

Leamington Community Primary School

'Together we make a Difference'



SEND Information Report

Reviewed by Governors: September 2022

Updated by: Miss. N Boyd and S Tyson



**Leamington
Values**



Together we make a Difference

SENCO	Miss. Natalie Boyd	Assistant SENCO:	Mrs. Sally Tyson
SEN Governor	Mrs. Alma Shaw	Headteacher	Mr. Paul Vine

Contact: 0151 284 7848

Dedicated SEN time: Full time 5 days - SENCO and 2 days - Assistant SENCO

FYI: This report was updated post-global pandemic.

Our Approach as a School:

High-quality first teaching and additional interventions are defined through our person-centered 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 personalised approach to teaching and learning (adapting and scaffolding as required). 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. Inclusion Team referral forms can be completed by staff if they have concerns about your child’s social, emotional, and mental health needs, or if they feel that your child/family may benefit from accessing pastoral support from the school. The Inclusion Team meets regularly throughout the term to discuss new referrals and allocate personalised support/intervention as appropriate.

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 adaptive 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/carers as well as class teachers and support staff 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 be experiencing social communication difficulties. Outcomes of these assessments are shared with parents/carers as well as the class teachers and support staff in order for us to implement suggested recommendations and continue to monitor their progress.

Chatterbug (Speech and Language specialists) have been commissioned to support our Early Years Foundation Stage children and we are lucky to have a qualified CALS (Communication and Language Specialist) in school regularly throughout the academic year. The CALS therapist uses a screening tool to identify children that may require additional support with early language and communication in EYFS. 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 has been commissioned to support our Early Years Foundation Stage and Key Stage One children that may be experiencing social communication, emotional or behavioural difficulties or might not be making progress in line with their peers. Practitioners work closely with the SENCO and classroom staff to identify barriers to learning and outcomes of these assessments/observations are shared with staff as well as parents or guardians in order for us to implement suggested strategies and continue to monitor children's progress closely.

A small minority of children may require further assessment from the school Educational Psychologist. In this instance, a team around the family meeting is usually arranged in order to discuss the specific areas of need, intended outcomes and what targeted support is needed in order to successfully achieve these outcomes.

Plan:

Once a child has been placed on the SEND register, they may 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 including; 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 up to three times a year to ensure targets are being met and 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 and Ed Psych are carefully reviewed and recommendations are implemented wherever possible for each child.

School has recently purchased 'B Squared' software to closely track the progress of SEND pupils within EYFS. This framework breaks each target down which allows us to record and celebrate the specific steps of progress that each child makes.

Effective communication between staff and the close monitoring of all SEND provision ensures effective delivery at Leamington Community Primary School.

Do:

The school's SENCO supports the class teacher and support staff with implementing effective provision and further assessments for all pupils with SEND. The teacher will endeavor to work with SEND children whenever possible during lessons, however, where interventions involve group or one-to-one coaching away from the teacher, the class teacher remains responsible for overseeing this and will work closely with the support or specialist staff involved. Every classroom in our school offers an adaptive curriculum for all children. Children with SEND will have lessons and activities adapted on a needs-based continuum. This will ensure the child can access all lessons where appropriate and make progress at their own pace. In addition to this, children may be placed in additional interventions to support their learning, social communication, or emotional well-being. When appropriate, interventions are recorded and their effectiveness is evaluated at the end of the intervention period.

Review:

Formal assessments take place once a term, however, assessment is an ongoing process, and teachers and support staff share information regularly to understand how well a child is doing. You will be informed of your child's progress through termly parents' 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 their child's progress at other times during the year, we welcome them to speak to the child's teacher in-person or via class dojo or make an appointment with the SENCO.

During the Pupil Passport review meetings, parents/ carers will 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 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 adaptive quality first teaching and learning approaches within the classroom. Use of visuals to support non-verbal communication as well as an understanding 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 are currently accessing support from Chatterbug, who are providing a range of different language interventions following initial screening assessments.

In exceptional circumstances, where a child is working significantly below age related expectations and is unable to access education within the mainstream classroom, they may be given the opportunity to access our school-funded SEND Base. This provision is flexible and adapts to the needs of our children each year. Our current cohort are all EYFS children with very complex learning and sensory needs. We have a high ratio of staff:children which allows us to offer a bespoke curriculum that is highly personalised and focuses on their individual needs. Intensive Interaction and Bucket Therapy are an integral part of our daily routine and our staff are supported by professionals such as Speech and Language and OSSME to ensure that our children are making progress regardless of their starting point.

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 offer 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.

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 of very high quality within our school and teachers are very well supported by our Lead Curriculum Professional as well as the Senior Leadership Team. As a school, we have recently 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. We endeavor to ensure each class has a designated Learning Support Officer to support teaching and learning in every classroom. Year 6 have a third teacher which enables us to split into three smaller cohorts to ensure a high quality personalised approach. We are also lucky enough to have a specialised SEND provision with a high ratio of staff:pupils within the early years that allows us to provide a bespoke curriculum for those children that are unable to access the mainstream classrooms.

PIVATs are a useful assessment tool to track small and specific 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 a 1:1 Teaching Assistant that supports them throughout the day.

The school participates in the local Consortia which provides SEND support to schools. Through Consortia, the SENCO can request specialist services dependent on the needs within school. Recently, Consortia fund has been used for continuous professional development; training staff on specific interventions such as 'Talk Boost', ASD training for lunchtime supervisors as well as purchasing additional outreach support such as ADHD Foundation, OSSME, Together Trust and individual dyslexia assessments for identified children.

Leamington Community Primary School also accesses additional support from SENISS. Advice and support is given in the EYFS so that children's needs are identified early on, if appropriate. 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 assessments and psychological advice.

2. 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 the 'Mindful Hour' 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 (Well-Being Wednesday), 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 mentors offer 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, we have recently invested in our Family Support Worker's accreditation in ACES training - Adverse Childhood Experiences and set up a weekly intervention to support children that may have experienced adverse childhood experiences in the past. We are also looking at developing a parent support group to support parents that may have been affected by adverse childhood experiences.

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 can seek further support from Hope school if necessary, to support individual pupils. Our central CPOMs system is vital for monitoring and tracking whole school behaviour, SEND and safeguarding concerns.

At Leamington Primary school all of our staff have had 'ROAR Response' training. Mental Health and Well-Being has been an integral part of our school development plan over the past few years and 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 on The Zones of Emotional Regulation and this whole school approach was implemented upon the school's return from national lockdown and has proven extremely successful and the children have responded really well to this. Further information can be accessed on our school website: <https://www.leamingtonprimary.com/zones-of-regulation/>

In addition to all of the support we have in school, we also employ outside agencies that work closely with children with SEMH needs. Some of these include; EMHP (Early Mental Health Practitioner), Seedlings therapy, and ADHD Foundation Therapy - all providing additional support for vulnerable individuals as well as families.

4. Sensory and/or Physical Needs

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

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 and Reception which support children with sensory processing difficulties to help them self-regulate. We have accessed whole school INSET on Sensory Processing Disorder (SPD) and most 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 built a new outdoor space that is extremely sensory friendly - allowing children to self-regulate using a variety of different equipment. Most staff have a good understanding of sensory needs and provide regular 'alerting' and 'calming' sensory breaks at regular intervals throughout the school day. Some children also have individual sensory diets and are supported to ensure that these are implemented regularly.

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

This SEND Information Report has been written in conjunction with our SEND Policy (September 2022) which is accessible via our school website: <https://www.learmingtonprimary.com/policies-and-statutory-information/>

As of September 2022, we have 160 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 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 each morning and afternoon and the SENCO is available every day.

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	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
Newsletters	Key staff responsible for each area	As and when necessary
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	At least once per year Child voice more often

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

Initials	Area of expertise	Level of Qualification
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 PG Cert Mentoring and Coaching
SH	Lead Practitioner	QTS NPQSL
NB	EYFS Leader SEND Provision Leader	QTS
SD	SENISS - Assessment and Advice and Outreach Teaching and Learning support	QTS with Early Years MA - Applied Educational Practice - Dyslexia AMBDA member (Dyslexia assessment)
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
IK	Designated Safeguarding Lead E-Hat Lead professional Mentoring and obtaining pupil voice across the school	BSc degree NNEB member - Nursery Nurse examination board
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

NT	Supporting children in class Intervention programmes	NVQ3
IF	Supporting children in class Intervention programmes	NVQ3
PM	Supporting children in class Intervention programmes	NVQ3
NC	Supporting children in class Intervention programmes	NVQ3
SG	Supporting children in class Intervention programmes	NVQ3
EG	Supporting children in class Intervention programmes	NVQ3
NR	Supporting children in class Intervention programmes	NVQ3
KN	Supporting children in class Intervention programmes	NVQ3
LI	Supporting children in class Intervention programmes	NVQ3
JS	Supporting children in class Intervention programmes	NVQ3
CH	Supporting children in class Intervention programmes	NVQ3
MP	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 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.

We aim to endeavor that every class has a Learning Support Officer and a small minority of children have 1:1 or 1:2 support throughout the school.

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:

- ❖ An intensive support nurture classroom (SEND Provision).
- ❖ Learning Support Officers
- ❖ 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.
- ❖ Training for all teachers, LSOs, 1:1 support assistants, 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.

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
- ❖ OSSME
- ❖ SENISS
- ❖ Seedlings therapy service
- ❖ Autism Outreach Service
- ❖ Chatterbug
- ❖ Alder Hey Speech and Language Team
- ❖ Community Pediatrician's at Alder Hey
- ❖ Together Trust
- ❖ Prince's School

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, 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?

- ❖ All pupils in SEND Nurture provision were successfully able to integrate back into mainstream education or transitioned to specialist provision.
- ❖ Family Support Worker - working closely to support families.
- ❖ Inclusion and Wellbeing Team - working closely to support all SEND pupils enabling early identification and support if necessary.
- ❖ Inclusion and Wellbeing team database to track Inclusion and Wellbeing team involvement.
- ❖ Twice weekly calls during national lockdown from Inclusion and Wellbeing team to vulnerable families offering support, advice and signposting to other agencies.
- ❖ Assessment and advice from OSSME which continued remotely throughout lockdown offering families valuable support.
- ❖ Small group support from OSSME for identified children.
- ❖ Successful transition of 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.
- ❖ Pupils have been supported with full-time 1:1 or 1:2 support accessed through Top Up funding.
- ❖ Pupil Passports are being created using Edukey software with the involvement of both pupils and parents in the process.
- ❖ Whole-school Provision Mapping through Edukey software.
- ❖ Supporting those children that have EHCPs.
- ❖ 4 members of staff are trained to lead and attend EHATs.
- ❖ 4 members of staff trained in graded profile.
- ❖ Regular SEND tracking meetings to ensure that all children are in receipt of the correct support.
- ❖ Year group SENCO meetings to discuss concerns and SEND register.
- ❖ Embedding QFT in the classroom following training from the previous year.
- ❖ Staff have a good understanding of the four broad areas of need through regular SENCO/tracking meetings.
- ❖ Embedding the whole school approach to Zones of Regulation.
- ❖ Whole school CPD and successful implementation of regular sensory breaks for most pupils across the school - staff have a good understanding of sensory processing needs.
- ❖ Lego Therapy training.
- ❖ Whole school 'Behaviour is a form of Communication' training exploring sensory processing and trauma informed practice.
- ❖ 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 Nursery and Reception.

- ❖ Whole-class Mindfulness sessions – Well-Being Wednesdays.
- ❖ Seedlings therapy for our most vulnerable children.
- ❖ Mental Health Lead appointed – overseeing outreach support link with Early Mental Health Practitioners (EMHP).
- ❖ Support from Prince’s School – making close links with specialist settings.
- ❖ NELI programme.
- ❖ Use of Dyslexia Screener to identify children needing a full assessment.
- ❖ Tutoring programme to support those children affected by the global pandemic.
- ❖ SEN share as a central place to find information relating to individual children as well useful SEND documents.
- ❖ IDL Literacy and Numeracy intervention.

Further development

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

- ❖ Continue to raise the profile and embed Zones of Regulation across the whole school.
- ❖ Continue to use Dyslexia screener screening tool and implement suggested recommendations to further support individual children.
- ❖ Host SEND coffee mornings for parents – inviting professionals to tailor support and provide training.
- ❖ Survey staff to establish gaps in CPD and provide relevant training.
- ❖ Consult with parents to see what they would like to see on the website and design website accordingly.
- ❖ Design and create new Pupil Passport system, ensuring parents and children are thoroughly involved throughout the graduated approach.
- ❖ Ensure that all children are getting access to a broad and balanced curriculum when accessing interventions.
- ❖ Encourage all staff to access SEN share and implement all advice relating to individual children in their class.
- ❖ Termly SENCO reviews with class teachers to share concerns and review pupil progress.
- ❖ Extra Ed Psych and 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.
- ❖ Further develop sensory-friendly classrooms and develop sensory circuits and paths on the corridor and on the yard.
- ❖ Further develop dyslexia-friendly classrooms.
- ❖ Work towards Autism Inclusion Award as developed by the National Autistic Society.

Relevant school policies underpinning this SEND Information Report include:

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

These can be found on our school website – paper copies can be requested from the school office.

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: September 2022.