

## **SEN information report Arnesby C of E**

### **Summer 2022**

1. *The kinds of special educational needs for which provision is made at the school.*
  - We believe our school to be neurodiverse, therefore we can accommodate children with specific learning difficulties e.g. dyslexia, dysgraphia, APD
  - We believe we can also provide for all children with identified special educational needs where we can meet Section F of the EHCP with some realistic adaptation to the grounds and building and with enhanced staffing where appropriate
  - We believe we can provide for children where a small nurturing environment is required e.g. some degree of selected mutism or PDA (anxiety based)
  
2. *Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.*
  - Identification is made when a pupil is two academic years behind peers and one or more of the following statements apply
    - is significantly slower than that of their peers starting from the same baseline,
    - fails to match or better the child's previous rates of progress,
    - fails to close the attainment gap between the child and their peers,
    - widens the attainment gap
  - Assessment of pupils with special educational needs is based on small steps e.g. EYFS bands or The engagement model
  
3. *Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—*
  - (a)*how the school evaluates the effectiveness of its provision for such pupils;*
    - We evaluate in all subject areas for all pupils
    - We evaluate with parents
    - We evaluate with specialist providers
  - (b)*the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;*
    - Children in school have a provision map and these are reviewed every half term
  - (c)*the school's approach to teaching pupils with special educational needs;*
    - We adapt the timetable
    - We adapt the resources

- We offer enhanced staffing
- We believe **every teacher to be a teacher of every child** therefore the class teacher will implement programmes of study
- Enhanced staffing will enable practice sessions of key skills
- We stay abreast of teaching advice from reputable publications and providers
- We encourage peer support

*(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;*

- We adapt the curriculum by need e.g. a child may have 1:1 with the teacher before the curriculum is delivered to the rest of the class
- The child may have a visual timetable
- Furnishings and resources are regularly reviewed, updated and purchased

*(e)additional support for learning that is available to pupils with special educational needs;*

- We offer an enhancement of personnel to all class teachers who have children with special needs in their class
- Personnel will have key skills, an understanding of child development and be able to offer specific programmes of study that are discreet
- Where appropriate the teacher will offer the discreet programmes and the enhanced personnel will oversee the class

*(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;*

- We offer activities for all and positively encourage engagement
- We encourage peer support

*(g)support that is available for improving the emotional, mental and social development of pupils with special educational needs.*

- We offer 1:1 sessions
- We offer guided play sessions
- We deliver PSHE
- We use Collective Worship to model

*4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.*

- Michelle Cox

(This is a small school and Mrs Cox is Deputy Head, SENCO and English Co-ordinator. )

*5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.*

- The deputy head teacher is a very experienced SENCO with 30 years teaching experience
- There is regular CPD for all staff
- One member of staff has Makaton skills appropriate for early years pupils
- One member of staff is experienced as a teacher and assessor of those referred for dyslexia testing
- Three members of staff have vast experience as key adults in early years settings
- Pupils will have access through timetabling to key adults
- Additional specialist expertise is sought from the Local Authority

*6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.*

- Equipment and facilities will be through the school's budget

*7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.*

- We will consult with parents through the Annual Review
- We will informally consult with parents as needed
- We will offer parents an extended parents consultation with SENCO present
- We will involve parents through regular discussions, newsletters, specific provider meetings, our website

*8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.*

- All children are invited to give their view for their Annual Review
- Through parents we will ensure favourite topics are part of our curriculum and play

*9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

- The governors have a suitable complaints policy in place

See website

*10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.*

- The governing body involves all identified bodies in meeting needs of pupils and these are reported on in the Head Teacher's termly report.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

- The contact details of support services can be found by clicking on the following link

<https://resources.leicestershire.gov.uk/specialist-teaching-services>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- We work very closely with transfer schools, their SENCOs and key staff.
- We arrange discussion time with key staff when pupils transfer in/out of our school
- We schedule in dates for visits for staff and pupils
- We provide a timeline to parents
- We transfer paperwork appropriately