



# SEND Information Report

*Updated: September 2023*

*Review due: September 2024*

SENDCO: Mrs N. Roberts

SEND Governor: Mrs H Steven

Contact: 01652 632455

Dedicated SEND time: 3 hours per week

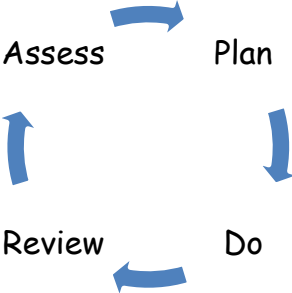
Local Offer Contribution: <http://www.northlincslocaloffer.com/>

At Castledyke Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want **ALL** of our children to feel that they are a valued part of our school community.

## **Whole School Approach:**

Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career.

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



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: SEND Policy **Autumn 2021**)

As a school, we recognise the importance of early identification and assessment of children with SEND. We aim to ensure that all children's learning and behaviour difficulties are identified and assessed, and the curriculum is planned to meet their needs.

The responsibility of day to day learning lies with the Class teacher. If a child's progress is limited, and a barrier to learning is preventing the child from making progress, the child's Class teacher will adapt the learning where appropriate and discuss any concerns with the parent/carers. At this point, targets and additional support may be put in place. This will be monitored very closely by the Class teacher in discussion with the child, the child's parents/carers, the TA and also the school's Special Needs Coordinator where necessary. In consultation with the parent/carer, it may be decided that the child needs to be placed on the Special Needs Register and additional support put into place.

<b>ASSESS:</b>	<p>Initial concerns regarding a child needing extra support will come from the parents/carers and the class teacher. Following these concerns the child's needs will be assessed and closely monitored so that the school can work collaboratively with the child's parents and other professionals to ensure that support is given whenever needed. This will ensure the child reaches their full potential both academically and socially.</p> <p>Class teachers will make assessments on all children and carefully track progress. If any gaps in learning appear, a child faces barriers to their learning or if they are making very little or no progress additional support will be put in place to support this.</p>
<p>As a school, we use toolkits provided by specialist services (e.g. Boxall Profile, ASET checklist) to help both the class teacher and parents support the child's needs. Therefore, we encourage both parents and the class teacher to complete the documentation to establish potential barriers to learning. From here, appropriate strategies are selected which enable the teacher and parents to work together to improve outcomes. This collaboration aids success.</p>	

**SENCO**

<p><b>PLAN:</b></p>	<p>In partnership with the child, parents and any other professional's targets and support will be identified focusing on the outcomes for the individual child. This planning process will also identify how the outcomes are to be achieved.</p> <p>The SENCO, the child's class teacher and the parents, will decide on the action needed to help with the child to progress in the light of their earlier assessment.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Different learning materials or special equipment.</li> <li>• Some group or individual support.</li> <li>• Extra adult time to devise the nature of the planned interventions and to monitor their effectiveness.</li> <li>• Staff development and training to introduce more effective strategies.</li> <li>• Access to LA support services for one off or occasional advice on strategies or equipment e.g. planning and Review Meetings with Educational Psychologist and/or appropriate Support Team member.</li> </ul> <p>Each SEND pupil's intervention is tracked on a Provision Map, which is updated termly and is mirrored by strategies in the classroom.</p>
<p>During Spring 2021 Teachers took part in CPD to deepen their knowledge of SMART targets. This has ensured that Teachers are consistent with the outcomes they are setting children.</p>	
<p>All teaching staff complete termly Provision maps, outlining the provision which they are providing, which is in line with our Graduated Approach. Staff review and evaluate each intervention termly to show the impact it has had. Summer 2023</p>	
<p><b>DO:</b></p>	<p>Within, the classroom, the child is supported with targeted activities which are co-ordinated by the Class teacher and carried out by the Teaching Assistants, Early Years Practitioners, other teachers or professionals. The outcome of this will be closely monitored. These activities will also be delivered over a set period of time, tracked and then adapted or altered to ensure the impact is maximised.</p>
<p>The interventions and additional support is delivered by both the class Teacher and Teaching Assistant. It is important that we all work with individual children.</p> <p style="text-align: right;"><b>SENCO</b></p>	
<p><b>REVIEW:</b></p>	<p>All outcomes will be reviewed at twice yearly. The time scale will depend on the individual child and may involve more frequent reviews. This ensures that the additional support remains focussed and specific to address the identified barrier to learning. This is completed by the Class teacher and the SEND Co-ordinator in discussion with the child and their parents/carers and is then used to feed into the next cycle of support.</p>
<p>I am really pleased with all the extra support that my son is receiving and I can see that he is flourishing.</p>	

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:**

*The SEND Code of Practice 2014 defines a child as having a special educational need if they have "a significantly greater difficulty in learning than the majority of others of the same age" or, "has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school."*

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

#### **1. Communication and interaction**

We have established a strong professional relationship with the Speech and Language Therapy team. Through partnership working this enables us to ensure all children are receiving the best support through individual therapy, additional classroom support and also learn in communication friendly spaces. Classroom practice in across the school has a heavy focus on developing language and also social communication. We have previously been awarded with a Communication and Interaction Charter Mark and although this award is no longer being issued we have maintained the good practice required for this, all classrooms are child friendly and visual timetables now all go vertically to ensure all children can follow them.

#### **2. Cognition and learning**

All activities are planned and tailored to suit the needs of the individual ensuring that we are moving their learning forwards in small achievable steps whilst providing challenge and maintaining high expectations. Children recognised as having SEND are provided with additional in class support, when necessary, ensuring they reach their full potential whilst maintaining their independence. This may be provided through resources, a personalised curriculum, and additional support from the class teacher and Teaching Assistant or Early Years Practitioner. We ensure that the vast majority of this takes place within the child's usual classroom environment. This means that they are learning alongside their peers, can use classroom resources to support them and then the children find it easier to transfer these newly developed skills into other areas of the curriculum as they are not being developed in isolation of the classroom. We also provide guidance to parents in ways that they can help at home.

#### **3. Social, emotional and mental health**

The social wellbeing of ALL of our children and their families is extremely important to us. This year we have expanded our inclusion team to ensure that both families and their children are supported in the most effective way. We provide children with lunchtime and after school activities and also space to talk when needed. Our children come first. We always make appropriate and reasonable adjustments to support all children.

#### 4. Sensory and/or physical needs

We aim to ensure that all children can access the school environment fully and we strive for the inclusion of all within the capabilities of our school building.

Provision or action that is additional to or different from that available to all will be recorded in an Individual Education Plan (IEP) and/or Individual Behaviour Plan (IBP). This will be produced collaboratively between the class teacher, SENDCO, the pupil, parents and carers. It may also involve consultation and advice from external agencies. The support plan will be reviewed and amended as necessary. (Reference: SEND Policy **Autumn 2021**)

As of July 2023, we have **51** pupils (**23%** of the school population) on the SEND register.

6 children have an Education, Health and Care Plan

45 children receive support for their Special Educational Need

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Guidance from the SENCO on identifying children with SEND through a rigorous Graduated Approach that includes an 'Initial Concern' cycle so that children can be monitored closely to assess their needs before a decision is made about whether they have a specific barrier to learning or a special educational need.
- Lesson observations - to ensure high quality teaching for all
- Regular review of individual learning plans
- Pupil progress meetings to discuss all children
- Termly reviews of EHCP in school, and an official annual review
- Access to an extensive range of assessment tools including British Picture Vocabulary Scale (BPVS), GL Assessment Dyslexia Screener, Autism Spectrum Education team Toolkit, Speech and Language Therapy Toolkit and Behaviour Toolkit.
- Close monitoring of interventions through provision mapping for all children that receive additional support in each class with vulnerable groups highlighted.
- Individual tracking documents for each intervention that clearly show the children's starting points, targets and the small steps progress that they are making.
- Additional assessment points and systems for Maths and Literacy

- Analysis of data against national data sets through Target Tracker and use of the Fisher Family Trust data analysis tool.

### **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
Parent -teacher Interviews	Parent and Teacher	Twice yearly These provide opportunities to discuss progress and difficulties. For children with SEND these meetings may take longer than for other children and time is allocated for this.
Reports	Annual	Annual report
Education, Health and Care plan	Parent, Teacher, SENCO (additional agencies if necessary)	We believe that all reviews are extremely important for the child, their family and also teacher and ensure that these are child centred and celebrate achievements as well as discussing next steps and future outcomes.  The child's voice and own opinions are very important to us. Their views are collected through discussions, questionnaires and when a child cannot communicate this with us via observations and recording their individual learning preferences.

### **Staff development (2022-23)**

We are committed to developing the ongoing expertise of all our staff.

The designated Special Needs Coordinator for our school is Mrs N. Roberts.

She has a Postgraduate Certificate in Special Educational Needs and was awarded by Bath Spa University in June 2020.

This year the following training has been completed:

- All teaching staff have had regular updates on child protection training, provided by the Head teacher.
- All staff have had updated safeguarding training, provided by the Head teacher.
- The SENCO has attended all termly network meetings and fed back relevant information into our everyday practice.
- In house training update on SEND needs within school
- A number of staff have received Paediatric First Aid training
- 3 members of staff have attended Thrive training
- Two staff members attended the Everything Autism training
- All teaching staff have begun Wellbeing training.

- In house training on writing effective IEP and provision maps
- A number of staff have received training on PEG feeding
- Headteacher and SENDCo attended the SEND conference
- SENDCo attended Supporting children with Physical Disabilities in schools training.

Further staff training will be planned in accordance to need and availability for next year.

### Training feedback which has been carried out 2022-23

#### Thrive online training

This year I completed the Thrive practitioner training. I believe implementing Thrive as a whole school approach would be beneficial in regards to monitoring the pupil's emotional development as a whole, through profiling every child within school to gain an understanding of which strand they fit into. This also identifies any children or group of children who fall below, an action plan can then be created to work with these children in groups, 1:1 at home and in classroom.

If a child is found to be below their age related strand this can have negative impact on their ability to learn in the classroom by effecting such things as; their attention span, focus, recall, confidence etc. Having a plan that can be seen, worked towards and adapted to the primary people in these identified children's lives will have a positive effect on these children.

I have already implemented Thrive in my work within school, when a new child is referred I require a Thrive profile to be done by the child's teacher before our first session. This is so I can assess what strand they are in, to gain an understanding of their emotional development - this would take a number of sessions to achieve.

I also ask a pupils teacher to complete a behavior profile for any children referred to me for behavior concerns, again this aids in my understanding of the child and staffs concerns. An action plan can then be created for home, within the classroom and for 1:1 work with myself.

The next step would be to start to implement Thrive a whole school approach.

#### Everything Autism

The Everything Autism course was delivered by Get Ahead in partnership with Baysgarth. This was 2 twilight sessions and focused on updated information about

Autism and how staff can support children who struggle with PE due to being Neurodivergent.

The training was very informative and there was a good range of visuals and quotes from people who are autistic, which really helped with our understanding. As Foundation Staff we used the training to help us organise our Sports day and make it inclusive for all, the event was a great success.

### **Staff deployment**

A considerable amount of thought, planning and preparation goes into utilising our support staff to ensure that our children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We believe that all support staff are a vital tool in supporting both the class teacher and all children within the class. It is crucial that good relationships are formed between individual children and all staff so that they feel secure and valued. The class teacher has the overall responsibility for providing targeted and affective support to children requiring extra help. These additional activities are provided by both the class teacher and support staff. This support now takes place in the classroom, throughout the school day, working in small groups and on a one-to-one basis when necessary, whilst supporting the children to continue to develop both their social skills and independence. All of this information is discussed with the child's parents and will take into account the needs and interests of the child.

Within our school we have a range of skills and strengths across the staff team. In order to fully support all children we work closely with a range of professionals from external agencies. These include:

- Educational psychologists
- Speech and language therapists (SALT)
- Education preparation unit
- Autism Spectrum Education Team (ASET)
- Primary Behaviour Support
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officers (EWO)
- Physical Disability Team
- Occupational Therapy
- Physiotherapy
- School Nurse and Learning Disability Nurse
- St. Luke's Outreach Support
- SEN and Disability Information and Support Service (SENDIASS)

### **Finance**

Our notional SEN Budget this year is £94,640 (2022-23) and the expenditure breakdown of that income is as follows:



- Staff CPD
- A range of intervention provision
- Additional TA support in classes
- Purchase of specialist resources for SEND children

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

### **School Partnerships and Transitions**

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

### **Complaints**

Our complaints procedure is clearly detailed in our Complaints Policy available under the Policies Tab of our school website: <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/CastledykeSchool/MainFolder/Policies/Policies-Page/Complaintsdocx.pdf>

This year, we have had no complaints.

### **Challenges this year**

Challenges for our school have included:

1. Increase in children with SEMH needs
2. Children have struggled to show resilience across the school

### **Further development**

Our strategic plans for developing and enhancing SEN provision in our school next year include:

1. Planning provision to support all children with SEND across the curriculum
2. To develop a Wellbeing Curriculum
3. To develop a range of strategies to support children with more complex needs within our setting.

**Relevant school policies underpinning this SEND Information Report include:**

- SEND policy
- Behaviour policy
- Medical needs audit/policy
- Anti-bullying policy
- Equal Opportunities policy
- Teaching and Learning policy

**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:**

### Special arrangements in relation to COVID-19.

Following the closure of schools from the 23<sup>rd</sup> March 2020 Government guidelines stated:

*Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.*

*Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.*

Government guidance now states that all children will be in school. Where remote learning may take place, quality learning will be provided and risk assessment will continue to be updated.

In order to ensure that our pupils with EHC plans are supported we will continue to consult with families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home are understood and that pupils can access the work being set by school staff. If EHCP children need to work from home weekly check-ins to ensure that pupils' outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.

Parents of SEND pupils may require our support at this time and the messaging facility on Dojo allows for private conversations to be had between staff and parents.

The SENCO can be reached at Castledyke Primary school, Contact: 01652 632455

We envisage that during the summer term of 2022 there will be a more in-depth transition programme for those children who are transitioning to secondary education.

External agencies will only become involved if necessary following the usual graduated response process detailed above.