

SEN Information Report



2022/23

Introduction & Contact Details

At Shirley Warren Primary and Nursery School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

As a Rights Respecting School, Shirley Warren Primary and Nursery School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

The school Special Educational Needs Coordinator (SENCo) is **Tom Humphreys** and is contactable either via 023 8077 3975 or via email: senco@shirleywarren.co.uk

What kinds of SEN are provided for?

In line with the SEND Code of Practice (2015) we accommodate pupils with all potential additional needs. In the Code of Practice these are broken down into the four broad areas of need;

Communication and Interaction – including children with Autism (C&I)	Some children may have difficulty in communicating with others. They may have difficulty saying what they want, understanding others or understanding or using social rules of communication. Children with Autism or Asperger's may have difficulty with communication and relating to others.
Cognition and Learning (C&L)	Learning difficulties cover a wide range of needs and severity of needs. Some children will need support in many areas of the curriculum whereas some may only need support in one area. Others may have a specific learning difficulty such as Dyslexia, Dyscalculia or Dyspraxia.
Social, Emotional and Mental Health (SEMH)	There is a wide range of social and emotional difficulties which can result in children becoming isolated and withdrawn or perhaps displaying challenging or disturbing behaviour. Some children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
Sensory and/or physical (S&P)	Some children may have a disability which prevents or hinders them from accessing the curriculum and school facilities in the same way as other children. Hearing and vision impairment are examples of this. Children may require additional support and equipment.

Policies for Identifying Needs

If children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school and use assessments to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

Roles and Responsibilities

In most circumstances, parent/carers' main point of contact would be their child's class teacher. There are a variety of people who may be involved in supporting a child with SEN.

Job	Responsibility:
Class Teacher	<ul style="list-style-type: none"> • The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCo as necessary. • Writing children's Pupil Passports and keeping them up to date. • Ensuring that all staff working with your child in school is helped to deliver the planned work/program for your child, so your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
SENCo (Tom Humphreys)	<ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ○ Involved in supporting your child's learning ○ Kept informed about the support your 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 your child's learning e.g. Speech and Language Therapist, Educational Psychologist, 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 detailed records of your child'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. • Monitoring the impact of policies and the effectiveness of provision in the school. • Working with the Local Authority and External Consultants to implement and monitor our provision.
Headteacher (Zoe Newton)	<ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEN Governor (Nicole Drysdale)	<ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND. • Monitoring the effectiveness of SEND provision in the school.
Teaching Assistants	A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and

	whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.
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How are parents & children involved?

Parents

We are committed to developing every child's full potential intellectually, physically, spiritually and socially, and feel this is most successfully achieved when we work in partnership with you, the parent/guardian. Your views are important to us and we encourage all parents to speak to school staff with any concerns. There are a variety of ways that you can contribute to your child's education:

- Discussions with the class teacher.
- Meetings with the SENCo.
- Attending parents' evenings.
- Contributing to your child's IEP.
- Attending meetings with any relevant external agencies.
- Supporting learning at home, particularly reading regularly with your child and working on any specific targets set for your child as advised by the class teacher.
- Attending specific meetings to review IEPs and EHCPs.

Children

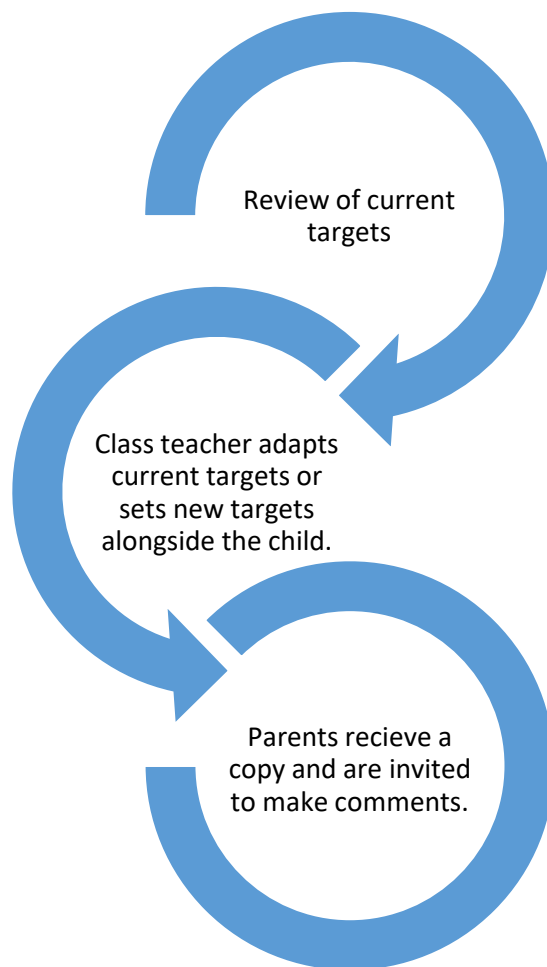
The children are involved every day in their own learning. Children can be involved in the marking of their own and their classmates work. The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them.

Assessing Outcomes

At Shirley Warren Primary and Nursery School your child's progress is continually monitored by their class teacher, SENCo and the Leadership Team.

- Their progress is reviewed every half term against the expected outcomes for their year group. If your child is in Year 1 and above, but is not yet attaining the expected outcome, a more sensitive assessment tool may be used which shows their attainment in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and they are the results that are published nationally.
- The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENCo will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Communication book or home school reader books
 - Parents evenings
 - Additional meetings as required
 - Reports

All children on the SEN register have an 'Individual Education Plan' (IEP) in place. These are reviewed at least three times a year by the class teacher. The review process is as follows;



Teaching & Adaptations

All children receive class teacher input via good and outstanding classroom teaching. We call this 'Quality First Teaching' and staff are supported to deliver this by both the SENCo and other leadership in the school.

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.

Additional Support for Learning

The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. All learning within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This may include small group learning but

this can also be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Our SENCo oversees all support and progress of any child requiring additional support across the school and offer support and guidance to the staff working with children who require additional support.

If you or the school believe that your child needs more support than the current provision set in place either you or the school can request that the Local Authority consider an Education Health Care assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to consider an assessment for an Education Health Care Plan. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

- Speech and Language Therapy
- THRIVE sessions
- ELSA sessions
- Academic interventions

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

Expertise & Training

The SENCo's job is to support the class teacher in planning for children with SEND. Mr Humphreys has the National Special Educational Needs Co-ordinator qualification. In his teaching career, Mr Humphreys has worked with children with a wide range of disabilities with a focus on children with Social, Emotional and Mental Health Issues and children with autism. Mr Humphreys is responsible for all children with a recognised SEN need in our school.

The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.

We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

We have one Higher Level Teaching Assistants and one fully trained Emotional Literacy Support Assistants (ELSAs).

We have two full time THRIVE practitioners who are both fully qualified in delivering THRIVE sessions.

Equipment & Facilities

The school budget, received from Southampton Local Authority, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- Deciding what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

How the school evaluates the provision in place

There are many ways that the school evaluates the provision in place, such as:

- Reviewing the children's targets on their IEPs and EHCP and ensuring they are being met.
- Reviews of data to ensure **that** your child is making progress academically against national/age expected outcomes and the gap is narrowing so they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent, pupil, SENCo or other school staff.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

This provision is quality assured by:

- Regular meetings with the Headteacher and SENCo.
- Regular meetings with the SENCo and Class Teachers.
- Outside professionals (such as Local Authority advisors and SEN advisors) reviewing the school.
- OFSTED reports.

How pupils with SEN are enabled to engage in activities available

When children require additional resources to engage in activities that are available to all pupils, they may refer the child to the SENCo who will work with the class teacher to ensure that adaptations are made to enable all children to be included.

For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available.

Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.

We make sure activities outside the classroom and school trips are available to all. Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents and carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.

Health and safety audits will be conducted as and when appropriate.

Support for improving emotional and social development

We have two programmes used to support children's emotional and social development. They are:

- Support from an **ELSA** (Emotional Literacy Support Assistant). This is an intervention that is based out of class and is designed to develop children's emotional awareness and teach skills and strategies that are needed to support a child's emotional development.
- **The THRIVE Approach:** THRIVE is a programme designed to support children's social and emotional development. It is a whole school approach and all children have access to THRIVE in their weekly class timetable. Some children may be assessed as requiring additional THRIVE intervention, either one-to-one or in small groups. Our THRIVE practitioners (Miss Bedwell & Mrs Head) will contact parents if a child is having individual support.

Outside agencies

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- A group or individual work with outside professional.
- Further assessment with other professionals when and if appropriate.

Complaints

Complaints related to this policy are handled through the school's normal complaints procedure.

If you have an informal issue you wish to raise regarding SEND, your first point of contact should be your child's class teacher who will be able to pass onto the SENCo if appropriate.

Contact details of support services

There are a number of local and national services designed to support parents and carers on many SEND areas. Here is a link for the Information Advice and Support Services Network:

<https://www.southhamptonsendias.info/>

Local Offer

Southampton Local Authority has published its own Local Offer which can be accessed by [clicking here](#). Or using the following link:

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

Admissions of Disabled Pupils & Accessibility Plan

The school building is housed in a large two storey 1930's building; however the ground floor is accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.

The school has an accessibility plan which details how we intend to make our school more accessible. We are working with the Local Authority in order to adapt and make our building fully inclusive.

Questions

If you have any questions regarding this information report or require this report in a more accessible way please do not hesitate to contact our SENCo, Mr Humphreys.