

Special Educational Needs and Disabilities [SEND] Information Report July 2024



Introduction

At Astley CE Primary School, our objective for all pupils with SEND is to ensure that we address any barriers to learning that they may face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum for all. We seek to identify the needs of all our pupils and provide the necessary skills and abilities to live fulfilling lives and to go on to make a successful transition into adulthood.

How do we identify Special Educational Needs in children?

When children join us at Astley we will observe their learning characteristics and how they thrive within our learning environment, we will assess their understanding of what they are learning in school and identify any difficulties that might arise. If teachers feel that a child has an additional educational need this may be because they are not making the same progress as other pupils, not achieving their potential, or that they are finding new situations challenging. The earlier we act and modify our provision, the sooner we can resolve concerns and help children feel success. Throughout the identification process the school will liaise with parents, and the children themselves, to share our findings and plan next steps.

A child may be identified 'if he/she has a significantly greater difficulty in learning than the majority of others of the same age.' The following may be considered.

- They are performing below age related expectations
- They are not making expected progress
- Concerns have been raised by parents/carers of the child
- Concerns have been raised by staff
- External agencies invited to provide specialist assessment and advice
- Learning is affected due to a health diagnosis.

What is the range of provision for SEND children?

When concern is raised about a child because they have not made expected progress, additional help known as an intervention is given. This support is usually given by a class teacher or teaching assistant to a group of children and can often be enough to ensure that a child makes improved progress.

However, if concerns about progress remain, further support can be sought from external agencies such as Speech and Language therapists or our Learning Support Teacher. These specialists can make a detailed assessment and provide specific targets and resources to help support SEND children further. For pupils who need this additional targeted support an Individual Provision Map (IPM) is created. It lists the child’s targets and the ways in which they can be supported to achieve them both at home and at school.

What are Special Educational Needs and Disabilities?

The 'SEND Code identifies four broad areas of primary need. Children may have difficulties that fit clearly into these areas; however, there may be children that have difficulties across two or more areas. Behavioural difficulties do not necessarily mean that a young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Communication and Interaction - Difficulty with different aspects of speech, language or social communication.

- **Cognition and Learning** - Moderate and severe learning difficulties including specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.
- **Social, Emotional and Mental Health Difficulties** - Difficulties such as anxiety, depression, attachment disorders or self-harming etc.
- **Sensory and/or Physical** - Difficulties such as visual or hearing impairment.

	Cognition and Learning	Physical	Communication and Language	Social, mental and emotional	Total
N			(1)		1
R	1		1	1	4

1	1		1		2
2					
3	1				1
4	1				1
5	1		1		2
6			1		
School	5		4	1	11

Current numbers on SEND Register April 2024

Who is responsible for SEND at Astley CE Primary?

All teachers are teachers of SEND pupils and as such provide Quality First Teaching which takes account of the individual needs of pupils with SEND within their classroom. Research shows that pupils generally make the best progress when learning alongside their peers. For this reason additional help outside the classroom will be targeted, time limited and reviewed regularly to ensure it is highly effective.

Our SEND Coordinator from September 2024, Miss Creig (SENDcoNPQ) has the responsibility of:

- Co-ordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are kept involved and informed about the support their children are receiving.
- Liaising with external professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring there is sufficient expertise in school and providing or facilitating training where required.

What expertise and staff training are available to support children with SEND?

There is a wealth of experience amongst the teaching staff and training has included ASD (Autistic Spectrum Disorder), Attachment Disorder, Dyslexia as well as interventions

including Precision Teaching and Memory Skills. Drawing and Talking, Philosophy for Children, ELSA are all interventions that support the mental health of children as well as encouraging them to reason and become independent individuals. We use RWInc across the school, with extra Fast Track Phonics. 1stClass@number and success@arithmetic are used to support maths. Miss Creig is completing the SENDCoNPQ qualification from September 2024. We have agencies who work regularly within school including:

- Learning Support
- CCN Team (Complex Communications Team)
- Early Intervention Family Support
- Speech and Language Therapist

Other agencies that we communicate with at times:

- Consultant Paediatrician
- Occupational Therapist
- Virtual School
- Regency Outreach Team
- Orchard Nursing Services
- Clinical Psychologist
- Hearing Impairment Team
- School Nurse
- Bereavement Counsellor
- Child and Adolescent Mental Health Services (CAMHS CAST)

How is a child's progress monitored?

In accordance with the SEND Code of Practice the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.



- **Assess** - The child is assessed thoroughly to identify key areas of need.
- **Plan** - Plan provision that is needed to scaffold the child's learning.
- **Do** - The support planned is put in place and monitored over a period of time.
- **Review** - Review progress against the child's targets. All of those involved – learner, parent/carer, class teacher,

SENDCo - contribute to this review to inform the next cycle, if necessary. (www.hacw.nhs.uk)

A child's progress is continually monitored by their class teacher. Their summative progress is reviewed every term and an age related assessment is given. Children on the SEND register will have an Individual Provision Map (IPM), which will be reviewed with parents every term and the plan for the next term made. The Class teacher and SENDCo will also informally check that SEND children are making good progress in the interventions that they take part in and adapt as and when necessary.

Some children who have learning needs which are more complex may need the higher level of support provided by an Education, Health and Care Plan (EHCP). Applications for EHC Plans are sent to the Local Authority for consideration and further assessment. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

How do we involve pupils and parents?

- The class teacher is regularly available informally, before and after school to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used. Longer meetings can also be arranged via the School Office. The class teacher can also be emailed on the class email address class@astley.worcs.sch.uk
- The SENDCo is available to meet with parents to discuss a child's progress or any concerns/worries they may have. She can also be contacted on SENDCO@astley.worcs.sch.uk
- All information from outside professionals will be shared and discussed with parents either in person or through a report.
- The reading diary is a home/school contact book and may be used to facilitate communication, when this has been agreed to be useful for you and your child.
- Teachers will meet with both parents and children termly to discuss Individual Provision Map targets and achievements.

What further support is provided by Astley CE School?

Astley School seeks to provide careful support at every stage of education for SEND pupils. Transition into Astley School is carefully thought through with extra meetings sought with professionals in order to liaise carefully and ensure a full understanding of a child's needs. This allows us to ensure provision is in place as a child arrives at school, for instance where the needs are already known in a Pre-school setting. Extra transition days can also be arranged for SEND pupils moving onto High School to ensure that their needs are fully understood and to enable a confident and happy start to a new school. The class teacher and SENDCo from both Astley and the High School liaise closely with each other to ensure everything is in place to make the transition as successful as possible.

We also recognise that SEND pupils may have additional social and emotional needs. These needs are usually met by skilful class teachers and teaching assistants liaising carefully with parents and children. Agency support can also be accessed in consultation with parents including Behaviour Support Team, Early Intervention Family Support, School Nursing Service and CAMHS CAST.

How accessible is the school environment?

- Astley School endeavours to make reasonable adjustments both in terms of the learning and physical environment, to ensure that all pupils can access the facilities and opportunities we offer.
- After-school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND. It may be necessary to make an individual risk assessment for some children for some activities. If this is necessary, we will discuss this with parents.

How do we assess and evaluate the effectiveness of our Special Needs provision?

Pupil progress meetings are regularly held with class teachers, SENDCo and Head teacher present. At these termly meetings the progress of pupils with SEND is a focus. Where possible, we aim for children to make accelerated progress in order that they may close the attainment gap. We watch carefully to ensure progress does not stall and the gap widen. Personalised SEND provision is monitored by children, parents and class teachers on at least a termly basis.

What procedures are in place for parents to address their questions, concerns and complaints?

If parents have concerns about their child's progress, they should speak to the class teacher initially. If concerns remain, an appointment should be made to speak to the SENDCo SENDCO@astley.worcs.sch.uk or Head teacher. In the unlikely event that a further conversation is needed, Mrs Clark is the SEND Governor for Astley School and can be contacted via the School Office.

How can parents find information about the Local Authority's Local Offer of services and provision for children with SEND?

Worcestershire County Council provides information about the support and services families can expect to be available across education, health and social care in Worcestershire including for children that do not have an EHC plan. This is their SEND Local Offer and can be found on their website: www.worcestershire.gov.uk/sendlocaloffer

Astley School website (www.astley.worcs.sch.uk) provides further SEND information for parents including:

- Astley SEND Parent brochure.
- Astley SEND policy.
- Astley Local Offer policy.
- SEND Information Report

Reviewed July 2024

R Austin