



Stathern  
Primary  
School

*'Nurture, Inspire, Discover, Create'*

# SEN Information Report 2023

Reviewed and ratified at the FGB in June 2023

Signed: Clare Allen

Signed by Head teacher:

A handwritten signature in black ink, appearing to read 'Kamra', is written over the text 'Signed by Head teacher:'.

**In accordance to the Equality Act and in line with the values of our school and published equality objectives, due regard will always be given to parents, staff and pupils with protected characteristics in the implementation and enactment of this policy**

## Overview

All staff in the school have responsibility for pupils with SEND showing a positive and sensitive attitude towards those pupils.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is both pupil-centred and class based depending on the nature of those with specific learning needs

The governing body have delegated the responsibility for the day to day implementation of SEND to the SENCO Mrs. Waller and headteacher Mrs Lambert.

As a school we seek independent reviews to evaluate the effectiveness of the SEND provision made for children and young people with SEND.

## Admission Arrangements

We are a small, maintained village school and our admission arrangements are determined by the Leicestershire Authority ('LA').

Sthern Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs and **disabilities**, in accordance with the LA's admissions policy. For pupils with an EHCP the LA determines admission, having regard for parental preference and in consultation with the Governing Body and the School's Admission Policy.

## Special Provision

This school;

- Is largely suitable for pupils with physical disabilities because of its design and facilities.
- Has experience in the education of pupils with learning difficulties.
- Has experience in the education of pupils with emotional and behavioural difficulties.
- Has experience in the education of pupils with specific learning difficulties/dyslexia/visual impairment/autism/attachment difficulties.

## Identification and Initial Assessment of Needs

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the school assessment co-ordinator 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.

The school adopts the levels of intervention as described in the 2014 SEND & Disability Code of Practice.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, annual pupil assessments
- the completion of teacher initial concern forms
- following up parental concerns
- pupil self - referral
- tracking individual pupil progress over time through the provision map (the document the school uses to track support and progress) and individual education plans ('IEPs').
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENCO maintains a record of pupils identified with additional needs on the school's provision map. Some children will be monitored by the SENCO and assessment coordinator under Wave 2 monitoring and being support by quality first teaching ('QFT') which is a style of teaching that focusses on high quality and inclusive teaching for every child in a classroom using different learning strategies including use of SEND specific learning resources, and in class support. If further support or outside agencies are required, the pupils are added to the SEND record and moved to Wave 3 on the provision map, they will continue to be support by QFT, in class support, small group work or 1-1 support.

For some pupils a more in -depth individual assessment may be undertaken by the school which might lead to a referral to external agencies such as speech and language therapy ('SALT'), occupational therapy ('OT') or Educational Psychology services.

~~For some pupils an external agency will be involved in assessment and identification of need.~~ Any advice given by the external agency is communicated to all adults working with the pupil including parents or carers.

Whole school protocols and procedures are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with EHCPs.

We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently. All pupils have pupil profiles that all staff have access to, this enables future teachers and teaching assistants to have an awareness of individual need, progress made, achievement, previous interventions and support, and enrichment activities pupils have taken part in.

## Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers adapt work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs **or a disability**, 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 that the school provides. **This includes physical disabilities, auditory and visual where a classroom is adapted to meet specific needs including resources and equipment.**

The range of provision may include:

- in class support for small groups with an additional Teaching Assistant (TA)
- small group withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources
- Selected interventions
- Support to maintain the emotional well-being of pupils with additional needs perhaps in the form of nurture time or social groups with an additional adult or the use of social stories to enable them to access the curriculum at their level
- All interventions Wave 3 will be monitored for effectiveness through the provision map.
- Adaptive technology
- Support for communication and language
- Adaptive resources i.e font being enlarged for visual impairments
- Seating arrangements for a hearing impairment

Most pupils on the SEND Record will have either an Individual Education Plan ('IEP'), a **Reasonable Adjustment Plan**, a SEND support plan or an EHCP showing pupils targets. Some children do not need an IEP, for example some children with medical needs **or awaiting an Autism/ADHD diagnosis might have a Reasonable Adjustment Plan.**

The writing and implementing of the IEP is by the class teacher with involvement from SENCO and TA. The review takes place between the class teacher, pupil and parents, involvement from SENCO is as required.

For pupils with SEND support plan or EHCP, provision/objectives will meet the recommendations on the plan and will be reviewed by SENCO, parents, pupils, class teacher and outside agencies involved with the care of the pupil.

**Children with an Autism diagnosis will have an Autism Profile.**

In subjects where all children have a class curriculum targets for Literacy and/or Numeracy, these will reflect IEP targets as appropriate. Such curriculum targets are recorded within class

### **Partnership with Parents/Carers**

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

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- working together to develop a good understanding of the pupil's areas of strength and difficulties
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child (including where necessary personal budgets linked to EHCPs).

- Discuss and agree outcomes sought for the child and make sure everyone is clear on what the next steps are
- keeping parents and carers informed through termly meetings and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the **relevant services appropriate to their child's needs.**
- providing all information in an accessible way

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (2014 SEND & Disability Code of Practice). 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 **through pupil's voice**
- identify their own needs **through discussion with staff**

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

- reviews meetings and **discussing** targets where appropriate
- Regular meetings with named adults **as required**
- Nurturing groups and dialogue with support staff
- Annual reviews relating to care plans etc.
- **Termly reviews for IEPs and Reasonable Adjustment Plans and EHCPs.**

### Ongoing assessing and reviewing pupil's progress toward outcomes and the effectiveness of the SEN provision

We follow the graduated approach and the four-part cycle of assess, plan, do, review which is evident on the pupil's IEPs, this is then reviewed termly for the effectiveness of the interventions and provision. The interventions may continue if showing to be effective or teachers/SENCO will change the interventions, this is then changed on the provision map.

Pupils with IEPs or SEND support plans will have SMART (specific, measurable, achievable, realistic and time bound) targets developed by teachers and teaching assistants ('TAs') working with the pupils, this is to enable the pupils to make small, measurable progress over time. Parents will be invited into termly meetings to discuss progress made towards the SMART targets, this will include discussion on how parents can help at home with these targets.

Pupils with an EHCP will have an annual review to discuss any changes to the EHCP which will be sent to the LA for changes to the EHCP. Additional to this, parents will be invited to a termly review with class teacher and TA to discuss progress of the EHCP targets and any advice given by external agencies after their termly visits.

Children will be assessed in different ways depending on their needs throughout the year by class teacher, TAs or SENCO.

- Teacher's assessment and experience of pupils – observations, work in books and in class assessments
- Previous progress and attainment is considered

- Standard tests will be completed for reading and spelling to assess working age
- Small-steps tracker will be completed for relevant children to assess phonological awareness
- Outside agencies such as the Educational Psychology Service, Specialist Teachers Service, Autism Outreach, Birchwood and local Dyslexic assessor
- Boxhall Profile
- Review meetings with parents and pupils will help to understand their views on progress and to set new targets

### Adaptation to the curriculum and learning environments

We make the following adaptations to ensure all pupils' need are met:

- **We adapt** our curriculum by working in different groups, 1-1 work, different teaching and learning styles, independent tasks, **support during QFT** and the content of the lesson
- Adapting our resources – **word mats, overlays, before and then boards, adapting pencils, slopes etc..**
- Use recommended aids, such as laptops, Ipad, coloured over lays, visual timetables, dragon speak, word mats

### Additional support for learning

Sthern Primary School has 5 teaching assistants who work across the school supporting pupils.

- **Supporting pupils in class when receiving QFT**
- Teaching 1-1 when working on an intervention
- Supporting pupils who have an EHCP **in class, small groups and on a 1-1 basis**
- Supporting pupils in small groups within the classroom
- Work with outside agencies to support certain pupils such as: SALT, OT, physiotherapy, information and communication technology ('ICT')
- **Training for staff enables them to provide a range of interventions including bespoke and latest initiatives e.g. Top Triangle (a new approach to teaching reading....)**

### Enabling pupils with SEND including disabilities to engage in activities available to those in the school without SEND

- After school clubs are available to all pupils including before and after school club
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day, sports events, school plays etc.
- All pupils can be a member of the school council, sports crew and house captains

Teachers, parents, pupils and SENCO will discuss together any adaptations required for the pupil to be able to access all of the above and any additional support that may be required.

Risk assessments will be written with the pupil in mind showing how the pupil will be supported and what adaptations have been made.

## Support for improving emotional and social development

Stathern Primary School has two qualified ELSA teaching assistants who work with children on the ELSA programme. They offer Emotional Literacy sessions which involve discussion of emotions, approaches to regulating emotions and behaviours.

Opportunities for emotional development through:

- 1-2-1 ELSA sessions
- Lego Therapy
- Friendship groups

Teachers and headteacher will give pastoral support to pupils who are showing they need extra support for the emotions, this might include children who have had a bereavement in their lives, family break ups or bullying.

## Links with Education Support Services

Where additional expertise is required we seek advice from expert organisations or the LA to provide guidance for whole school and individual needs.

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')
- Specialist Teaching Service ('STS') including AOT, Visual or hearing services
- Educational Welfare Service

The SENCO maintains links with other SENCOs through the *SENDSCO network* ~~including OLP network.~~

## Links with Other Services

Effective working links are maintained with:

- Children and Young People's Services – OT, Physio, SALT
- Connexions
- Community Health Service
- Family support and safeguarding (including social care)
- Parent Partnership Service
- Behaviour and clinical forums

## Links with Other Schools/Integration Links

Links are also maintained with the following schools:

- *Birchwood Special School*
- *Belvoir High School*

- *Vale of Belvoir Primary Schools*
- *Oakfield Short Stay School*

## Transition

The school has well established links with feeder-pre-schools and the catchment secondary school. When necessary the SENCO will make contact with transition placements in order to ensure smooth transition from one setting to another. When necessary additional meetings with external agencies, parents and transition partners will be arranged. For pupils with Education & Health Care Plans or SEND support plans, an additional review meeting should be organised and completed by the end of February prior to transition.

## Looked After Children

Children who are under the care of the local authority and have SEND will be supported within school under the guidance of staff from the Virtual School in Leicestershire

## 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 practice in school upon induction and this is maintained through regular dialogue in staff meetings, or a SEND staff meeting led by the SENCO.

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

### Recent Training has included:

Spelling with Ears, Spelling with Eyes  
 Understanding Autism  
 Autism Good Practise  
 Maths Learning Difficulties and Dyscalculia  
 Top Triangle  
 Visual Difficulties Awareness  
 ELSA  
 Lego Therapy  
 Attachment Disorder  
 Identifying Needs and Evidencing Adjustments

### Related policies

Gifted & Talented – Refer to Most Able Policy



## Resources

A minimum of 5% of the school budget is used to support pupils with SEND. This is allocated as follows;

Non-contact time for SENCO

Teaching assistants (including 1:1 support)

Supply costs

Specialist teaching service

Resources

Resources include:

- A wide range of books, materials and tasks to suit pupils of differing abilities.
- A range of information technology facilities.
- Library provision including class libraries which reflect the needs of pupils with Special Educational Needs as well as others.
- Additional training to enable staff to fully implement intervention and support work.
- Sessions from the Educational Psychology Service, Speech and Language therapists and any other specialists. For a list of contact details – see Appendix 1

## Complaints

Please see the Concerns and Complaints Procedure.

## 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 Improvement plan.

The Governing Body appoints a governor responsible for SEND who monitors provision and outcomes for those identified as requiring additional support on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings.

Monitoring	Evaluation
<b>Curriculum provision</b>	
Scrutiny of planning Classroom observation Work sampling	Planning shows differentiation and specified and varied roles for support adults There is differentiation, and further differentiation, 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
<b>Individual pupil progress</b>	
Scrutiny of whole school data – progress of pupils identified as having SEND Scrutiny of IEPs and IEP targets Minutes of IEP reviews 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 IEPs targets are SMART, relevant and reviewed regularly IEP targets are shared by pupils
<b>Monitoring the implementation of SEND procedures</b>	
Analysis of assessment data and pupil tracking Register 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 register is audited, analysed and any appropriate action taken (with appropriate staff) All parents are informed of their child's special educational needs and of IEP 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 menu shows a range of provision to meet individual needs Analysis of provision mapping shows appropriate actions to meet individual needs

This policy should be reviewed annually or as necessary and published annually

Log of changes and updates to the document:

Date	Page	Amendment	Approver
5/4/23	All 1	Edited in line with latest guidance Logo and EDI statement added	DW KL

Appendix 1 – List of other agencies and services (for a full list see [http://www.leics.gov.uk/special\\_education\\_needs](http://www.leics.gov.uk/special_education_needs) )

## Other Services and Agencies in Leicestershire

Name	Description	Web Link
Family Information Directory	Extensive online directory for information about childcare and services for families, both locally and nationally	<a href="http://fid.leics.gov.uk/kb5/leics/fsd/home.pac">http://fid.leics.gov.uk/kb5/leics/fsd/home.pac</a>
CareOnLine	Help on a Wide Range of Topics Including Learning Disability	<a href="http://www.leicscareonline.org.uk/">www.leicscareonline.org.uk/</a>
Children's Social Care	Help and support for children and families	<a href="http://www.leics.gov.uk/children_young_people">www.leics.gov.uk/children_young_people</a>
Common Assessment Framework	The CAF Team is for children, young people and families who need extra help at the right time.	<a href="http://www.leics.gov.uk/commonassessmentframe">www.leics.gov.uk/commonassessmentframe</a>
Connexions	Information and advice for 13-19 year olds	<a href="http://www.connexions-leics.org">www.connexions-leics.org</a>
Health	Leicestershire and Rutland Primary Care Trust	<a href="http://www.lcrpct.nhs.uk">www.lcrpct.nhs.uk</a>
Voluntary Sector	CVS Community Partnership	<a href="http://www.ccp.org.uk">www.ccp.org.uk</a>

Early Years SEND Inclusion Service, Specialist Teaching Services, Room 600, County Hall, Leicester Road, Glenfield, Leicestershire, LE3 8RA  
 Email: [STS@leics.gov.uk](mailto:STS@leics.gov.uk)  
 Telephone: 0116 305 9400

Psychology Service, Room 600, County Hall, Glenfield, Leicestershire, LE3 8RF  
**Email:** [psychology@leics.gov.uk](mailto:psychology@leics.gov.uk)  
**Telephone:** 0116 305 5100

The Parent Partnership Service, Abington House, 85 Station Road, Wigston, Leics, LE18 2DP  
 Telephone No: 0116 3055614  
 Email Address: [parent-partnership-service@leics.gov.uk](mailto:parent-partnership-service@leics.gov.uk)

Contact: The Special Educational Needs Assessment Service  
 Telephone: 0116 305 6600  
 E-mail: [SENDaservice@leics.gov.uk](mailto:SENDaservice@leics.gov.uk)

Family STEPS Service  
 0116 305 4400 (North)  
 or  
 0116 278 7111 (South)  
 Email: [family@leics.gov.uk](mailto:family@leics.gov.uk)