

Special Educational Needs and Disabilities (SEND) information report March 2024



Further information is available in the school's SEND policy is available on the school website, or to discuss anything further please contact the school and ask to speak to one of the SENDCos (Ms Moran).

This report should be read in conjunction with:

Our SEND Policy

The local Offer

Equalities statement

Accessibility Plan

The kinds of special educational needs and disabilities (SEND) for which provision is made at the school

Sutton Manor Community Primary School is an inclusive school where every child is valued and makes a positive contribution to the life of the school. We are committed to providing a high-quality education to all children. We recognise that some children face barriers to their learning that may impact their achievement, emotional and social welfare, or attendance.

We provide tailored support for children with SEND, and continually evaluate and improve this provision. The kind of special education needs and disabilities for which provision is made at school is as follows:

- Cognition and Learning: for example, moderate learning difficulties, specific learning difficulties, dyslexia, dyspraxia, dyscalculia.
- Sensory, Medical and Physical: for example, hearing impairment, sensory processing, diabetes, anaphylaxis and physical disabilities.
- Communication and Interaction: for example, Autism, Asperger's Syndrome, and speech & language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, anxiety, emotional dysregulation, and bereavement.

This list is not definitive or exhaustive.

Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND

At Sutton Manor we operate a graduated response to SEND, offering different waves of support in response each child's needs. At the beginning of each term, each class teacher outlines appropriate provisions. Using the classroom resources available, strategies and interventions are put into place to ensure all children can keep up with the curriculum and make progress. The progress of all our children is closely monitored. Staff continually assess and evaluate the impact of their teaching on all children.

Causes for concern may arise when progress:

- is significantly slower than that of 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.

When these concerns arise, the teacher will adapt their planning, provide keep-up support, or adapt their quality first teaching. These adaptations may include small group work within the class or in the starlight room.

If after these interventions a child's progress still causes concern, we will arrange a meeting with families, the class teacher and SENDCo, to discuss the next steps. Further assessments may take place. Following assessments, a child may receive additional support, which may take a variety of forms i.e., differentiated curriculum, additional input, small group support, support in the sunshine, rainbow or starlight room.

The child's progress will be monitored continually. If insufficient progress is made, it may be beneficial to involve outside agencies to carry out further assessments and identify the strengths and areas of development. This may include, but not be limited to, the involvement of the school's Educational Psychologist, Speech and Language Therapist (SaLT), School Nurse or the local SEND teams. The results of these assessments will form the basis of an individual plan, which will be created to document learning targets. These targets will be evaluated at the end of each term through discussion with the child, the teacher, and the family.

Children with **significant** difficulties and complex needs may require an Education, Health, and Care Plan (EHP). This is a statutory document which sets out objectives, strategies, resources, and provisions required for the child to make progress. There may be extra funding available to assist with this.

Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including a. How the school evaluates the effectiveness of its provision for such pupils

Sutton Manor Community Primary School prides itself on providing excellent support for all our children. We provide a wide variety of intervention programmes and additional support so that, if needed, children can work in smaller groups, and when required, interventions can be provided by teachers. We closely track the attainment of each child to ensure that interventions are having a positive impact and demonstrating good levels of progress. We examine trends over time to establish if we are closing the gap between those children with SEND and those without.

The school's arrangements for assessing and reviewing the progress of pupils with SEND

We make formal arrangements to assess and review the progress of children with SEND, however, parents are invited to contact us whenever they have any concerns about their child's progress or wellbeing. The SENDCo or Pastoral Lead can be contacted via the school office. It is essential to have good communication between home and school for optimum progress to be made.

The progress of all children is evaluated at the end of each term. Pupil Progress meetings focus, in part, on the progress of children with SEND. It may be felt that a child requires specific adaptations on their learning plan; if this is the case, parents will always be asked to discuss these next steps with the class teacher and/or SENDCo.

Children with an Education Health and Care Plan (EHCP) have an annual review to discuss the targets set out in the original EHCP. Professionals from outside agencies may also be invited, alongside the SENDCo, class teacher and parents/carers, to discuss and review the objectives of the EHCP.

The school's approach to teaching pupils with SEND

All teachers at Sutton Manor Community Primary School:

- set high expectations and provide opportunities for all to achieve
- take account of legislation by ensuring equality of opportunity
- take specific action to create effective learning environments
- secure pupil's motivation and concentration
- use appropriate assessment and set targets for learning

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

For children with SEND

Teachers and support staff:

- take account of the type and extent of a pupil's special educational needs in planning and assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions, particularly stress or anxiety, and to take part in learning
- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

How the school adapts the curriculum and learning environment

We believe every child should be given every opportunity to reach his/her fullest potential. Therefore, we differentiate teaching and learning provision to meet the needs of all our pupils. Children will experience a variety of ways of learning; small groups, similar or mixed ability pairs, one to one, a variety of activities suitable for all learning types.

This results in:

- The adaptation of teaching styles to include visual, auditory and kinaesthetic needs -
- The adaptation of resources
- The use of guided discovery learning, role-play, multisensory opportunities, maths songs and games
- Use of different support levels - Use of reward systems
- The consideration of alternative recording methods – presentations, ICT, posters, recording facilities

e. Additional support for learning that is available for pupils with SEN

Teaching assistants work alongside the class teacher and SENDCo, providing invaluable support to all pupils.

We use a wide variety of intervention programmes including but not limited to;

These are in addition to providing small group/1-1 support for Numeracy, Reading and Writing throughout the school. Additional resources such as workstations, picture timetables/cues, are also used where necessary.

We also can provide resources for use at home if necessary. If you need to discuss a particular need or specific difficulty, please feel free to come in and speak with the SENDCo.

Children may be supported in class, or in the sunshine, rainbow or starlight rooms.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

We have a variety of after-school/ extra-curricular clubs, which change from term to term. These clubs are available to all our children (key stage permitting): under the 'reasonable adjustment duty' changes can be made in order to accommodate children with a specific requirement.

We also have regular educational visits for which all children are included. Additional adults are used to support full involvement when necessary. We choose activities, which are accessible to all. mcp

Staff carry out full and detailed risk assessments prior to any visit and specific risk assessments and adaptations are made for children with additional needs as and when necessary.

g. Support that is available for improving the emotional and social development of pupils with SEN

At Sutton Manor Primary School we have a Pastoral Support Team, who are highly experienced and who skillfully provide additional emotional support to those children who may be struggling with an area of their life. This may be school or home related. We offer Nurture and Friendship groups, which provide opportunities to develop social skills, alongside the promotion of self-esteem. There are a number of staff who are also trained in mental health first aid.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCO

The SENDCo – Ms Moran

5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

Professional Development is in place for all members of staff at Sutton Manor School. This means that each year staff look at their own training needs. This is carried out by the Senior Leadership Team (including the SENDCo). We look at the needs of the children and identify any training which needs to take place.

We have very experienced staff and provide our children with high levels of support. Staff work very closely with a variety of therapists and specialists including our Educational Psychologist. Their support is sought when deemed necessary.

6. Information about how equipment and facilities to support CYP with SEN will be secured

There is a designated budget, which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEND ensures that all children's needs are met through careful targeting of both human and material resources. Please see the 'Accessibility Plan'.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

Families are invited to come into school twice a year to discuss their child's progress and also to discuss next steps. If a child has an EHCP, families are invited into school at least three times a year but often more regularly to discuss progress and targets. However, parents are welcome to contact the school at any time to discuss any issues or concerns they may have; face-to-face meetings, phone calls or class dojo can be used to contact staff.

The SENDCo is always available to discuss any concerns or needs.

8. The arrangements for consulting young people with SEND about, and involving them in, their education

All children, including those with SEND, play a huge part in evaluating their own progress and help to develop the next steps in their learning. As part of our everyday teaching, children regularly self and peer-assess each other's work and take an active role in setting their own personalised targets.

The promotion of 'learning behaviours' is at the heart of all discussions. We actively encourage children to discover how they learn best, so that they can become more effective learners. At the end of each term, they are asked to give their own feedback which is recorded, alongside the comments of the teacher and the parent/carer. Those children who have an EHCP are also asked to give their views about their learning and help to set their own targets. This is shared during the annual meetings to discuss their progress and next steps.

Provision/resources can be changed /adapted at any time, so if a teacher/parent/carer/pupil suggests an alternative way to achieve a specific target, then this can be done quickly and effectively.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved.

Stage 2: The complaint is dealt with by a phase leader. If the matter remains unresolved.

Stage 3: The complaint is dealt with by the SENDCo. If there is still no resolution.

Stage 4: The Headteacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors.

Stage 5: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

10. How 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 children

The school works very closely with a range of professionals, including our Educational Psychologist, school nurse and the team at TESSA. If a child is causing concern families will be asked permission for the school to involve the Educational Psychologist. Once a decision, in conjunction with families, has been made to involve the Educational Psychologist, a referral is made. A date will then be arranged for families and class teacher to meet with them to discuss the child's needs and carry out an initial classroom/playground observation. This may then be followed by a 1-1 assessment and then a final meeting to discuss the outcomes of the assessment and any proposed strategies/interventions to be implemented.

We also have the facility to seek advice from TESSA. We have good links with the LA, who provide invaluable support to school on the best ways to support children with general or specific learning difficulties.

We work closely with the school nurse and continue to have good links with the community paediatricians and health visitors. Children have been referred to Healthy Young Minds (previously known as: (Child and Adolescent Mental Health Services- CAMHS) who provide children and staff with invaluable advice and strategies to meet individual need.

At times an EHA (Early Help Assessment) may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. This assessment may be completed alongside our SENDCo and/or our Pastoral and Safeguarding Lead.

We also have strong links with the Education Welfare Officer (EWO), helping children and families to improve punctuality and attendance.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

These are detailed on the school website

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living:

These are detailed on the school website