



SEND Information Report

September 2023



Our aims for children with Special Educational Needs or Disabilities

- To provide a safe, caring environment in which every child can learn effectively
- To ensure that children with special educational needs or disabilities make progress across the whole curriculum
- To ensure that all children value and respect each other as individuals whatever their need or ability
- To work co-operatively and share expertise with all stakeholders that support the learning of children with special educational needs or disabilities (SEND)
- To facilitate and encourage a successful partnership between home and school
- To ensure children with SEND participate fully in the school community and take an active part in decisions about their own learning journey
- To use a range of teaching and learning styles and resources to enable SEND children to have access to the whole curriculum
- To ensure that staff have the skills, knowledge and support to be an effective teacher for all children including those with SEND

Our objectives

- To identify and provide for all children who have special educational needs, additional needs or disabilities
- To work with the guidance provided in the SEND Code of Practice (2014)
- To provide a SENCO who will facilitate our SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs children and children with disabilities

SENDCO: Mrs Theresa Elder

SEN Governor: Mr Adam Riches

Contact: theresa.elder@hollesley.suffolk.sch.uk

Suffolk LA Local Offer Contribution:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=FC2B2A7D8433AF863505209360FE519D?localofferchannelnew=0>

Whole school approach:

At Hollesley and Waldringfield Primary Schools, we acknowledge that every child is unique and therefore the education needs of each child are different. All teachers are responsible for every child in their care including those with special educational needs. Through high quality first teaching we aim to cater for every child's needs. Our planning, provision, assessments and pupil progress meetings ensure that we regularly review and record every child's progress. These discussions also serve to embed our high expectations among staff about quality first teaching, as well as the application of a differentiated and personalised approach to learning and teaching.

Pupils are assessed by:

1. Class teachers, using summative and formative assessment procedures, including observations, marking and tests.
2. Outside agencies- for example: SES, Speech and Language, Educational Psychologist, as required.

Teachers plan for pupils by:

1. Identifying key areas for improvement
2. Liaising with the SENCO to establish appropriate interventions to support learning
3. Familiarisation with specialist reports/individual targets and EHCPs.
4. Identifying time allocations for support to take place
5. Overseeing the resources which are required to implement the interventions
6. Putting in place a provision map for specific children
7. Discussion with parents and pupils to ascertain opinions/needs
8. The production of one-page profile in collaboration with pupils, if appropriate.

Implementing Interventions:

1. Allocating a timetable to specific interventions within Key Stages and classes
2. Allocating TA's to deliver specific interventions
3. Allocating the length of intervention and number of pupils involved

SENCO review of progress and interventions:

1. Monitoring progress through half termly pupil progress meetings
2. Data tracking linked to interventions
3. Regular dialogue with teachers and TA's linked to targets
4. Work scrutinies and learning walks
5. Feedback from teachers' termly meetings with parents

SEND Needs Children and young people's SEN are generally considered to be in the following four broad areas of need.

1. Communication and interaction Children with speech, language and communication needs (SLCN) have difficulty in communicating their needs to others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. The profile of each child is different and is likely to change over time. Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction and may experience difficulties with language, communication and imagination.

2. Cognition and Learning Support for learning difficulties may be required when children learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs. Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD). Some children may also require support with mobility and communication. With Profound and Multiple Learning Difficulties (PMLD), children are likely to have severe complex learning difficulties as well as a physical disability or impairment. Specific Learning Difficulties (SpLD) affects specific aspects of learning and encompasses dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties Children may experience a wide range of social and emotional difficulties which may manifest themselves in a variety of ways: withdrawn or isolated; challenging behaviour; disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety, depression, attachment, self-harm, substance misuse, eating disorders or unexplained physical symptoms. We have clear systems to manage disruptive behaviour so that other children are not adversely affected. We also have access to counselling and specialist support services, if required.

4. Sensory and/or Physical Needs Some children require special provision because they have a disability which hinders them from making use of the educational facilities generally provided. These difficulties may be a vision or hearing impairment, multi-sensory impairment or physical disabilities both of which require special equipment. The numbers of children on the SEND register is shared with governors each term. The children on the register are children who are known and being supported by teachers and TAs in school and in some cases outside agencies, or have a medical diagnosis.

Consulting with children, young people and their parents it is fundamental that parents are consulted and engage in dialogue to support their child's education, we do this through:

Consultation	Who	Frequency
Parents evenings	Class teacher and parents	Termly
IEP meetings	SENDCo and parents	Termly
Individual meetings	Parents, SENDCo, class teacher, Headteacher	As required
Termly reports	Class teacher and parents	Termly
Mid-year and Annual reviews (EHC plans)	Parents, SENDCo, class teacher, Headteacher, outside agencies involved with the child	As required

Staff Deployment Teaching Assistant time is allocated according to need within classes. Timetables are reviewed termly or more regularly when a particular need is highlighted. Provision is planned to ensure the best outcomes for children concerned, this can be individual or group provision. A discrete time table is planned for short 1 to 1 provision outside the classroom, providing provision for children identified from all four classes.

Staff Development Teaching and support staff are provided with opportunities for continued professional development, either within school or on relevant courses, relating to objectives identified on school action plans.

Recently, the following CPD was carried out across both schools:

- School Safe theory & physical de-escalation
- School Safe risk assessments
- ASD training and awareness
- Speech and Language input
- Whole school First Aid & paediatric first aid
- Introduction to SES
- SALT – speech and language therapy
- TAC meetings

Complaints

If parents have a cause for concern or complaint, they are able to contact the SENDCO in the first instance, and then the named SEN Governor, if required.

Relevant school policies underpinning this SEN information report includes:

- SEN policy
- Teaching and learning policy
- Behaviour policy
- Accessibility Plan/policy
- Safeguarding policy

Legislative Acts taken into account when compiling this report include:

- SEND revised Code of Practice
- Keeping Children Safe in Education 2021
- Children's and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005