

# SEND Information Report 2023/2024

## Kinds of Special Educational Needs and Disabilities in our school

Our school currently provides additional and / or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The SENDco, teacher and support staff provide support for all pupils across the four areas of need as laid out in the SEND Code of Practice 2014

### Identifying pupils with SEND and addressing their needs

We will assess each pupil's current skills and levels of attainment settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs. Slow

progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. During this process we will consider the MATs **assess, plan, do and review document**.

## **Consulting and involving parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record via CPOMS and given to their parents.

We will formally notify parents when it is decided that a pupil will be placed on the SEND register.

## **Arrangements for assessing and reviewing pupils' progress throughout the year**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review as outlined in appendix 1 of the SEND policy.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and character development of the child.
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Provision may also include:

- Small group interventions
- Guided sessions within class with the teacher, School Improvement Leads or support staff.
- Personalised provision through resources and adapted activities

### **How adaptations are made to the curriculum and environment to support SEND pupils and to provide additional support for learning**

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding learning and the curriculum to ensure all pupils are able to access it, for example, by resources, grouping, teaching style, content of the lesson, individual support etc.
- Adapting our resources and learning and teaching styles
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
  - Scaffolding learning, differentiating our questioning and teaching styles, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adaptations to the environment and curriculum:

- Children work in mixed ability groups;
- A wide range of resources are accessible to children;
- Independent learning is scaffolded / differentiated;
- Texts are chosen to ensure appropriateness for the learners;
- Activities and resources are differentiated;
- ICT is used where there may be an additional need
- Displays may be adapted for visual impairments;
- Additional equipment is used such as sound- field systems to promote and encourage good listening skills.

## Securing equipment and facilities

The equipment a SEND child might require could be either:

- Part of the equipment the school has purchased from their own budget in anticipation of providing education to children with SEND
- Equipment the school has been supported to supply, based on agreement in your child's Education, Health and Care Plan.

We will often already have access to equipment such as:

- ICT for some children with dyslexia, motor skill difficulties or visual impairments
- Raised tables and work stations
- Adapted chairs
- Necessary adaptations to toilet facilities

If additional equipment is required to support a child in accessing the curriculum the school will seek support from key specialist services to acquire the resourcing needed.

## Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions through entry and exit assessments
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding termly reviews for pupils with statements of SEND or EHC plans

## Support that is available for improving the social, emotional and mental health of pupils with SEND

The mental health of the children in our school is of the utmost importance; it is imperative that they are happy, confident, self-aware and comfortable in their surroundings in order to learn effectively and reach their potential.

Pupils are supported by:

- Being involved in many areas of the school community, such as the School Council
- Termly questionnaires are completed with children with SEMH needs to ensure their happiness and well-being in school;
- School nurse or CAMHS support for individual cases;
- Specific work on character development with key staff in schools;

- Work with the Social Inclusion Team where appropriate.
- Extra transition for identified pupils

#### **Advisory services accessed by our school**

Where appropriate the support of advisory services and outside agencies will be sought in order to gain a better understanding of a child's needs and how best to support these needs. An Education Health Care Plan (EHCP) may be put in place at this point or previously. This is a structured framework.

#### **Expertise and training of staff**

Our SENDCO has over 25 year's experience in this role and has worked as a class teacher and assistant headteacher in schools across Devon.

She is allocated 3 hours a week to manage SEN provision.

We have a team of 5 teaching assistants who support the teaching of children with SEND.

Professional Development is continuous and based on the needs of children and staff. Staff have received training in: Autism awareness; D/deaf awareness; speech and language; supporting early reading; diabetes awareness; trauma-informed practice; supporting children with EAL; and relational approaches to behaviour.

### **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEND**

There are many support services available in Devon for parents or pupils with SEND which can be viewed by accessing Devon's SEND local offer:

[Devon's SEND Local Offer - help and support for children with SEND](#)

You can also contact the school SENDCo for any advice or support.

### **Contact details for raising concerns**

Headteacher: Rebecca Northcott

SENDCo: Caren Dickinson

Telephone: 01237 475276

Email: sthelens.sch@alumnismat.org

### **The Local Authority Offer**

A link to the local authority local offer can be found on the school website in the SEND section

[www.devon.gov.uk/send](http://www.devon.gov.uk/send)