



SEN Information Report

Updated September 2023

How we identify individual special educational learning needs

When pupils have an identified special educational need or disability before they join our school we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialist services such as Educational Psychology, Speech + Language or Occupational Therapy. We will always share the findings with parents and include the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty. This will help us to identify the child's needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Special Educational Needs Coordinator (SENDCO), Stuart Harris and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.

Where appropriate, in line with our graduated response, we will create a tracker for school staff to track progress in Reading, Writing and Maths and a copy will always be available to parents.

We encourage parents to contact their class teacher initially to discuss any concerns and if the concern is unable to be suitably resolved then the SENDCO. Appointments can always be booked with teachers or the SENDCO when a more in-depth discussion is required.

The SENDCO will contact the parents of children with EHC plans every half term to discuss the plan and to allow parents or guardians the opportunity to discuss how individual need is being met.

Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Classroom Suggestion sheets and sharing and reviewing these with parents at least once each term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO, Stuart Harris

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring school policy and procedures are compliant with the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the children's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children
- Coordinating Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Delegating responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENCO in terms of budgeting the SEND provisions.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

How we use other adults in school to support pupils with special educational needs or disabilities

Across the majority of classes, our team of Teaching Assistants undertake small group or one-to-one support as appropriate, primarily to support the needs of children with EHCP's and when possible to further meet the needs of additional pupils with special educational needs. The provision across school is planned for by our class teachers as part of our quality first teaching.

Intervention groups will include support, such as Little Wandle, Pre-teaching new learning, ELSA support, Speech and Language support, Working memory groups, Sensory circuits and soft starts.

We have access to a specialist Speech and Language therapist who works closely with the school, working alongside children with NHS language support or children with an EHCP. The team will also provide advice for children with identified Speech and Language needs, who don't meet the above criteria. In addition to this - Becky Anderson (School S & L TA) provides support to children across the school every afternoon.

Our Family Liaison officer has an excellent knowledge of how to support our children and their families and may also be able to sign post you to other services.

Our English and Maths leaders analyse pupil performance data regularly to ensure that each individual child is making the best possible progress and look at steps to support the child.

We have regular contact with external agencies to support staff and children in school including:

Educational Psychologist

CAMHS

LA Speech and Language

NHS Speech and Language

Occupational Therapy

Medina House Outreach

School Nurse

Early Years advisors

Paediatricians
Early Help Team
SEN Assessment team
Virtual Schools for Looked After Children
Community support officer (police)
Other specialist professionals.

How we use specialist resources to support pupils with special educational needs or disabilities

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a range of technology to support different learning styles and help motivate and access learning and this is promoted across the breadth of our curriculum.

We use intervention rooms, pictures, objects, visual timetables, social stories, task planners, whole class videos and equipment such as countdown timers for pupils who need it.

We seek advice from external agencies as and when the need arises.

How we modify teaching approaches for individual pupils

Our curriculum celebrates the different learning styles of all pupils and supports inclusion and variation to address the needs of all of our pupils.

We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success.

Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning. Wherever possible children are taught alongside their peers, with tasks varied appropriately so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.

We use class and personal visual timetables to help children to understand what activity is coming next.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress.

Within school, teachers assess the children's progress half-termly, this data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support your child.

At parents' evenings we discuss a child's progress and attainment and gather parents their and parent views. This will help formulate next steps to support a child's progress.

We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

We set appropriate targets for all children based on nationally agreed guidelines on attainment.

Our marking of children's work informs our planning and we identify next steps for all of our children.

How do we provide updates on pupil progress?

Parents of children registered as SEN support will be updated on their progress through parents' evenings in the Autumn and Spring terms and an end of year report in the Summer term. Should parents require additional updates then this can be arranged by contacting the class teacher and/or the SENDCO.

Pupils on an EHC plan will, in addition to above, receive a half termly phone call from the SENDCO to further discuss provision and progress in the classroom and be an additional termly meeting with the class teacher and SENDCO.

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with variation and additional support where required. We have a breakfast club and after school clubs which cover a range of interests which include; sports, creative activities, music. We attend PEACH games events throughout the year and encourage all children to take part in school sport. We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

How we support pupils in their transition into our school and when they leave us

Children who join in Reception are welcomed into our school community with a personal home visit by our staff. Prior to this visit, a series of parent and child stay and play sessions are available in preparation for their start.

Transition successive year groups is supported by meetings, meet the teacher time and transition sessions in the new class.

We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition.

How additional funding works

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including educational equipment). The local authority will provide top-up funding for pupils with a high level of need. If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding requested from the Local Authority.

Safeguarding

At Binstead, we have a leadership team who work closely to ensure *all children* are safeguarded including Looked after children and children with Special Educational needs.

Speech and Language

Well-developed speech, language and communication skills form the basis of all learning, and are fundamental to social and emotional wellbeing. They are essential to enable children to achieve their full potential.

At Binstead, we have an internal Speech and Language Therapist- Becky Anderson.

Staff training and development

All staff attend training to support all children and children with Special Educational Needs.

Staff have training to:

- Keep up to date with changes
- Build confidence
- Support teaching and learning
- Develop skills and knowledge

Where parents/carers can get extra support

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth and successful. Our practice is enhanced by parent's views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

Our SENDCO and our FLO can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.