



This SEND Information Report has been created so that we can regularly review what we offer to all children and to amend as necessary. It is also to demonstrate how we implement the SEND policy and to provide you with more information about how we will support children in school. You can find more information about how we would support children fairly and equally in the school's Equality Plan. This is available on the school's website.

## 1. How does the school identify children with Special Educational Needs?

- Teachers will regularly review the children's attainment levels so will be able to identify if there is a learning need. If a child is displaying an area of difficulty additional expertise maybe sought if needed.
- We believe that early identification is vital to the success of the children at William Read Primary and every member of staff that works with the children will be committed to discussing any concerns as soon as they become apparent.

If a child is identified as needing additional support, school will set up a One Plan meeting for this to be discussed in more depth.

When any adult, staff member of parent, has concerns about the progress a child is making the graduated approach cycle is put in place to determine what additional provision would be delivered.

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



All teachers are responsible for every child in their care, including those with special educational needs. **(Reference: Teaching & Learning policy)**. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

### Assess

Assessment is on-going across all aspects of school life. Children all have individual targets in the core areas, in order to help them move on in their learning. Decisions are then made as to the most appropriate steps to take to support the learner; pupil progress meetings are held for all children regularly as part of the assessment process. School based assessments will be carried out regularly to see where there are any gaps in the child's learning. This allows us to track information as to whether or not they are performing below their age expected levels. Assessments from medical or other professionals will also be taken into account.

**Plan**

William Read staff will monitor every child who needs support in order to enhance progress. This may involve something 'additional to or different from' (From the updated Code of Practice January 2015), a differentiated curriculum and different strategies that can be put in place for support. Consultations are held with the children and their parents and all our additional provision (internal or external) is based on an agreed outcomes approach. These consultations use a person centred approach so the meeting agrees to help the pupil together in the best possible way. Strategies will be discussed with the child and parents and carried out over a set time. Some children will have targets set to support emotional or social development, or those pertaining to their very specific SEND. The children will know what the next steps are in order to progress. The children will have a One Page Profile which will be a profile of their strengths, aspirations, and the co-ordinated support and outcomes being sought. This will form a plan for the way forward so that children are supported appropriately.

**Do**

The plan will be put into place and monitored closely by the Class Teacher and the SENDCo. The pupil's One Page Profile which document their SMART (Specific, Measurable, Achievable, Relevant and Timed) targets are updated at the end of each term and reviewed by the SENDCo. Learning Support Assistants (LSA) are deployed across the school to support all children, as directed by the teacher. Children who are finding some aspects of learning difficult maybe supported in a smaller group usually within the classroom for short periods of time usually on a weekly basis working towards specific outcomes. These interventions will have a start/end date and will have a specific focus with a pre and post assessment to ensure progress is being made.

**Review**

The review takes place to assess progress and needs. The specific support or intervention may stop if the desired outcome has been reached; it may continue as it is still appropriate, or may be adapted or change according to next steps needed. Through colleague collaboration, the progress, engagement and conduct of learners is discussed according to need.

Within the Code of Practice, there are two categories for children with SEND. If at the end of this graduated approach it is felt that children need additional support within school they will be classed as needing SEN support. However, if your child has a specific need which may be complex and lifelong, support is available in the form of an Education, Health and Care Plan (EHCP). This means a child has been identified by various professionals as needing a higher level of support. The school or a parent can request that the Local Authority carries out a Statutory Assessment which is a legal process: <http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx>

## 2. How does the school support Children with Special Educational Needs or Disabilities?

There is an expectation amongst staff to demonstrate high quality teaching and the use of differentiated and personalised approaches to teaching and learning. We comply fully within the regulations outlined in the Special Educational Needs Code of Practice (2014). You can find a copy it here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At William Read Primary School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join in with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, all differences within the school, providing extra resources and support, where possible.

Once a child has been identified as having a Special Educational Need or a Disability a provision map is put in place, taking into account the views of the staff, parents, outside agencies and the pupil. These are reviewed termly, with the on-going support from the SENDCo and the class teachers. If an intervention isn't increasing the progress another one can be put in place.

## 3. What should a parent do if they think their child may have Special Educational Needs.

If a parent thinks their child may have Special Educational Needs they should...

- In the first instance contact their child's **Class Teacher** who will happily discuss any concerns you may have. They have responsibility to check on the progress of a child to identify, plan and deliver a curriculum that will meet a child's needs. The Class Teacher will meet parents at least on a termly basis (usually through parents evenings) to raise any concerns at these meetings.
- Next speak to our qualified Special Educational & Disabilities Coordinator, (SENDCo). **Mrs Heather Saville**. She will provide support to children and parents or carers, to ensure that a child is able to feel safe and confident enough to participate in, and enjoy their school day.
- If a child has been raised as having a specific need, One Plan meetings will be held each term with parents, the Class Teacher and Mrs Saville, (virtually during COVID), so that personalised targets can be set and these will be monitored in class.
- We want to ensure we are building positive relationships with all the parents at the school so we hope for an open and honest dialogue whereby we can all work together.
- There is also information on our school website which may help with any concerns Parents may have.
- Essex County Council has produced a web site which also contains an array of information. <http://www.essexlocaloffer.org.uk/>

#### 4. How many children in the school have special educational needs or Disabilities?

As of 15.10.21

	<b>EHCP</b>	<b>ASI+</b>		<b>Total</b>		<b>Year Group</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
<b>Nursery</b>		5		5		<b>N</b>	1	4	5
<b>Reception</b>		3		3		<b>R</b>	1	2	3
<b>Year 1</b>		2		2		<b>1</b>		2	2
<b>Year 2</b>		2		2		<b>2</b>		2	2
<b>Year 3</b>	3	2		5		<b>3</b>	1	4	5
<b>Year 4</b>	1	10		11		<b>4</b>	3	8	11
<b>Year 5</b>	6	5		11		<b>5</b>	3	8	11
<b>Year 6</b>	4	5		9		<b>6</b>	2	7	9
<b>Total</b>	14	34		48		<b>Total</b>	11	37	48

**EHCP** – Education, Health & Care Plan

**ASI+** - Additional School Input +

**ASI** – Additional School Input

**Pupils on roll. 320**

**15% are SEND**

## 5. What types of special education needs does the school currently need to provide?

We have children that fall into various areas.

### \*Categories of Special Needs:-

**ASD** - Autistic & Social Communication 11 pupils

**PNI** - Physical & Neurological impairment 2 pupils

**SLCN** -Speech Language & communication 8 pupils

**LDD**- Learning Difficulties & Disability 13 pupils

**SEMH** - Social, Emotional, Mental Health. 10 pupils

**HI,VI,MSI** - Sensory. Hearing, Visual & Multi-Sensory impairment 3 pupils

**MLD** – Moderate Learning Difficulties 1 pupils

- William Read Primary School & Nursery is aware and celebrates that each child will make a unique contribution to school life and will bring with them an array of abilities and talents.
- There are various reasons why children find school difficult, so it is vital that we identify these difficulties early so that the correct support can be put in place.
- We believe that all children and young people have a right to an education where they can:
  1. achieve their best and make progress
  2. become confident individuals
  3. develop as much independence as possible
  4. make successful transitions
- A Child or Young Person may be considered to have Special Educational Needs if are making significantly less than expected progress given their age and individual circumstances (Code of Practice 6.17). As a result, they may fall into one or more of the following categories and their needs form a specific barrier to their learning;

*A difficulty in one or more areas of learning which is significantly greater than the majority of children of the same age.*

*A disability which prevents or hinders the young person in accessing the full curriculum or educational facilities.*

*(Section 20 of the Children and Families Act 2014)*

All staff are aware that Special Educational needs may fall into one or more of these four broad areas:

1. **Communication and interaction**

Children with speech, language and communication needs (SLCN) may show difficulties with communicating with others. This may be because they have difficulty in being able to say what they want to, understanding what is being said to them or they may not be able to understand the social rules of how communication takes place. Children with an Autistic Spectrum Disorder (ASD) may show specific difficulties which are associated with often having social interaction, language or communication needs.

2. **Cognition and learning**

Learning difficulties vary and cover a variety of needs. This includes children who have difficulty with learning, thinking and understanding or who have some developmental delay. They may have features of moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may have complex learning difficulties. Children may have specific learning difficulties (SpLD) which primarily affects one aspect of learning, for example: Dyslexia, a difficulty that affects fluent word reading and spelling. Dyspraxia, a difficulty with gross or fine motor skills and Dyscalculia which is having difficulties with maths. They may have moderate or severe learning difficulties so are not progressing at the same rate as their peers.

3. **Social, emotional and mental health**

Some children may experience various difficulties ranging from finding it extremely difficult to concentrate, to being isolated or withdrawn to displaying challenging behaviour. This may lead to children may be diagnosed medically as having Attention Deficit Disorder (ADD) or Attention Deficit and Hyperactivity Disorder (ADHD).

4. **Sensory and/or physical needs**

Children may require specific educational provision or equipment because they have physical needs in the areas of hearing impairments (HI), visual impairment (VI), multisensory impairment (MSI) or physical disabilities. Some children may also have medical needs that schools need to monitor and be aware of. How we deal with these specifically can be documented in the Managing Medication in Schools policy.

**(Reference:** See the school's SEN policy and the Managing Medication in Schools policy)

## **6.How are pupils with SEN ensured access to the curriculum?**

All teachers deliver High Quality Teaching which will include differentiation by task so that we can offer a personalised curriculum. However, if children are struggling and need additional support there is a variety of resources available within the school. The school offers a number of interventions which may take place individually or within a group. Strategies will be used depending on the need of the child. Some examples of what is offered in our school:

## **BUTTERFLY ROOM & DRAGONFLY AREA.**

We have a team of pastoral and behavioural support staff who work with children who need to access additional support to engage in learning. The staff are trained to deliver the following interventions.

Our **Butterfly Room** is where our pastoral team is based.

Interventions include;

- Drawing & talking therapy
- Zones of regulations
- 1-1 catch-ups Social & Emotional.
- Google hangouts across the school.
- Lego Therapy

Our **Dragonfly Area** is where our behavioural team are based.

Interventions include;

- Tempersaurus™
- Restorative justice™
- Nessy™
- Hedgehog hut – Sensory room
- Class observations and feedback to SENDCo

## **COMMUNICATION AND INTERACTION**

### **Strategies/programmes to support speech and language**

- We will deliver programmes provided by Speech and Language Therapists, in conjunction with support by the child's parents at home in a 1-to-1 or individual setting.
- Supported "show and tell activities" for EYFS/KS1 pupils.
- We also offer dedicated resources /activities to support home with language.
- Language rich classrooms with engaging activities that promotes language development.
- Interventions which encourage children speech and language for example, Lego Therapy™
- Nurture groups
- Interventions such as Musical communication to help to develop attention

### **Mentoring activities**

- In class strategies such as talking partners are regularly used.
- Play Leaders and Play Buddies in the playground at lunchtime.

### **Strategies to support modify behaviour**

- Positive behaviour strategies are used by all teachers - we reward positive behaviours via the Dojo system.
- We work with the Specialist Teachers to support good behaviour choices and improved self-esteem for a small number of pupils who have significant difficulties with their behaviour and self-esteem.
- Use of visual resources/timetables.
- The use of the Butterfly room at lunchtimes for those children who find it difficult to be on the playground.
- Lego is used to encourage children to work as a team in a cooperative way in EPIC club.
- Interventions run by our LSAs.

## **COGNITION AND LEARNING**

### **Strategies to support/develop literacy including reading**

- Small group/ individual support for example with additional guided reading or phonics.
- In Reception and Key Stage 1, Read, Write Inc™ is a scheme used for developing the child's phonics knowledge. In Key Stage 2 this may continue for some targeted individuals.
- Additional guided reading/comprehension practice.
- Booster classes/group tuition where appropriate in for children to enhance progress
- Interventions for those with specific learning difficulties e.g.: Toe by Toe or specific spelling interventions
- Accelerated Reader/Reading eggs to support reading

### **Strategies to support/develop numeracy**

- Small group/ individual support for example with additional practice for number bonds or tables.
- Use of small visual apparatus to support kinaesthetic learners
- Group Tuition or booster classes where appropriate
- Use of Numicon™ to enable practical maths.
- Use of technology to support learning.

### **Strategies/support to develop independent learning**

- Communication in Print / key vocabulary displayed in classrooms.
- Word mats, word books, mind maps and the use of Talking Postcards and Post it Notes
- Seating arrangements to allow a working buddy.
- Personalised activities/lessons.

## **SOCIAL, EMOTIONAL AND MENTAL HEALTH**

### **Social Skills programmes/support for self esteem**

- Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need to discuss strategies to develop self-esteem.
- We have weekly celebrations Assemblies to promote our school values of, Achievement, Respect, Responsibility and teamwork.



- Positive Behaviour training is used throughout the school to help children to feel safe and confident.
- We have Play Leaders and Play Buddies, trained pupils who will play games with less confident children.
- Each class has representation on the school council.
- Year 6 children run library during lunchtimes – Post Covid.
- A counsellor also visits the school weekly and will work with children in a therapeutic way.
- A play therapist comes into school each Tuesday to work with children.

#### Access to a supportive environment – IT facilities/equipment/resources

- Staff have access to the software, Communication in Print to produce printed matter with visual prompts for a small number of children. We use various apps as well as the Clicker apps for children with SEND.
- Access to laptops/ Chrome books as part of normal class provision and allowing alternative ways of recording.
- Devices for additional recording e.g. Cameras, video recorders, voice recorders

#### Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- We can provide “meet and greet” for anxious pupils, for example school refusers or new children.
- We have Play Leaders at lunchtime
- We have an open door approach for anxious parents or parents of anxious pupils.
- We do transition work at school to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children. We support all pupils with SEND to move year group with a move-up session with their new teacher. We provide social stories for certain pupils who need a visual prompt.

### **SENSORY AND / OR PHYSICAL**

#### Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their targeted work.
- We provide some small items such as writing slopes or pencil grips or adapted scissors as required.
- Repetitive overlearning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing e.g. chrome books.
- Gym Trail / fine motor skills interventions
- Sensory Room

#### Provision to facilitate/support access to the curriculum

- Access to small apparatus for example for counting in Maths, number squares etc.
- Personalised activities as appropriate.

#### Support/supervision at unstructured times of the day including personal care

- Play Leaders available to organise play with younger children at lunch time, under the supervision of a Play Leader supervisor.
- Every lunchtime and break time the Butterfly Room is available for vulnerable children.

- Reminding pupils to visit the toilet frequently.
- Allowing certain pupils with medical needs quick access to use the toilet at any time.
- Reminders to drink water frequently for all pupils.
- Hoists for wheelchair users.
- Slopes for wheelchair access.

#### Sensory Room


- For those children that have sensory difficulties there is a sensory room available throughout the school day.
- Some children will also require bespoke sensory equipment or activities.

### **8. How is their progress monitored?**

- Discussions will take place regularly so that we are constantly evaluating the effectiveness of the provision we have made in school.
- The views of the child will also be taken into account as to how they are finding the intervention.
- The views of the parents and school will also be taken into account to see if the intervention has been helping the child to progress.
- When needed, an SEND review will be undertaken in the school to ensure we are supporting the children in the best possible way.
- Reports from Mrs Saville are also submitted at each of the meetings to the Full Governing Body.
- If children require additional support - if they are showing behavioural difficulties, anxiety or are struggling to communicate effectively, support in school may take place at lunchtime through planned activities in EPIC.
- Members of the Inclusion Team, Butterfly room & Dragonfly room are trained in different interventions which will support a child's social, emotional mental health.
- As a school, we will also refer to outside agencies where appropriate.

## 9. Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)

Every child on the Special Education Needs & Disabilities Register will have a provision map. .e.g.

<b>Individual Provision Map</b>		Name: <b>Billy Read</b>		Date <b>October 2018</b>		
<b>Class: Lemon (year 2)</b>		Date of Birth: <b>01.05.11</b>				
 <p>LAC: no CIN: no CP: no EAL: no <b>Health issues:</b> Asthma – pump in class Glue ear – regular checks with GP</p> <p><b>Agencies involved:</b> * Light house * Asthma nurse</p>		<b>Things I have difficulty with:</b> <ul style="list-style-type: none"> <li>• My number bonds to 20</li> <li>• Remembering some of my phonics</li> <li>• Holding my pencil correctly</li> <li>• Having ideas when I write</li> </ul>		<b>IC / ASI / ASI+ / EHCP / Statement</b>		
				<b>Levels</b>		
		<b>Term</b>	Reading	Writing	Maths	SPAG
		<b>Autumn</b>	P8	P8	P8	
		<b>Spring</b>				
<b>Summer</b>						
				<b>Attendance to date: 98.6% Lates: 1</b>		
<b>School's views:</b> Billy has tried really hard this last term and this is evident with the progress he has made. He needs to have more self-belief that he is capable of completing work independently. Needs to try and read a variety of books.				<b>Parent's views:</b>  <b>Child's views:</b>		
<b>Interventions in place:</b>	<b>How often and by who?</b>	<b>IMPACT</b>				
RM Maths	3 x weekly 20 mins TA	Moved from 2b to 2w+. He is showing more confidence when in class sessions. He will now ask and answer questions as whole class				
Phonics focus group	5 mins daily 1:2 TA	Single sounds are secure need to now work on 'sh' 'th' and 'ow' 'ae' 'ee'				
FMS – gym trail	20 mins 4x weekly HLTA	Pencil grip is improving, now needs to be consistent without adult support				
Writing – visual resources, talking postcards, mind mapping, story boards.	Daily LSA	Once his ideas are talked through he can with support continue his writing. Memory retention is the main issue. Memory activities to be introduced after half term.				
<b>Outcomes to be achieved over the next term:</b> <ul style="list-style-type: none"> <li>• Apply the following knowledge of the following diagraphs confidently in reading and writing 'sh' 'th' 'ow'</li> <li>• Know number bonds to 20 and apply this knowledge to other concepts.</li> </ul>		<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Apply knowledge to reading individual words</li> <li>• Spell words containing diagraphs</li> <li>• Apply when writing sentences</li> </ul>				

We also have children on Consistent management plans in place for the children that need them who need a consistent approach.

E.g.

### Consistent Management Plan

Name Billy Read      Date of Birth 01.05.11

**A CMP is required for Billy as he displays the following behaviours and there are several adults who work with him during the school day:**

- Refusing to comply with instructions from adults
- Unable to accept consequences for inappropriate behaviour
- Emotional difficulties and lack of empathy
- Some aggressive responses of repetitive kicking, biting and hitting adults / peers

<p><b>Strengths and Likes</b></p> <ul style="list-style-type: none"> <li>● Water play</li> <li>● marble run</li> <li>● sensory activities</li> <li>● Singing</li> </ul>	<p><b>Key Behaviours and Triggers</b></p> <ul style="list-style-type: none"> <li>● Triggered by change of activity requested by the adult and/or not getting his own way</li> <li>● Sharing of toys</li> <li>● Structured activities during day, such as, tidy up time, carpet sessions</li> </ul>
<p><b>General and Preventative Strategies</b></p> <ul style="list-style-type: none"> <li>● Set small achievable targets and praise/reward Billy for good listening, sitting nicely, joining an activity etc. Use of hedgehog room or dojos as positive rewards.</li> <li>● Give Billy a warning of an upcoming change in activity.</li> <li>● Provide clear instructions to Billy using 'if...then' strategy</li> <li>● Count to 3 slowly while avoiding eye contact and saying clearly your expectation in a firm voice</li> <li>● Avoid confrontation when he is refusing to comply</li> <li>● Use communication and print pictures as a visual support</li> <li>● Regular support from Nursery Manager / TA to develop social and emotional needs</li> </ul>	
<p><b>Specific and Reactive Strategies</b></p> <ul style="list-style-type: none"> <li>● Mention consequences to deter behaviour however only discuss when Billy is relaxed and ready to listen</li> <li>● At his eye level use a calm and approachable manner to discuss his behaviour</li> <li>● If the wrong choice is made then offer clear choices with clear consequences that must be followed through when Billy is calm (time out in the class outside of class, etc)</li> <li>● Provide Billy with time to make correct choice by giving him warnings that he is beginning to make the wrong choice, remind him of the correct choice and give clear consequences in line with school policy</li> <li>● Offer support, empathy and approval for effort made by Billy (use of positive dojo)</li> </ul>	
<p style="text-align: center;"><b>Situations or Approaches to Avoid</b></p> <ul style="list-style-type: none"> <li>● Prolonged confrontation</li> <li>● Long periods of concentration on one task</li> </ul>	<p style="text-align: center;"><b>Arrangements for Monitoring and Reviewing</b></p> <ul style="list-style-type: none"> <li>● Maintain good communication between home/school by reporting positive along with negative.</li> <li>● Review half termly</li> </ul>

Date: 14th October 2020

Signature of Parent

Signature of SENDCo

Signature of Phase Lead

Signature of Class Teacher

Signature of TA

Signature of MDA

Signature of child.

			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No.	%	Sum2 20-21	Aut1 21-22	Progress	Sum2 20-21	Aut1 21-22	Progress	Sum2 20-21	Aut1 21-22	Progress	Sum2 20-21	Aut1 21-22	Progress
All Pupils	36	100.0	50.3	51.1	0.8	50.8	51.7	0.9	49.2	49.9	0.7	50.8	51.7	0.9
Males	27	75.0	50.1	50.9	0.8	50.7	51.6	0.9	48.9	49.6	0.7	50.7	51.4	0.7
Females	9	25.0	50.9	51.8	0.9	51.0	51.9	0.9	50.2	50.9	0.7	51.3	52.6	1.3
FSM	16	44.4	51.3	52.1	0.8	51.9	52.8	0.9	50.1	50.7	0.6	52.0	52.8	0.8
Not FSM	20	55.6	49.4	50.3	0.9	49.9	50.8	0.9	48.5	49.3	0.8	49.9	50.8	0.9
Pupil Premium	20	55.6	51.5	52.3	0.8	52.0	52.8	0.8	50.2	50.9	0.7	52.2	53.1	0.9
Not Pupil Premium	16	44.4	48.8	49.6	0.8	49.3	50.3	1.0	47.9	48.8	0.9	49.1	49.9	0.8
SEN Support	22	61.1	50.2	51.0	0.8	50.7	51.7	1.0	49.1	49.8	0.7	50.6	51.5	0.9
Education, health and care plan	14	38.9	50.5	51.2	0.7	50.9	51.6	0.7	49.4	50.1	0.7	51.1	51.9	0.8
Not SEN	0	0												

With the support in place for our children with SEND they have made progress in line with the rest of the cohort.

### 10. How are school resources deployed?

Resources are deployed depending on the needs of the children.

How many LSAs

**EHCP support** 14 EHCPs 19 LSAs

N 1 pupil with IPRA funding – 1 LSAs during the mornings

R 2 pupils with IPRA funding – 2 LSAs during the mornings

Y3 3 EHCP 3 LSAs all day

Y4 2 EHCP 1LSA all day 1 LSA am & 1 PM

Y5 5 EHCP 2 LSAs all day 2 LSA am & 2 LSAs PM

Y6 4 EHCP 1 LSA all day 3 LSAs am

**Classroom support** – Rec 2 LSA s

Yr1/2 2 LSAs

**Butterfly** – Pastoral – 2 LSAs

**Dragonfly** – Behaviour – 2 LSAs

- Any external support – Specialist Teachers for VI. HI and PNI  
Physiotherapy, occupational therapy

- Equipment and any adaptations
  - Tracked hoist in the Disabled Toilet
  - Mobile hoist in hedgehog hut.
  - Wooden ramps in place
  - Steps and stairs highlighted

### **11. Are there any budget/resource issues in terms of SEN provision?**

The School is responsible for the first £6000 of resources for a pupil with an EHCP.  
44% of the children with SEND benefit from Pupil Premium funding. This can be used to fund resources to meet individual needs.

### **12. Describe the progress on any parts of the School Improvement Plan relating to SEND**

The school improvement plan dated Autumn 2021 identifies the need to review SEND provision and the deployment and effectiveness of LSAs and consider whether EHCPs need to be extended or enhanced.

### **13. When was the SEN policy last reviewed and when will it be reviewed next?**

The SEND policy was reviewed Sept 2021. It will be reviewed Sept 2022.

#### **▪ Who is involved in reviewing the policy?**

The policy is reviewed by the head and the Inclusion Team. – SENDCo, Butterfly & Dragonfly.  
Then ratified by the Governors.

#### **▪ Does the policy reflect and meet needs of pupils**

The policy reflects and meets the needs of our pupils. When it is reviewed the need of our children are also reviewed so that we can alter our provision if needed.

#### **▪ What does it say about supporting pupils in their transfer to and from other schools?**

Our school is an inclusive school. We continue to have a strong reputation within the local community as being a school which welcomes any child with special needs, regardless of the degree of difficulties presented. The SENDCo works closely with pre-school providers and the educational psychologist, ensuring that children starting school with special educational needs have individualised provision from their first day; the same is true of children with Special Educational Needs who move to our school from other schools. Liaison between pre-school providers, parents and the SENDCo often begins when the children are as young as three. In addition, we aim

- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.

- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

#### **14. Has the SENDCO undertaken the necessary training?**

Yes

Qualified teacher (B.Ed hons)

The National Award in SEN Coordination --- December 2011

#### **15. Have the relevant staff members received appropriate training?**

Yes. Some LSAs took the opportunity to do online training during lock down; other training has been completed virtually.

The training has been directed at the staff who require it with the class/ pupils they are in contact with. Obviously safeguarding training is accessed by all.

- COVID awareness
- Prevent
- Safeguarding
- Speech & Language interventions
- Team Teach update
- Hoist training
- Epi pen & allergies
- Prevent e learning course
- Anaphylaxis and asthma
- Infection prevention control
- EYFS teaching course level 3
- Classroom management
- Attachment disorder
- Introduction to child psychology
- Listening to young children:
- supporting transition
- Understanding Autism
- Introduction to speech and language
- ASD module 1
- ASD module 2

- ASD module 3
- Introduction to teaching phonics
- Certificate in understanding children and young peoples' mental health

## **16. Which external agencies and support agencies are the school working with and how well is this working?**

Specialist teachers for Physical & Neurological Impairment.

Specialist teachers for Visual impairment.

Teacher for the deaf.

School nurse

Social Care

Speech therapist

Occupational therapist

Physiotherapist.

Inclusion Partner

SEND Engagement Facilitator

Educational Psychologist.

Virtual School – Essex, Bradford, Bracknell Forest & Thurrock

LAC reviewing officer.

We have a good relationship with many outside agencies.

Regular meetings, visits or virtual contact is available when needed.

## **17. What communication strategies are in place for parents/carers of children with SEN?**

### **Parents are made aware of their child's progress by....**

- SLT and the Inclusion team on the playground at the start of the day and at the end of the school day daily
- Open door approach
- Home/school diaries
- Home learning work
- Assemblies
- Open school evenings – virtually & face to face
- Annual Reports
- Visits from outside agencies – visit notes.
- One Planning which includes Annual Reviews for those with EHCPs
- One Page Profiles for the children
- Parent consultations

The parents are aware they can contact the SENDCo through the school office, by email [hsaville@williamread.essex.sch.uk](mailto:hsaville@williamread.essex.sch.uk) or by Dojo.



### **18. What is going well?**

The interventions and the LSA support has had an impact on both the academic progress and the Social & Emotional needs of our pupils.

The LSAs delivering interventions and support to our pupils, knowing how to connect with individual pupils developing positive, and trusting relationships helps the pupils to feel confident to attempt new tasks.

The LSAs are deployed depending on their skillset and where they would work to the best of their abilities to interact and support the pupils.

We have a good quality inclusion team. This allows us to make sure our pupils are in the right mind set to learn, feel safe and secure while in school.

Parent relationships with the inclusion team is very effective. They know they can contact us through Dojo, email or calling the main office and leaving a message at any time.

### **19. What is going less well and needs to be improved?**

Closing the gap between the disadvantaged and the non-disadvantaged pupils.

Training sessions for staff about high expectations and the need to assess rather than assume.

Our school is an inclusive school. We continue to have a strong reputation within the local community as being a school which welcomes any child with special needs, regardless of the degree of difficulties presented. The SENDCo works closely with pre-school providers and the educational psychologist, ensuring that children starting school with special educational needs have individualised provision from their first day; the same is true of children with Special Educational Needs who move to our school from other schools. Liaison between pre-school providers, parents and the SENDCo often begins when the children are as young as three. In addition we aim.....

- ❖ To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- ❖ To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- ❖ To establish good home school communication.
- ❖ To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- ❖ To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- ❖ To review needs and provision termly for budgeting, planning and resourcing for SEND.

**All children at William Read Primary School and Nursery are offered the opportunities to achieve the best they are capable of.**