (QTS) with Inclusive Education NASENCO Award (Nov 2018)
ST	SEND Coordination (Assistant SENCO)	B.Ed degree Early Years Professional Status NASENCO Award (Nov 2020)
PV	Head Teacher	B.ed PGCE
RM	Deputy Head Teacher Behaviour across the school Deputy Designated Safeguarding Lead	QTS - PGCE NPQSL
SH	Assistant Headteacher Curriculum Lead Professional	QTS NPQSL
JE	Class Teacher and Mental Health Lead	BA (QTS) NPQSL
JS	Attendance and mentoring Counselling skills, incredible years and play therapy. Breakfast and after school club	National Mentoring Certificate BA Hons Childhood studies NNEB member - Nursery Nurse examination board Adverse Childhood Experiences training
RG	Designated Safeguarding Lead E-Hat Lead professional Pastoral support and obtaining pupil voice across the school	BA Hons Adverse Childhood Experiences training

MF	Lead Mentor ASD friendly lunch club Breakfast and after school club Attendance bus	BA Hons Applied Studies Diploma in Youth and Community
LM	Family Support Worker Sleep Solutions ACES workshops - pupil and parent Parenting skills and behaviour Nurturing Incredible Years	Foundation degree Education Support BA Hons Learning developmental support ACES accredited
BF	Supporting children in class Intervention programmes	NVQ3
SC	Supporting children in class Intervention programmes	NVQ3, completing Dyslexia qualification
LM	Supporting children in class Intervention programmes	NVQ3
CH	Supporting children in class Intervention programmes	NVQ3
SG	Supporting children in class Intervention programmes	NVQ3
VR	Supporting children in class Intervention programmes	NVQ3
LI	Supporting children in class Intervention programmes	NVQ3
DE	Supporting children in class Intervention programmes	NVQ3
PM	Supporting children in class Intervention programmes	NVQ3
NC	Supporting children in class Intervention programmes	NVQ3
MP	Supporting children in class Intervention programmes	NVQ3
SI	Supporting children in class Intervention programmes	NVQ3
NR	Supporting children in class Intervention programmes	NVQ3
KN	Supporting children in class Intervention programmes	NVQ3
LT	Supporting children in class Intervention programmes	NVQ3

We are committed to developing the ongoing expertise of our staff. The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND. The SENCO can access training from local consortia and will train staff in school through staff meetings and INSET days.

All staff in the school receive training in-house and from outside agencies.

## **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes enabling them to gain independence and are prepared for adulthood from the earliest possible age.

Every class has a Learning Support Officer that is specifically trained in many areas and supports the class teacher with QFT approaches as well as targeted intervention as directed by the class teacher. Some LSO's have accessed training on Lego Therapy and can deliver this intervention if necessary.

Our school participated in the National Tutoring Programme and some class teachers were appointed to deliver additional academic tutoring sessions after school to children that had been identified by their class teachers.

We have a full-time Inclusion and Wellbeing Team which consists of: Deputy Headteacher, SENCO, Assistant SENCO, Designated Safeguarding Lead, Family Support Worker, Attendance Officer and Learning Mentor, and Mental Health Lead. The Inclusion and Wellbeing Team works closely together to track, monitor, support and evaluate SEND pupils that they are working with.

## **Finance**

We spend our SEND budget in the following ways:

- ❖ Learning Support Officers
- ❖ Additional adults
- ❖ Service Level Agreements with external providers, such as: Educational Psychology Service, SENISS, OSSME, Chatterbug, Seedlings and ADHD Foundation.
- ❖ Learning Mentors - working on barriers to learning
- ❖ Family Support Worker
- ❖ Training for all teachers, LSOs, additional adults, welfare staff and Learning Mentors so that they can meet pupils' needs more effectively
- ❖ Specialist books and equipment
- ❖ In-class and withdrawal support from learning support officers and additional outreach specialist teacher
- ❖ Purchasing and maintenance of ICT and electronic equipment
- ❖ Specialist resources and the creation of learning bays for 1:1 working
- ❖ Creating sensory areas inside and outside to meet sensory needs
- ❖ An intensive support nurture classroom (Reception and Year 1 currently)

## **School External Partnerships and Transition Plans**

We currently work with a number of external agencies both through SEND Consortia and our own service level agreements with external partners. Some of these services include:

- ❖ ADHD Foundation counselling service and training for parents/staff
- ❖ Seedlings therapy service
- ❖ Autism Outreach Service

- ❖ Chatterbug
- ❖ Alder Hey Speech and Language Team
- ❖ Community Pediatrician's at Alder Hey
- ❖ Occupational Therapy Service
- ❖ Physio Therapy Service

Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- ❖ More children are being supported in small/ individual groups.
- ❖ Staff are able to target needs, particularly basic skills, and narrow the gaps quicker.
- ❖ Assessments (with advice) are quicker which supports school staff and parents/ carers.

Each year, we support a number of children with SEND transition to the next phase in education.

Our approach involves:

- ❖ Attending School Improvement Liverpool's Transition Event to liaise with secondary school staff.
- ❖ Additional transition days at feeder secondary schools for vulnerable children to attend.
- ❖ Full report on children's needs and friendships groups passed on to feeder school.
- ❖ Safeguarding and sensitive information shared with relevant parties at feeder school.

### **Complaints**

This year we have had 0 complaints that were dealt with following our schools' policies and procedures. If you are not happy with the SEND provision at our school, then please contact the class teacher, SENCO, Assistant SENCO, Deputy Headteacher or Headteacher to share your concerns. If you wish to make a complaint, please follow our school complaints policy which you will find on our school website, or alternatively, you can request a copy from our school office.

### **What has worked in the past year?**

- ❖ Assistant SENCO working closely with SENCO to strategically lead SEND provision across the school.
- ❖ Family Support Worker - working closely to support families.
- ❖ Inclusion and Wellbeing Team meeting regularly and working closely to support all SEND pupils enabling early identification and support if necessary.
- ❖ Assessment and advice from OSSME for both staff and parents
- ❖ Small group support from OSSME for identified children focusing social communication needs
- ❖ Successful transition of 11 children from Leamington into specialist provision.
- ❖ SEND children are making good progress and PIVATS allows for detailed analysis of progress
- ❖ Use of CPOMs to track, record, monitor and evaluate all pupils including those identified as SEND
- ❖ 21 pupils have been supported with additional adult support accessed through Top Up funding or banded EHCPs.
- ❖ Upskilling additional adults in order that they have relevant training to support the children they are working with.
- ❖ SENCO working closely with additional adults to ensure they have relevant training and support.
- ❖ Pupil Passports are being created using Edukey software with the involvement of both pupils and

parents in the process

- ❖ We currently have 19 children with an EHCP with a further three under assessment.
- ❖ 4 members of staff are trained to lead and attend EHATs.
- ❖ Regular SEND tracking meetings to ensure that all children were in receipt of the correct support.
- ❖ Year group SENCO meetings to discuss concerns and SEND register.
- ❖ Embedded QFT in the classroom and ASD friendly classrooms.
- ❖ Staff have a good understanding of the four broad areas of need.
- ❖ Embedding the whole school approach to Zones of Regulation
- ❖ Successful implementation of sensory circuits, with a small group of children taking responsibility for this. Support staff have a good understanding of the three stages of a sensory circuit.
- ❖ Lego Therapy training
- ❖ Our Learning Mentors have provided individual and group support for children who are experiencing some form of 'barriers to learning'. This includes working very closely with the child's family, if necessary
- ❖ In-house resource base continues to support children with complex needs in Nursery, Reception and Y1
- ❖ Lunchtime nurture group for Reception and Year One children who access learning through our in-house resource base.
- ❖ Seedlings therapy for our most vulnerable children
- ❖ PSHE/RSE Curriculum - Whole-class Wellbeing afternoons
- ❖ Mental Health Lead - overseeing outreach support link with Early Mental Health Practitioners (EMHP)
- ❖ Use of Dyslexia Screener to identify children needing a full assessment
- ❖ WELLCOMM assessments and interventions in Nursery
- ❖ Use of B Squared, Connecting Steps to assess Early Years children who are below age related expectations to show very small steps of progress and next steps.
- ❖ SEN share as a central place to find information relating to individual children as well useful SEND documents

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- ❖ Close working with additional adults to ensure that provisions in EHCPs and interventions are being delivered.
- ❖ Continued training for additional adults to support children they are working with.
- ❖ Continue to use Dyslexia screener and suggested recommendations to be implemented to further support individual children
- ❖ Continue to embed the Pupil Passport system, ensuring parents and children are thoroughly involved throughout the graduated approach
- ❖ Termly SENCO reviews with class teachers to share concerns and review pupil progress
- ❖ Extra OSSME involvement to further support individual children and provide strategies to class teachers
- ❖ Continue to do planned lesson observations, learning walks, and evaluation of data, pupils and parent feedback and collaboration and how this impacts on development
- ❖ Continue to develop sensory circuits and ensure all staff have a good knowledge of the three stages - alerting, organizing and calming.

- ❖ Continue to use WELCOMM to assess language development in Nursery children and deliver interventions at the appropriate level.

**Relevant school policies underpinning this SEND Information Report include:**

- ❖ SEND Policy,
- ❖ Intimate Care Policy,
- ❖ Teaching and Learning Policy,
- ❖ Assessment Policy,
- ❖ Behaviour Policy,
- ❖ Remote Learning Policy.

These can be found on our school website.

**Legislative Acts taken into account when compiling this report include:**

- ❖ Children & Families Act 2014,
- ❖ Equality Act 2010,
- ❖ Mental Capacity Act 2005.

**Date presented to/approved by Governing Body: October 2024**