

Stickland's Primary School SEND Information Report

Sep 2024

SENDCo: Ruth Adler (r.adler@sticklands.dorset.sch.uk)

SEND Governor: Suzie Mutch

<p>1. What kinds of Special Educational Needs are provided for at Stickland's Primary School?</p>	<p>At Stickland's Primary School we provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :</p> <ul style="list-style-type: none">✓ Communication and interaction – speech and language difficulties, ASD (autistic spectrum difficulties) and Asperger's Syndrome,✓ Cognition and learning - Specific learning difficulties - dyslexia, dyspraxia and Moderate learning difficulties✓ Social, emotional and mental health difficulties – ADHD (attention deficit hyperactivity disorder) and attachment disorder✓ Sensory, medical and physical needs -hearing impairment, vision impairment, sensory processing difficulties
<p>2. What are the school's policies for identification and assessment of pupils with SEND?</p>	<p>Parents and carers are often the first people to signpost staff of any possible SEND concern. We also use information passed on from early years settings and previous schools children have attended.</p> <p>If a child has a significant need or a diagnosis that means the child requires significant additional support they will, after discussions with the parent/carers, be placed on the SEND register.</p> <p>Our assessment cycle outlines the range of assessments regularly used in school. If staff or parents are concerned with a child's progress or the child is presenting with sensory/emotional needs they may be placed on the SEND watchlist. Staff will then closely monitor additional support, scaffolding and progress that the child needs. If, despite lower level intervention – e.g. additional scaffolding, group work, 1:1 booster sessions (pre/post teach) interventions, a child is making significantly slower progress than that of their peers starting at the same baseline or the child fails to match their previous rate of progress a child will be placed on the SEND register - after discussion with the parents/carers and appropriate agencies.</p> <p>Pupils who are identified as having SEND, have their needs assessed through :</p> <ul style="list-style-type: none">✓ Feedback from teaching staff, teaching assistants and observations✓ Intervention data, Termly Progress data, End of Key Stage data and baseline testing, tracking against IEP objectives✓ Assessment, reports and reviews from external agencies

3. What are the school's policies for making provision for children with SEND whether or not they have Education Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEND?

- ✓ All children on the SEND watchlist and register have their progress tracked and analysed every term.
- ✓ Start and end of intervention data is also analysed and the progress of the children is discussed with teaching staff and during Senior Leadership meetings. Actions are then planned for the following term.
- ✓ IEP data is also tracked and analysed each term

b) What are the arrangements for assessment and reviewing the progress of children with SEND?

- ✓ Progress of SEND children will be discussed by the class teacher and Head teacher/SENDSCO during pupil progress meetings held each term. Use of attainment and progress data for children with SEND as part of whole school tracking of children's progress in terms of Age Related Expectations (ARE) each term
- ✓ Targets on a child's IEP are reviewed and shared with parents each term.
- ✓ Use of pupil/parents interviews/questionnaires
- ✓ Children under Speech and Language/SENSS/Physio/OT/specialist teacher support etc are reviewed by the service
- ✓ Children holding an EHC Plan will have an annual review, where a representative from all agencies involved with that child will be invited, interim reviews will be held if necessary.

c) What is our approach to teaching pupils with SEND?

Provision for SEND pupils includes:

- ✓ Quality first teaching, with appropriate adaptations and targeted differentiation in place;
- ✓ Alternative ways of recording their ideas (ICT, photographs)
- ✓ Use of small groups
- ✓ 1:1 support when needed
- ✓ Additional adult support in classrooms where appropriate;
- ✓ Time limited intervention programmes
- ✓ Personalised provision through adapted resources and interventions.
- ✓ Advice from external agencies

d) How do we adapt the curriculum and learning environment?

Children will have access to the curriculum at a level that is appropriate to them - adaptations, scaffolding and differentiation will be made according to need. .

- ✓ We have an Accessibility Plan in place and where possible we make reasonable adjustments to improve the accessibility of our environment to meet individual needs.
- ✓ We work closely with outside agencies and where needed we have made adjustments to the school building to make the classrooms fully accessible for wheelchair use.
- ✓ We have a disabled toilet and an adapted toilet in KS1
- ✓ We have an intimate care/physio space
- ✓ We have a nurture room
- ✓ We have ramps for wheelchairs outside the school
- ✓ Many of our classrooms and additional teaching spaces have been adapted to accommodate children with a hearing impairment.
- ✓ We monitor the languages spoken by families in our school and endeavour to arrange for all families to have full access to all of the letters and information that they receive.
- ✓ We have a range of specialist equipment in place for children who have additional needs including writing slopes, weighted lap cushions and children have access to individual laptops for use in school.
- ✓ We work alongside outside agencies to identify where specialist equipment and facilities are needed for individual children to ensure full access to the curriculum at all times.

e) What additional support for learning is available for children with SEND?

Each class has a dedicated TA - the teacher and TA will support children in lessons and run interventions for that class. We also have TAs that run specialist interventions for children across all ranges in the school. Where appropriate, resources and equipment are provided to assist children access the curriculum.

	<p>f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?</p> <ul style="list-style-type: none"> ✓ All trips, visits, residential trips and extra-curricular clubs are available for all of our children, including those with SEND. ✓ Before organising trips, clubs or residential trips, staff ensure that they are suitable/accessible and appropriate for all of our learners. ✓ Staff liaise closely with adults leading extra-curricular clubs or trips to ensure that children with additional needs are fully supported and their needs are met.
--	---

	<p>g) What support is available for improving the emotional and social development of children with SEND? Pupils are well supported by:</p> <ul style="list-style-type: none"> ✓ An effective relational behaviour policy with contributions from all members of the school community ✓ Forest School sessions led by Trained Staff ✓ A trained ELSA who supports children with programmes such as friendship issues, anger management, self-esteem building, ✓ Targeted nurture support for individual pupils. ✓ Interventions such as ICPS, time to talk, bespoke nurture groups ✓ Nurture lunch – daily ✓ Soft start as needed ✓ The Head teacher/SENDCO has a Designated Senior Mental health lead qualification accredited by Trauma and Mental Health Informed Schools. ✓ Inclusive approach ✓ Wellbeing warriors ✓ Non verbal methods of expressing emotions ✓ Meet and greet
--	--

<p>5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?</p>	<ul style="list-style-type: none"> ✓ We have a very experienced SENDCo. ✓ As trained to deliver a range of effective interventions, First Class Maths, FFT Wave three, Learn to Move, etc. ✓ Individual training re : Speech and Language, ADHD, ASD, PDA, Attachment awareness specific learning difficulties; ✓ Specialist expertise engaged from external services – Educational Psychology (CPS), Special Educational Needs Specialist Service (SENSS), Behaviour Support Service (BSS), outreach services, including ASD. Specialist health services such as Speech and Language Therapy (SALT), the school nurse, Hearing and Visually Impaired Service (HVSS), Occupational Therapy (OT), Physiotherapy (PT), Child and
--	--

	<p>Adolescent Mental Health (CAMHS), and other health professionals.</p> <ul style="list-style-type: none"> ✓ The SENDCO has a Designated Senior Mental health lead qualification accredited by Trauma and Mental Health Informed Schools.
6. How is equipment and facilities to support children with SEND secured?	<p>The school sets an annual budget to purchase equipment/resources for SEND children. The prioritise for this is decided through</p> <ul style="list-style-type: none"> ✓ discussion with specialist agencies involved ✓ discussion with parents ✓ discussion with teachers ✓ Link to SDP or subject action plans <p>Our school's Accessibility Plan (available on the website) outlines adaptations that can be made to the building to meet particular needs, if they arise.</p>
7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?	<ul style="list-style-type: none"> ✓ We have a parent's evening each term to discuss the progress of all children, where IEP targets and provision maps will be shared. ✓ Teachers are available before and after school to discuss small concerns; teachers are also accessible via direct email or through the school office telephone. The teacher will feed this back to the SENDCo and a meeting can be arranged if needed. ✓ If a child is to have an intervention, parents will be informed either through a letter or meeting. For some interventions the TA running the group will offer an opportunity to discuss the programme with parents. ✓ Please get in contact if there are any concerns or questions regarding interventions and how you can support your child.
8. What are the arrangements for consulting children with SEND about and involving them in their education?	<p>All children are involved with identifying strengths and setting their targets on their IEP/One page profile. For any child with an EHC Plan, during the Annual Review, the child is invited to attend and share their opinions on progress made and target setting etc.</p>
9. What are the arrangements for supporting children with SEND who are looked after by the Local Authority?	<p>We recognise that being a Looked After Child can have many challenges. However, all children are unique and special. We would actively work with all multi agencies and carers in order to support a LAC child with SEND ensuring appropriate information is shared with all parties in a confidential manner. They would receive the same support as any other SEND child but we recognise the importance of working with all parties to ensure that any barriers to support and identified SEND are overcome.</p>
10. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning provision made at school?	<p>It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our complaint procedure can be found on the school website. If you have a complaint, please first talk to your child's teacher. - If you feel it is still unresolved please speak to the SENDCo/Headteacher and then the Head Teacher. If the matter remains unresolved please contact our SEND governor or Chair of Governors.</p>

<p>11. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils?</p>	<p>External support services play an important part in helping school identify, assess and make provision for pupils with SEND. The school is supported by and maintains links with; Educational Psychologist, SENSS, CAMHSS, BSS, Family Partnership Zones, child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND. Our School Nurse offers Drop in sessions for parents – these are advertised on the website and newsletter and text reminders also sent out to parents.</p>
<p>12. What are the contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<ul style="list-style-type: none"> • Dorset SENDIASS, Dorset SEND Information Advice and Support Service – Website https://www.dorsetsendiass.co.uk/ Contact details Email: dorset.sendiass@family-action.org.uk Telephone: 01305 595477 Facebook page - https://www.facebook.com/DorsetSENDIASS Or through the webpage https://www.dorsetsendiass.co.uk/contact/ • Dorset Local offer - https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer (please copy and paste link into browser) • Dorset Parent Carer Council (run by parents of children with disabilities) Telephone - 07827 793 244 website http://www.dorsetparentcarercouncil.co.uk/ Email dpcc@dorsetparentcarercouncil.co.uk Facebook page - https://www.facebook.com/DorsetParentCarerCouncil/ or through the webpage http://www.dorsetparentcarercouncil.co.uk/contact-us • There are also a range of links on our school website https://www.sticklands.dorset.sch.uk/page/?title=Special+Educational+Needs&pid=33
<p>13. How are children with SEND supported when transferring between phases of education?</p>	<p>We have a transition programme in place for the move from Pre-school with regular planned opportunities for children to visit the school over a sustained period of time. Our EYFS staff also make home visits prior to children starting at Stickland's – this enables us to plan for individual children and their needs - should a child need an enhanced transitional period/package we arrange this with the parents (and pre-school if a child is in attendance.</p> <p>We have a transition programme in place for the move from our school to the local secondary schools, we also have transfer meetings to pass on information/paperwork about SEND children prior to their move – the specifics of these meetings are dependent on each individual child and their specific needs; e.g. should a child need an enhanced transitional period/package we arrange this with the secondary school and parents. This includes linking with transition TAs.</p>
<p>14. Where is the Local Authority's Local offer published?</p>	<p>https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer (please copy and paste link into browser)</p>