



SEN Information Report

12.07.2022

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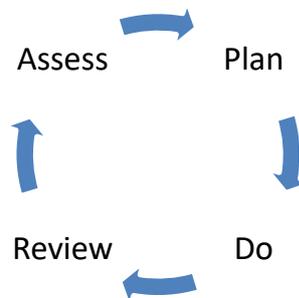
Dedicated SEN time: 2 days per week (12 hours)

Local Offer Contribution: <https://localoffer.wiltshire.gov.uk>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care (Wave 1) and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

Assess: *We follow the SEN Code of Practice (2015) and build the identification of SEN and disabilities (SEND) into the school's overall approach to monitoring the progress and development of all pupils. We use the Wiltshire Graduated Response to SEN Support (WGRSS) as a tool to help us with this. Sometimes we use other assessment tools such as a Dyslexia screener to help assess needs.*

If a teacher feels that a child may have a Special Educational Need (SEN), they will discuss this with the parent/carer and agree the next steps. Children are involved at the identification stage, discussing their interests and expressing how they would like to be supported.

If any SEN is identified, teachers complete a Support Plan which gathers background information about the child, identifies their needs and outcomes to be met and strategies to address the needs and outcomes, including action to remove barriers to learning. Schools are able to request specialist assessment by professionals from outside of school when necessary and this may lead to more precise identification of needs. Schools are also able to request an Education, Health and Care (EHC) statutory assessment by Wiltshire Council if a child's complex needs or lack of progress indicate that further support may be needed. An assessment could lead to an EHC Plan, otherwise known as a My Plan in Wiltshire.

Plan: *Every teacher is responsible for the progress and attainment of all their children. They will continuously monitor this and amend their provision as necessary in line with the progress the child is making. This provision may include the use of a range of differentiated resources and tasks to make lessons accessible and enjoyable for all children. We consider it vital that parents and children are fully involved in the process of identification and assessment for possible special educational needs (SEN).*

Do: *If a teacher feels that a child may have SEN they will speak with the parents (and if appropriate, the child) and agree the next steps. Teachers are also able to request specialist assessment for a range of SEN – the school has trained staff who can make assessments for conditions such as dyslexia, and they can refer children for assessment by a range of specialist external agencies. Children who have been assessed by the local authority and accepted as eligible will have a Statement of Special Educational Need or an Education, Health and Care Plan (called My Plans in Wiltshire). These are reviewed annually. A formal meeting is held three times a year with teachers and senior leaders to monitor progress. The school works closely with Therapists and external agencies to identify the holistic needs of every child with a plan.*

Review: *Class teachers produce a provision map for their classes. This tracks what provision is being made, for whom, and what progress the child has made. Our expectation is that children with SEN will make expected progress in line with the rest of their cohort. Where sufficient progress is not made, provision is reviewed and changed as necessary.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- 1.) **Communication and interaction** (Communication and Interaction can encompass a lot of needs and issues that a child may have, including Autistic Spectrum Condition (ASC). Some communication and interaction issues that can present themselves in Autistic children include: Difficulties understanding and using verbal and non-verbal communication, Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them, a reliance on structure and routine in their life. As well as ASC, Communication and Interaction can also include Speech, Language and Communication Needs (SLCN). Children and young people can experience a range of difficulties that are linked with speech and language. Speech, Language and Communication Needs can present themselves in a variety of ways, including: The production of speech, Struggling with finding the right word, or not being able to join words together in a meaningful way, Problems communicating through speech, for example difficulties finding the correct language to express thoughts

and ideas that they are having, Difficulties and delays in understanding or responding to verbal cues from others, Understanding and using language in specific social situations.)

Provision in this area is supported by, but not limited to: Attention bucket sessions, Talk Boost, Visual time-tables, Specific 1:1 ELSA sessions, now and next boards, sand timer transitions, extended transition sessions supported by FSW/ Class TA, talk for writing,

2.) **Cognition and learning** (Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations. Some pupils with cognition and learning needs may have a Specific Learning Difficulty (SpLD) some examples of specific learning difficulties are:

Dyscalculia: Pupils with dyscalculia have difficulty in acquiring maths-based skills. This can be especially clear if a pupil performs well in all other subjects. Children with dyscalculia can struggle with spotting patterns and making estimates.

Dysgraphia: Dysgraphia is a specific learning difficulty that can affect a child's ability to express themselves through writing. Dysgraphia affects fine motor skills. This means that it is often the case that children with dysgraphia can express themselves orally fluently but struggle when writing.

Dyslexia: Dyslexia is a specific learning difficulty that affects the way that someone processes information. This makes skills like spelling and reading difficult, and can affect organisational skills and memory.

Dyspraxia: Dyspraxia is also known as developmental coordination disorder (DCD). For children with dyspraxia fine and gross motor skills can be difficult to learn. This means that they can show signs of clumsiness and struggle with organisation skills.

Pupils with dyspraxia may also have poor balance, coordination, and spatial awareness, and may try and avoid certain actions like running, skipping, and hopping.

Other children identified as having Cognition and Learning Needs may have more general learning difficulties or disabilities. These are known as global difficulties and include moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).

Moderate Learning Difficulty (MLD)

Children with MLD may have greater difficulty in basic literacy and numeracy. They may also have speech and language issues. Pupils with MLD are likely to need additional support outside of the National Curriculum.

The effects of having an MLD can also lead to children having lower self-esteem, lower levels of concentration, and under-developed social skills, so it is important that adults watch out for the well-being of pupils as well as their academic achievements.

Severe Learning Difficulty (SLD)

Children with severe learning difficulties are likely to need substantial support in all areas of the curriculum.

Most children with SLD have other needs such as physical, sensory, communication, and interaction needs and social and emotional needs, as well as their cognition and learning needs.

Profound and Multiple Learning Difficulty (PMLD)

Children with Profound and Multiple Learning Difficulties have more than one disability, the most significant of which is a profound learning disability.

Having a profound learning disability and other disabilities significantly affects an individual's ability to communicate and be independent.

Children with PMLD may have difficulties seeing, hearing, speaking, and moving. It is likely that they will have needs in all four areas.)

Provision in this area is supported by, but not limited to: Dyslexia screening and support for specific areas identified, Wesford interventions, daily 1:1 reading, Dyslexia support intervention, use of manipulatives within class, classroom hearing support surrounds and teacher amplifier systems, talk to text software programme, talking tins.

- 3.) **Social, emotional and mental health** (Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks.

For some children, their emotional needs may impact their learning. For example, they may not be able to follow requests such as to sit still with arms folded or stay quiet during lessons. It is important that children with SEMH needs are able to learn in an environment that suits them, for example, they may need to take regular movement breaks, use fidget items, and be given opportunities to move around the classroom or school whilst learning

Children with SEMH needs may have anxiety. This may be reduced by providing clear routines and explanations of what to expect each day. Children with anxiety may also benefit from being provided with a calm space to go to whenever they need it.

Provision in this area is supported by, but not limited to: ELSA trained staff on-site to deliver a programme for specific needs over the course of a 6 week programme, visual timetables within each classroom, now and next boards, family support worker intervention, specialist CAMHS support, differentiated start times, alternative seating for lunch sessions.

- 4.) **Sensory and/or physical needs** (Some examples of sensory and physical needs include:

Hearing Impairments:

In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptations to their learning environment in order to access the National Curriculum.

Visual Impairment:

In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery.

In educational settings there a few different terms that may be used including partially sighted, low vision, legally blind, and totally blind to describe the level of sight a student has and help determine the adaptations that they may benefit from.

Sensory Processing Difficulties:

Children with sensory processing difficulties may be **sensory avoiders, or sensory seekers**. This can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input. It can also cause children to seek out sensory input, for example by making repeated movements, chewing items or fiddling. Sensory processing issues are particularly common among Autistic pupils, and providing a learning environment that meets these needs will enable pupils to learn more easily and improve wellbeing.

Provision in this area is supported by, but not limited to: ELSA sessions, providing fiddle toys, providing ear defenders, chew toy jewellery, classroom hearing support surrounds and teacher amplifier systems, talk to text software programme, talking tins.

(Reference: SEN Policy INSERT LINK)

As at 01.09.2022, we have 29 children/young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. *These include our Wave 1 monitoring walks, Action planning alongside Behavioural support services, Individual pupil observation records, referral to agencies for assessment of need support, dyslexia screener, standardised Rising stars assessment tests. Regular Pupil Progress meetings are held during which the progress of individual/groups of children is discussed and any amendments to their provision is made.*

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Teacher discussions	Class Teacher and Parent/ Carer	As needed
1:1 meeting with supportive adult	ELSA/ FSW/ SENCO/ Class Teacher	As needed to support with development of support plan/ needs assessments
Parents evening	Class Teacher and Parent/ Carer	Twice a year
Support plan discussions/ reviews	Class Teacher and Parent/ Carer (SENCO if required.)	As needed, minimum of 3 times per year.
Parent support/ signposting	SENCO	As needed
SEN review	Parents of the school	Annually (as of 2022-2023)

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
All staff	Positive behaviour management provided by Team Teach	Awareness
YOC, SB, BH	ELSA	Specialist
All Class Teachers	Dyslexia Friendly Schools Mark	Awareness
YOC, RL, VD, GC, ED, SB, EB, JD	Anxiety training by BSS	Enhanced

This year, we have put in additional training as follows:

- We have provided Anxiety training and identification for all support staff from Behavioural support services (June 2022)*

- *Sounds-Write (SSP)*
- *Nip in the bud – to raise staff awareness of potential mental health illnesses and particular types of SEND.*
- *Dyslexia Friendly schools Mark*

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have two members of support staff dedicated to ELSA provision so that support is in place for the majority of children who need to access this. We have one Family Support Worker, who is also ELSA trained, we deploy her so that she is involved with providing ELSA for children and families who are having her support at home too.

Each classroom has a member of Support staff linked to that class. This ensures consistency for the children and allows for the staff members to ensure that any additional support that children require can be delivered in a timely and precise manner.

School Partnerships and Transitions

This year, we supported 5 number of children and young people transition to the next phase in education.

Our approach involved:

We liaise with the children's secondary school to discuss transition arrangements and support needs which include the provision of extra transition sessions in the new setting. We ensure that all necessary paperwork is passed on to the new school.

Complaints

In the first instance, contact your child's class teacher.

Should you wish to discuss your concerns further, you should contact the SENDCo or Headteacher.

In the unlikely event that your concern is not resolved, then please follow the procedures as set out in our Complaints Policy.

Our complaints procedure can be found at

<https://st-georgesrc.wilts.sch.uk/wp-content/uploads/Complaints-Procedure.pdf>

This year we had 1 complaint that was resolved to parents' satisfaction at governor/headteacher level.

Challenges this year

Challenges for our school have included a rapid rise in the amount of children who were presenting with poor mental health and anxiety. We intend to address this through buying into a whole school programme: <https://myhappymind.org>. This programme has support for parents

and carers too, as we were also seeing an influx of parents who were suffering from anxiety and poor mental health and this seemed to impact on their children. Alongside this a page on our website is being developed as a parent/ carer support page, for parents to access tips, websites and strategies that have been suggested by professionals that we have worked with over the past year. The idea behind this is to develop parent empowerment to support their children at home, before the issues impact on school life. Attendance across the school including for children with SEND was adversely effected by high incidents of COVID as well as chicken pox. COVID also led to high levels of staff sickness absence which impacted on teaching and learning as it was difficult to maintain consistency.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include allocating one member of support staff to be solely dedicated to ELSA provision so that support is consistent and predictable for the children. We have another trained member of ELSA staff for emergency cover and 'one off' input sessions.

We have dedicated one member of staff to providing the speech and language support throughout the school, as this has been an area of identified need, not just for our school, but nationally. The member of staff chosen has had training in cued articulation and has had many of the children that she supported last year signed off from their targets, so works extremely well in this area.

Support staff who are specifically skilled within EYFS are deployed in that area and receive specific training for early language and communication development to support the younger children with speech and language needs which are becoming more prevalent nationally. Some children within our school require 1:1 support, this is possible through additional recruitment for these positions and successful applications for EHCP's.

We intend to develop the use of Talk Boost which has been successfully used in EYFS as an intervention across the whole school and have an inset day planned to deliver training for all KS2 Staff.

Arrangements for consulting parents of children with SEN and children with SEN and involving both parties in their education:

We do our best to ensure that parents and carers have a number of different ways to communicate with us and that they feel comfortable, welcomed and involved in all aspects of school life.

Our open door policy encourages partnership working with parents and carers. We ensure that review meetings and Team Around the Child (TAC) meetings are arranged at times which allow parents and carers to attend. We listen to what parents and carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.

Parents are able to meet with the class teacher at any point during the year, as well as attend the twice-yearly Parent Consultation Meetings.

If a child has specific SEND targets, a 'Support Plan' or an Education, Health and Care Plan/'My Plan', there will be regular informal review meetings, when requested.

Where outside agencies are involved (e.g. the Specialist SEN Team or the Educational Psychologist), parents may be invited in to speak to the SEND professional, they will receive copies of their reports and can request the opportunity to discuss them with the SENDCo and/or class teacher.

Class teachers discuss children's targets with them and, where they are able, children have a say in their own target setting and target review.

Relevant school policies underpinning this SEN Information Report include:

[SEND Policy](#)

[Visual Representation of SEND Policy](#)

[Accessibility Plan Statement.](#)

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body:

September 2022