

Black Firs SEND Information Report

<p>Types of SEND that are provided for at school</p>	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> ✓ Neurodivergence <i>which may also present as emotional & mental health needs</i> ✓ Communication and interaction, <i>including neurodivergence which may cause issues with communication</i> ✓ Cognition and learning, for example, dyslexia, dyspraxia ✓ Social, emotional and mental health difficulties, <i>including neurodivergence</i> ✓ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy ✓ Moderate/severe/profound and multiple learning difficulties
<p>Identifying children with SEN and assessing their needs</p>	<p>We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:</p> <ul style="list-style-type: none"> ✓ Is significantly slower than that of their 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 ✓ Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>
<p>Consulting and involving children and parents</p>	<ul style="list-style-type: none"> ✓ We have an 'open door' approach for parents, allowing them to access teachers and the SENDCo wherever possible. This may be a discussion at the end or start of the day (where appropriate), telephone conversations, emails, and more structured appointments when requested. ✓ The SENDCo Jess Milne is available to meet with parents to support and work alongside them to ensure children with SEND and their parents get the support that they need. ✓ Child voice is essential to our process and is always included in our graduated approach ✓ We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that: <ul style="list-style-type: none"> ✓ Everyone develops a good understanding of the child's areas of strength and difficulty ✓ We take into account the parents' concerns ✓ Everyone understands the agreed outcomes sought for the child ✓ Everyone is clear on what the next steps are <p>Notes of these early discussions will be added to the child's record and given to their parents. We will formally notify parents when it is decided that a child will receive SEN support.</p>
<p>Assessing and reviewing children's</p>	<ul style="list-style-type: none"> ✓ The school uses bookmarks to monitor and assess all the children's learning. This is updated onto our tracking system termly and is reviewed by the SENDCo, SLT and Governors Termly.

progress towards outcomes	<ul style="list-style-type: none"> ✓ Children identified with SEN are tracked by the SENDCo and are looked at half termly with the SEND team.
Supporting children moving between phases and preparing for adulthood	<p>As a school we work closely with our feeder High school.</p> <ul style="list-style-type: none"> ✓ SENDCo's meet and discuss children moving on to high school. Transition days are organised to ensure a smooth transition. ✓ Our EYFS team work effectively to ensure children are picked up as early as possible (if they have not already been identified as most usually are before pre-school)
Our approach to teaching children with SEN	<p>Quality first teaching is the key to excellent student progress. The teacher is responsible for the progress and attainment of all students, including those with SEND and will make reasonable adjustments to ensure good access to the curriculum by all.</p>
Adaptions to the curriculum and the learning environment	<p>We make the following adaptations to ensure all children's needs are met:</p> <ul style="list-style-type: none"> ✓ Adapting the delivery of our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ✓ Adapting our resources and staffing ✓ Differentiation of task, support or resources if this is appropriate ✓ Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc. <p>Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc</p>
How the curriculum is made accessible	<p>Where quality first teaching is not sufficient to secure progress for a student, TA's in each team are well versed in intervention strategies and will work alongside the child. Accountability for tracking the impact of these ongoing interventions will remain with the teacher responsible; it will be recorded on the Provision Maps and Cohort Action-plan. The SENDCo and other teaching assistants, with specialist training, will offer further support and advice as required.</p> <p>In some cases, adaptations to the curriculum will need to be made when children cannot access the curriculum even with considerable support. Children will not miss out on key aspects of the curriculum but may have the curriculum adapted for them to ensure they are making progress.</p> <p>E.g if a child is in Y4 but is accessing EYFS curriculum and making progress within this. A reduced curriculum where children are focusing on smaller chunks in their learning.</p>
The expertise and training of staff	<p>The SENCo is responsible for organising the training and CPD for the staff in school.</p> <ul style="list-style-type: none"> ✓ Through internal training at the start of Terms ✓ Ongoing advice and sign posting to outside agencies and expertise ✓ Joint training through the eCP
How is specialist expertise secured and funded	<p>Through consultation with the EP, Cheshire East SEND team and the CEAT. CPD training is also organised through the eCP and is consistent throughout the town.</p>
Evaluating the effectiveness of the provision	<p>Learning walks are carried out by members of the SLT to ensure QFT is being delivered to all children.</p> <ul style="list-style-type: none"> ✓ SENCO will carry out half termly learning walks and observations ✓ Learning walks are done with the SEN governor termly ✓ Feedback from pastoral teachers against assessments to see how progress is being made and if not- a clear explanation and understanding of why not. ✓ Reviewing children's individual progress towards their goals each term ✓ Reviewing the impact of interventions after 6 weeks (half termly) ✓ Using cohort action plans to measure progress ✓ Holding annual reviews for children with EHC plans
How children and young people with SEN are enabled to engage in all activities	<p>Our school is inclusive and ensures that ALL children are not only welcome but are actively encouraged to join in with all activities.</p> <ul style="list-style-type: none"> ✓ We have children with SEN on the school council- child voice is critical ✓ Children with SEN attend Afterschool Club and Extra Curricular clubs after school.

	<ul style="list-style-type: none"> ✓ All children with SEN have attended the residential trips that are on offer.
Nature of support for improving emotional and social development (pastoral arrangements)	<p>We have seen an increase (post Covid) of SEMH. As a school we use One Decision & My happy Mind as a school wide approach.</p> <ul style="list-style-type: none"> ✓ Internally one of our SEN TA's is trained in ELSA (Emotional literacy support assistant) she picks up children referred by the SENDCo. This has been and is continuing to be highly effective. ✓ Play therapy and SWANS- children are referred by the SENDCo for this service to support emotional and social development.
How the school involves external agencies and services	<p>If the student is still not making progress, despite the school's best endeavours and the support of parents, the SENDCo may involve other agencies in providing support for the student e.g. the Educational Psychologist or the Cheshire East Autism Team (CEAT). Only in exceptional circumstances would an assessment through the Education, Health and Care Plan system be completed. In most circumstances, students with this higher level of need would be identified either before school or at pre-school. Parents and, if appropriate, the student, will be kept informed throughout any further assessment process and consulted at each stage.</p>
Arrangements for handling complaints about the provision	<p>Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.</p> <p>The parents of children with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> ✓ Exclusions ✓ Provision of education and associated services ✓ Making reasonable adjustments, including the provision of auxiliary aids and services
Arrangements for supporting SEN children who are looked after	
Named school contact for children and parents with concerns	<p>Head Teacher- Martin Casserley SENDCo- Jess Milne SEN Governor- Rachel Cam</p>
Monitoring arrangements	<p>This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board and then reviewed annually</p>