

SEND Information Report – June 2024



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Number of children receiving SEN support: 32	

Assess, Plan, Do, Review (For each step explain how and why)

Assess: In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress, attainment and behaviour. It will also draw on the individual's development in comparison with their peers and national data, the views and experience of parents, the child's own views and, if relevant advice from external support services. School will take seriously any concerns raised by a parent. Concerns will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need so that barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is closely monitored and developed for the child to make secure progress.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the Headteacher or SENDCo will contact them if the parents agree.

Plan: Where it is decided to provide a child with SEND support, the parents will be formally notified. The teacher and the SENDCo will agree in consultation with the parent and the child the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development of behaviour, along with a clear date for review. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be recorded on a TPTP proforma with the parent, child and class teacher and will be signed by them at the end of the meeting.

Do: The class teacher remains responsible for working with the child on-a-daily basis. Where the interventions involve group or one-to-one learning away from the main class teacher, they still retain responsibility for the child. Teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of support and interventions will be evaluated, along with the views of the child and their parents; which will feedback into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and the pupil through the TPTP meetings. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Provision to Support SEND (Include how you know SEN provision is effective)

Communication and interaction: The school pay into the NHS speech and language service not unlike every school within the city. St Osburg's School also pay for a commissioned service from the NHS: This results in a close working relationship with a speech and language therapist from the service **Elizabeth Turner**, Children are assessed, planned intervention (Therapy Plan), Class teachers are responsible for implementing the plan three time per week and then the child/children are reviewed.

Cognition and learning: TPTP's are held with the parents, child and teacher to discuss the difficulties experienced by the child. After three periods of plan, do, review then an outside agency is commissioned to assess the child/children for any barrier to learning.

Social, emotional and mental health: St Osburg's employs the support of a counsellor from ABACUS to work with children who are in need of extra support due to home life or anxieties within school. The school also provides two pastoral managers who support the children and parents needs within school.

Sensory and/or physical needs: Children with these needs are identified by the class teacher and or parent. These children are then assessed by an outside agency and therapy plans are supported within school and managed by the class teacher/s

Accessibility: Adaptations to the school building allow for all children to be able to access the school. All children are entitled to received extra support with their learning and disabilities. The school employs a number of support staff to ensure that all children are included within school

Whole School Approach

Procedures for Identification, Assessment, Provision and Review

We use the definition of Special Educational Needs in the SEND Code of Practice (2015).

"A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for him or her".

Many children or young people who have SEN may have a disability under the Equality Act 2010-that is "a physical or mental impairment which has long term and substantial effect on their ability to carry out normal day-to-day activities".

"Long-term" is defined as a year or more and "substantial" is defined as more than "minor or trivial"

Difficulties arising from a difference of language between home and school are dealt with through other policies and procedures.

Special needs provision will be provided wherever possible alongside other children taking account of:

- The wishes of parents/carers
- The child's needs
- The resources available to the school
- The efficient education of other children in the school

We believe that all teachers are teachers of children with special educational needs.

Although the SEN Code of Practice does not assume that there are hard and fast categories of special educational need. Children will have needs which may fall into at least one of four areas; many children will have inter-related needs. The SEN Code of Practice gives four main areas of need.

Supporting the Wellbeing of Children

Children are encouraged to think for themselves. If they are on the SEND register then they are invited to the review meetings, or their opinions and thoughts are gathered before the meeting if it is deemed that the child is not able to cope with the meeting.

The school provides a counsellor who works with identified children with the consent of the parent.

The school provide two pastoral managers to support the wellbeing of children and their parents. They are also safeguarding leads.

Involvement of Outside Agencies and Partnerships with other Schools

The school commissions extra NHS speech and language support. The language therapist is Elizabeth Turner

Dyslexia West Midlands is the outside assessment agency used for learning and behavioural assessments.

Independent Educational Psychologists through Dyslexia West Midlands

British Sign Language Teacher.

Specialist teachers and support workers for our deaf and partially sighted pupils.

Occupational Therapists.

Our SENCO meets regularly with the other SENCOs within our Unity cluster for supervision and to share good practice.

Partnership with Parents/Carers

Parents play an important role in the support of their children. Parents are always invited to planning and review meetings; we call them TPTP's (Target Planning with Teachers and Parents). Parents can and are encouraged to contact the SENCO as and when needed.

Parent questionnaire being sent out this term.

Staff Deployment

Teaching Assistants are employed within school and are deployed in a number of ways that suit the teaching and learning of all children and especially those with additional needs.

There are 12 Teaching Assistants on full and part-time contracts. TA's support children on a 1:1 basis; in small groups (No more than 6) and whole class when adaptive teaching is used and when the class teacher is working with a group.

Staff Professional Development and CPD

SEND forms part of the school's development plan. Staff are provided with a CPD platform via NASEN.

Staff are also encouraged to attend CPD when they are teaching a child with a specific disability i.e., hearing impairment / visual impairment/Autism

Thrive training Oct 2023 through to January 2024 (12 week training course)

Drawing and talking X2 members of staff (membership and training updated yearly)

Paul Longdon SENCO training 16.01.2024 all day

SEND Conference Windmill Village 01.02.2024 9.30-15.30

National SEND Conference 13.03.2024 8.30-16.00

3 day first aid course

EYFS staff

Little Wandle training July 2024 reading and phonics

Little Wandle SEND training. July 2024 reading and phonics

Safeguarding Children All day course

RE online training: Twilight sessions 11.01.2024 / 18.01.2024 /21.03.2024 / 03.06.2024

Information on Support for Transition and School Partnerships.

The pastoral managers support the transition into St Osburg's school and the transition of children from St Osburg's to their secondary schools. Children with SEND are provided with additional visits to the receiving school and discussions around their anxieties.

As children start school at St Osburg's whether they are in Year R or further up the school a bespoke transition programme is planned if necessary in order to meet any specific special needs.

Finance

Monies to secure outside agency support or assessment reports are in place.

Extra funding for children with EHCP X4 and one pending in Y5

Further Development

Continuing improvement in SEND provision forms part of the school's development plan and is a priority for SIP 2024/25. (Changes to review meetings, further CPD for staff, investment in more resources)

Parent questionnaire

