



Special Educational Needs and Disability Information Report

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SEND Information Report

The kinds of SEND that are provided for

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD) and attachment needs
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate Learning Difficulties.

Identification and Assessment

The Special Educational Needs and Disabilities (SEND) Code of Practice 2014, identifies 4 broad areas of need:

- **Communication and Interaction**, which includes pupils with speech, language, and communication needs (SLCN) and autism.
- **Cognition and Learning**, where children learn at a slower pace than their peers, even with appropriate differentiation, and includes moderate learning difficulties (MLD); global developmental delay and specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health Difficulties**, such as ADD / ADHD (Attention Deficit Hyperactive Disorder); attachment disorders; emotional difficulties and mental health difficulties.
- **Sensory and/or Physical Needs**, which includes vision impairment; hearing impairment; physical disability.

Some children may have difficulties in more than one category and their needs may change over time.

Other factors may also affect the progress a pupil makes. For example, where a pupil:

- has a disability where the school has made “reasonable adjustments” to meet their needs;
- has attendance and punctuality issues;
- has health and welfare needs;
- speaks English as an additional language (EAL);
- receives a Pupil Premium Grant;
- is a Looked After Child;
- is the child of a serviceman/woman.

We agree with the principle that pupils' needs should be identified and met as early as possible, this includes all vulnerable groups. The SENDCo works closely with the teaching staff using whole school data as an early identification indicator. Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND.

Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and classes. Class teachers then make regular assessments of progress for all pupils identifying where pupils are making less than expected progress given their age and individual circumstances. Heads of School monitor progress through regular pupil progress meetings with teachers. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;
- it can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

We use Fischer Family Trust (FFT) for Year 1 to Year 6 which monitors attainment and progress in reading, writing and maths. We use the TRUST developed assessment and monitoring grids for EYFS. The engagement model will be used for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. If children are engaged in subject specific study but are working below the overall standard of national curriculum assessments, then Pre-key stage standards are used to monitor progress.

We use a number of additional indicators of special educational needs, these include:

- the analysis of data including entry profiles, formative and summative pupil assessments;
- Boxall profiling (for social and emotional assessment), Strengths and Difficulties Questionnaire (SDQ) (for behavioural and mental health assessment), GL assessments (for dyslexia screening);
- the completion of teacher concern forms;
- following up parental concerns;
- tracking individual pupil progress over time (academic and social/behavioural);
- liaison with feeder schools on transfer;
- information from previous schools;
- information from other services.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education;
- instilling confidence that the school will listen and act appropriately;
- providing an 'open-door' approach where parents are encouraged to inform the school of any difficulties they perceive their child may be having;
- focusing on the child's strengths as well as areas of additional need;
- agreeing targets for the child;
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision and personal budgets (relating to EHCPs);

- providing all information in an accessible way;
- working effectively with all other agencies supporting children and their parents.

Three key questions we ask parents of children with SEND are:

- What do you want your child to be able to do in 12 months' time that they can't do now?
- What support do you believe they need to achieve these outcomes?
- What services/people are best placed to provide this support?

With this as our starting point, we are able to build a provision plan which is ideally suited to their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs and explore their learning style;
- share in individual target setting across the curriculum;
- self-review their progress and be involved in setting new targets.

In addition, pupils who are identified as having SEND are invited to participate in:

- personal reviews and setting targets (where appropriate);
- regular meetings with named adults;
- nurture groups and dialogue with the ELSA support mentor if necessary;
- annual reviews.

Process for Identification of SEND

1. Class teacher monitors achievement, progress and attainment.
2. Class teacher completes **initial concern form** and presents it to the SENDCo.
3. Class teacher speaks with parents about initial concerns.
4. Class teacher and Teaching Assistant/Learning Support Assistant/Nursery Nurse supports child within the class setting.
5. The **initial concern form** is reviewed within a two-term time frame and a decision is made whether the concern no longer exists or if further action is needed. If it is, we move on to number 6.
6. Permission is sought from the parent for child to go on the SEND record.
7. Class teacher and support staff agree targets with the child; the document produced is called an MOT (My Own Targets). These are tracked on an on-going basis so that the child can have new targets as soon as they are ready. See Appendix 1.
8. Parents invited to attend meeting with class teacher and child (where appropriate) regarding the MOT.
9. Review meetings held to coincide with parents evening, however they are usually held in the day to allow 20 minutes for the meeting.
10. If concerns magnify, permission is asked of parents for involvement of outside agencies.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENDCo maintains a record of pupils identified as SEND or vulnerable through the procedures listed.

For some pupils a more in-depth individual assessment may be undertaken by the school. An external agency will be involved in assessment and identification of need where we feel this is necessary. Any advice given by the external agency is communicated to all adults working with the pupil including the parents.

Whole school protocols and procedures are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with statements of special educational needs and EHCPs. This may include individual targets (MOTs: My Own Targets), IBPs (Individual Behaviour Plan), positive handling plans, reintegration plans, individualised risk assessments, health plans, progress charts and tailored timetables as necessary.

We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers plan, monitor and assess attainment and progress on an on-going basis.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs to enable them to engage in all activities.

The range of provision may include:

- in class support for small groups with an additional support staff;
- small group withdrawal with support staff/teacher;
- individual class support / individual withdrawal;
- further differentiation of resources.

All pupils on the SEND Record will have MOTs if needed.

For pupils with EHCPs, provision will meet the recommendations on the statement. In subjects where all children have in class curriculum targets for English and/ or Maths, these will reflect MOTs as appropriate.

Such curriculum targets are recorded within class. Some children may also have an Individual Behaviour Plan (IBP) with targets.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips and to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We are keen to provide support for pupils to improve their emotional and social development. Therefore, each school is training one member of staff to become an Emotional Literacy Support Assistant (ELSA). ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

Academically More Able pupils/Gifted and Talented

- Academically More Able Pupils are defined as those who are exceeding expectations (in whichever subject they are being assessed in).
- Gifted are significantly exceeding expectations one or more subjects
- Talented pupils are those who have a specific talent in an area such as music or sport (for example a child who has attained a black belt in karate would be considered gifted/talented in that field).

Teachers will differentiate work appropriately and opportunities will be sought to extend provision for these identified pupils where necessary.

We recognise that bullying can sometimes be an issue for SEND pupils, as well as Academically More Able/Gifted and Talented pupils and this is not something we will tolerate; please refer to our school Attitudes, Behaviour and Discipline Policy and Anti-Bullying Policy.

INSET

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development.

Training to be undertaken is specified in the school professional development plan, this is updated annually. Input from external agencies is actively encouraged.

Staff are made aware of SEND procedures and practices in school upon induction and this is maintained through regular dialogue and staff meetings.

Training is offered through a range of in-house and external CPD where appropriate.

Admission Arrangements

Admission arrangements are determined by the school Admissions Policy. We are committed to being an inclusive school and all pupils are welcome, including those with special educational needs.

Accessibility arrangements

Our schools are inclusive and we will make all reasonable and practicable provision for anyone with a disability so that they are enabled to access our facilities, activities and events. Please see school's individual accessibility plans on the school's website for more information.

Transition

The school has well established links with feeder-pre-schools and the catchment secondary school. When necessary the SENDCo will make contact with transition placements in order to ensure smooth transition from one setting to another; additional meetings with external agencies, parents and transition partners will be arranged as appropriate. For pupils with EHCP's, an additional review meeting may be set.

Resources

The school budget is used to support pupils with SEND. This is allocated as follows:

- Non-contact time for staff if appropriate
- Teaching/Learning Support Assistants/Nursery Nurse (including 1:1 support)
- Supply costs
- Assessments
- Resources, for example:
 - A wide range of books, materials and tasks to suit pupils of differing abilities.
 - A range of information technology facilities.
 - Additional training to enable staff to fully implement intervention and support work.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For some pupils any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Hearing Support Team (HST)
- Vision Support Team (VST)
- Autism Outreach Team (AOT)
- Assistive Technology for Education Support Team (ATEST)
- Learning Support Team (LST)
- Assessment of SEN (SENA)
- The Early Years SEND Inclusion Team (for children up to the age of 5 years)

The SENDCo maintains links with other SENDCo's through the SENCO network.

Links with Other Services

Effective working links are maintained with:

- Other Children and Young People's Services (e.g. CAMHS)
- Community Health Service (school nurse)
- Family Support and Safeguarding (including social care)

Links with Other Schools/Integration Links

Links are also maintained with the following schools:

- Birchwood Special School outreach advisors
- Y6-7 transition schools
- Vale and Rise Multi-Academy Trust Schools

Links with the Leicestershire Local Offer

Our local offer is placed within that of the local authority and as such, will work with existing partnerships but are willing to forge new ones in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire's local offer, please visit: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Complaints

Please see the [Rise Multi-Academy Trust Complaints Procedure](#).

Breaches and UK GDPR

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Executive Headteacher and Trust. Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Monitoring and Evaluation

We set targets for monitoring and evaluating the effectiveness of the SEND policy. The actions to meet these targets are identified in the School's Strategic Plan.

The SEND policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It is then approved by the full governing board.

The Cluster Governing Committee appoint a governor advocate responsible for SEND who is required to feedback to the Cluster Governing Committee about policy, provision and outcomes for those identified as requiring additional support on a termly basis. A record of this is logged in the minutes of meetings. A sample of monitoring and evaluation can be found at Appendix 2.

Written by Mrs C Cahill (SENDCo)

Reviewed February 2023

To be reviewed February 2024

Appendix 1

Developing My Own Targets (MOTs)

We want a system that is child-led.

The process will include:

- discussion with the child in the first instance
- child and teacher agrees targets together
- child and teacher presents these to parents
- parents agree how they will help at home
- child, teacher and parent collect evidence to show progress
- back to beginning

Principles underpinning the process will be:

1. Use a new format with child-friendly language.
2. The term IEP will no longer apply. Instead, we will use the term MOT (My Own Targets) as all children in the class have targets and this will feel inclusive.
3. Picture clues on MOT proforma will be relevant to child's interest.
4. We will talk to the child about things they find difficult and plan targets together: use of their own work and referring to the teacher's comments/marking will be used.
5. Short, achievable SMART targets that could be achieved quickly are set.
6. The MOT be a daily working document that will grow as the term progresses.
7. The MOT will be sent to parents straight away.
8. Parents can join in with the ownership and growth of the MOT e.g. target achieved at home, they send in evidence for file; they suggest a new target.
9. Evidence should be collated for each target met and filed (TA to manage this).
10. Before a child is started with a MOT, a shared understanding of need will be established, so that the staff, child and parents all understand at the outset what the reasons for the MOT are and how each will be required to contribute.
11. When the teacher and SENDCo believe the child is working at a level appropriate to their age group and therefore is no longer in need of a MOT, they will have a discussion with the parents and the child will progress forward with individual targets set as other children in the class.
12. If a child requires support beyond that of basic skills, a Support Plan will be drawn up to show what additional needs need to be met.
13. For a child requiring an Individual Health Care Plan, this must be devised by the medical agencies/hospital supporting the child.
14. For a child requiring an Education Health and Care Plan (EHCP) this documentation will still apply.

Sample discussion with child

Key questions for child: Show me some work that you're proud of? Tell me why you're proud. Was there anything you found difficult? Show me something you found more difficult? Why was it more difficult? Let's look at how we can make it easier for you.

If the child doesn't know or can't tell you the above, use their work and the teacher's suggestions/marking to guide you towards a specific target.

Alternatively ask the child to write a simple sentence to see if the child can identify where s/he is struggling, e.g. Today I played with Kay; or give them a maths problem to solve based on teacher's prior knowledge of the child to steer the target setting progress

Appendix 2

Monitoring	Evaluation
Curriculum provision	
Scrutiny of planning Classroom observation Work sampling Pupil Book Studies	Planning shows differentiation and specified and varied roles for support adults There is scaffolding of learning opportunities in the classroom Work sampling shows curriculum continuity and progression in learning Pupils with SEND are given suitable learning tasks to meet their needs
Individual pupil progress	
Scrutiny of whole school data –progress of pupils identified as having SEND Scrutiny of MOTs Pupil review meetings and records of review meetings	Samples of pupil work show progression over time Data recording individual pupil progress is analysed and shows progression Targets are SMART, relevant and reviewed regularly Targets are shared with pupils and parents
Monitoring the implementation of SEND procedures	
Analysis of assessment data and pupil tracking SEND Record analysis Classroom observation relating to effectiveness of support staff and SEND staff	Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be 'out of step' with peers Assessment data is analysed and used to inform provision The SEND record is audited, analysed and any appropriate action taken (with appropriate staff) All parents are informed of their child's special educational needs and targets and invited to take part in review and target setting meetings Staff feel they have sufficient information and support Resources are used effectively Support staff are effective in supporting pupil learning Analysis of provision map shows a range of provision to meet individual needs Analysis of provision mapping shows appropriate actions to meet individual needs