

### SEND Information Report

*Reviewed-2022-2023 policy*

SENDCo: Michelle Cox

SEND Governor: C Gordon

Contact: 0116 2478563

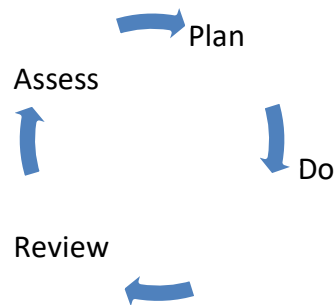
Local Offer Contribution: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-anddisability>

#### Whole School Approach:

---

At the start of the autumn term, we conduct a whole school provision review with stakeholders. Having consulted with children and parents, all our additional provision is based on an agreed outcomes approach.

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



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

#### Assess:

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

- Boxall profile
- Strength and Difficulties assessment
- Small steps tracker
- Diagnostic Reading Assessment
- Single Word and Reading assessment
- Sensory Stress assessment

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies such as educational psychologist and speech and language therapists, may be conducted where additional information and support is required.

**Plan:**

Under the direction and support of the SENDCo, the class teacher will plan the outcomes and provision based on this assessment information.

**Do:**

This provision will be delivered on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENDCo.

**Review:**

The SENDCo and the class teacher will track the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings
- Parents' evening meetings with the class teacher
- Email/Class Dojo correspondence
- Informal conversation with the class teacher/SENDCo

These are held face to face where possible or over the phone if more convenient for the parents/carers.

**SEND Needs:**

---

Children and young people's SEND are generally thought of in the following four broad areas of need. At Sherrier, we use the following resources and provision to support:

**1. Communication and interaction**

- Colourful Semantics
- Black Sheep resources
- NELI – Nuffield Early Language Intervention
- Assisted technology
- Talk Boost
- Welcom

**2. Cognition and learning**

- Number Stacks
- 1:1 and small group tutoring
- Whole Word Level intervention (Specialist Teaching Service)

### 3. Social, emotional and mental health

- PHSE Curriculum
- Autism Education Trust transition
- Social stories
- Autism Outreach Service
- Special School Outreach Service

### 4. Sensory and/or physical needs

- Sensory activity group
- Sensory boxes
- Wobble cushions
- Chewlery

**(Reference: SEND Policy 2022)**

As at (Aug 22), we have 14 children/young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Termly assessments in reading, writing and maths - Headstart
- Termly evaluation of provision delivered and the impact it has on the progress of individual children
- Ongoing informal assessment and observation – seen in the marking and feedback booklets
- Learning walks and observations

### **Consulting with children, young people and their parents**

---

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Provision Review  To identify what we are doing well and what would be even better if for all children.	Parents, children, all staff, all governors.	Annual
SEND support meetings/parents' meeting – to formally review progress	Class teacher, support staff, parents/carers and child when appropriate	Twice a year

Additional meetings with parents and child – dependent on the individual circumstances of the child and family	Class teacher, support staff, parents/carers and child when appropriate	As required (These type of meetings and approach to support is seen regularly throughout school, building relationships between staff and parents and in turn, improving outcomes for children).
--	---	---

## Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
All Staff	Attachment Training	
MC	Anxiety	Course delivered by Autism Specialist Team
SG	Early Years Language	Accredited course
MC	Autism (AET)	Level 1
LM	Understanding children and young people's mental health	CACHE certificate
LM	Mental Health First Aider	
	Provision Review	Anita Devi
MC	Down Syndrome	Behaviour and Down Syndrome
MC	Collaborative and social thinking – social skills	Course delivered by Autism Specialist Team

This year, we have put in additional training into:

- Teachers' role as a teacher of children with SEND (EEF Five-a-day)
- Planning and delivery of curriculum
- Writing moderation at every year group
- Phonics training

## Staff deployment

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

## External bodies and organisations

---

The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents. Our external partners that we would work with include:

- Voluntarily organisations, such as the Laura Centre
- Local authority support including Educational Psychology Service and specialist teachers, such as: specialist teachers from Autism Outreach Services or Learning Support Services
- Health and social services including: speech and language therapy, OT, Children and Wellbeing support workers.

## Transitions

---

This year, we worked with our feeder partners to welcome 4 children/young people with special educational/disability and we supported 7 children and young people transition to the next phase in education/employment.

Our approach involved:

- Enhanced transition to and from new settings depending on the needs of the child.
- Relevant staff visits to and from settings.
- Use of technology to increase familiarity for the child.
- Additional multi-agency and SENDCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.

## Complaints

---

Our complaints procedure is in the school's Complaints Policy. This details the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

This year we have 3 complaints.

## Challenges this year

---

Challenges for our school have included:

1. The impact of Covid on the social and emotional wellbeing of our children.

For most children, they have been keen to return to what they perceive as 'normal' school, having the opportunity to mix and socialise with children outside their year group. However, for some, this has been overwhelming and has led to some anxiety. Staff have worked closely with children, parents and outside professionals (where involved) to help the children reconnect with their peers. .

2. The burdens faced by SENA and how this is impacting upon SEND finances.

Intervention Funding applications have been made for children with more complex needs, whether to support them with an upcoming transition or to fund a specific level of provision. Due to the burdens faced by SENA, communications regarding applications have been limited. In some cases, funding has been granted and then no funding has been received; in other cases, there has been acknowledgement of the application being received but then no further action, despite regular email and phone correspondence from school. This has been raised with CFO and CEO or the Embrace MAT, Arnesby Governing Body and escalated to the senior managers at SENA. This has been partially resolved to date.

3. Due to our strong Pastoral offer we currently have a higher than average percentage of children with SEND

This has had considerable impact upon both pupils and staffing within school. There was over 20% of children identified as having SEND, which is significantly above national. The complexity of need was very wide ranging, requiring specialist support from a number of agencies including EP, Autism Outreach, Social care, paediatricians, school nursing team

## **Further development**

---

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

- Developing staff understanding of how to support children with SEND in different areas of the curriculum and the adaptations made within specific curriculum areas and across all.
- Supporting children's relationships and social experiences through enhanced outdoors opportunities such as the introduction of new playground activities,
- With some new staff to school, Autism Education Trust level 1 training will be repeated.
- Reintroduce parental workshops related to social, emotional and behavioural aspects such as self-esteem, anxiety and transition.

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

- The SEND Policy
- Accessibility plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

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

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005