



## SEND Report

### SEND Report to Parents: September 2021

Under the terms of the Education Act 1996, section 317(5)(a), schools have a duty to report annually to all parents on the provision made by the school for Special Educational Needs and Disability.

What do we mean by 'special needs'?

Children who are described as having 'special needs' have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. At different stages of their learning journey, children may need additional support with:

- The development of key skills in literacy (reading, handwriting, comprehension, spelling)
- The acquisition of mathematical concepts
- Understanding/retaining information
- Behavioural, social & emotional development
- Speech, language and communication needs
- Physical/sensory/medical needs

The great majority of pupils can succeed through high quality, inclusive whole class teaching. However, even in a classroom where personalised learning is effective, for some pupils this approach will not be sufficient. These pupils will benefit, at key moments, from additional small group or one-to-one interventions, to enable them to make the progress needed to achieve their full potential. Many barriers to learning can be addressed and overcome, so that pupils can catch up and keep up with their peers. However, in a few cases, a pupil's difficulties may be more significant and likely to need highly personalised, longer term strategies, tailored to individual need.

The school's approach to meeting additional needs is based on the 'Special Educational Needs and Disability Code of Practice' (2014), which sets out the processes and procedures that all schools should follow to meet the needs of children. Teachers do this by:

- Setting suitably challenging learning objectives
- Responding to pupils' diverse needs through a range of teaching styles and strategies
- Identifying and overcoming potential barriers to learning

In accordance with the Code of Practice, Alder Grove CofE Primary School adopts a 'graduated response' to SEND which recognises the importance of early identification and a timely, effective response to a pupil requiring "Additional SEND support".

### **What happens if a child needs Additional SEND Support?**

When Additional SEND Support is identified, teachers will ensure that learning remains accessible through adaptations to their class teaching including:

- additional scaffolding as part of whole class teaching
- adaptations to planning
- adapted resources
- targeted use of additional adult support
- changes to pupil grouping
- changes to methods of assessment

In addition, in some circumstances, a time-limited, appropriately targeted intervention may also be put in place. The intention of this intervention is to

- Increase rates of progress
- Put learners back on course to meet or exceed national expectations
- Support whole class lessons, or be built into mainstream lessons as part of guided work.

Interventions that take place outside the classroom provide structured programmes of small group support, which are monitored and evaluated for impact, and delivered by teachers or appropriately skilled teaching assistants.

If, following a period of intervention at this level, significant concerns remain about the pupil's progress or development, a discussion will be held with the parents and subject teachers. If it is found that the pupil continues working substantially below the age related expectations of the new curriculum, this discussion is likely to result in a decision to involve external agencies for support.

What happens next?

At this point external support services will usually see the child. Professionals from outside agencies may:

- Support and advise teachers on different approaches
- Provide more specialist assessments that can inform planning and the measurement of a pupil's progress,
- Give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities

What is an assessment of education, health and care needs?

Where the school has evidence that any strategy or programme that has been implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, it may be decided to request the Local Authority to carry out an assessment of education, health and care needs. This may result in an Education Health and Care Plan being issued.

## **Policies**

The current SEND policy can be viewed in the policies section of the website. We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a disadvantage.

## **Admissions**

Children with an Education Health and Care Plan (EHCP) naming Alder Grove CofE Primary School in the Plan will be admitted.

## **Deployment of Staff and Resources**

Staff are involved in supporting not just young people with SEND, but also those who, it has been shown through school tracking, are not making expected levels of progress over time.

## **The SEND Governor is Mr Tom Smith.**

Teaching Assistants and Learning Support Assistants are involved in supporting children with additional needs, predominantly in the classroom.

## **Equal Opportunities**

The school is active in ensuring pupils with SEND or disabilities are not treated less favourably than other pupils. The school ensures that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition, the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

## **External Agencies**

There are external agencies with whom the school liaises and who come to support pupils as appropriate. Once a term a multidisciplinary planning meeting takes place to review provision for our pupils with SEND.

## **Liaison with School Partners**

We promote strong links with our local schools to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils changing schools. Additional transition and induction visits are set up for pupils with SEND where required.

## **Number of pupils with SEND September 2021**

EHCP: 0

Additional Needs: 5

## **Parent Communication**

Parents and Carers are updated regularly on their children's progress.

## **Budget Allocation**

All SEND and Pupil Premium funding was directly channelled into Qualified Teacher Support, Teaching Assistant support, pastoral provision, and the purchase of resources to support pupils with special needs, as appropriate.

## **Disability, Accessibility and Future Plans**

Schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents / carers and other people using the school are treated equally.

As a new build the school is fully accessible both ground and first floor. The school has accessible disabled toilet facilities throughout. Our aim is for all pupils with SEND to have access to the curriculum.

The school maintains written information on facilities and services and the development of accessibility as appropriate.