

SEND INFORMATION REPORT 2023/2024

Identifying Special Educational Needs

At Caythorpe Primary School, systems are in place to ensure early identification and tracking of progress for all students. Through these systems, we identify where pupils have needs in terms of communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

Children are identified and / or assessed as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Early Help assessments.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Role of Parents

If parents have concerns relating to their child's learning or inclusion they are encouraged to discuss these in the first instance with the child's teacher.

Parental views and support are actively sought in helping a child with special educational needs and disabilities. The SMART targets expressed in the Individual Educational Plans (IEP) are shared with parents and child and are reviewed at agreed intervals. Parental consent is necessary before external support can be called.

Role of all Staff– How will the School Support a Child with SEND?

Early identification regarding learning difficulties and appropriate intervention is in robust at Caythorpe and may take place at any point. The class teacher will share any concerns with the parents at the earliest opportunity and will enlist their help to agree an appropriate programme of intervention and support. Additional support may be given within the class setting, or by attending a

programme of support according to the child's needs. An Individual Educational Plan may be composed which will employ a 'small-steps' approach. All children on the special needs register have an Individual Education Plan.

Staff will assess and monitor the children's progress in line with existing school practices and their progress with EHCP targets is reported to parents at agreed intervals.

The school uses the graduated approach below to respond to children's special educational needs:

- **Assessment and analysis:** This includes: teacher assessment and experience of the pupil; information from the school's core approach to pupil progress, attainment and behaviour; comparison to peers and national data; views of parents / carers and pupils themselves.
- **Plan:** Agreement on adjustments, interventions and support; expected impact on progress, development and behaviour; all staff who work with the pupil are made aware of the plan and the expected outcomes; parents are aware of planned support and where appropriate are expected to reinforce and contribute to progress at home. A date for review is set. The plan is recorded on the school's information system.
- **Do:** Links between support and interventions and classroom teaching are clear. The class teacher has overall responsibility for working with the pupil, including when there is one-to-one support. The SENCO continues to consult with and advise the class teacher on the effective implementation of support.

Adaptations to the curriculum and learning environment

- Classroom layout is adapted to individual needs of the children, including the seating arrangements of the children
- Differentiated tasks
- Additional teaching time to ensure understanding of learning/expectations of task
- Tasks blocked into smaller units
- Extra support during teaching time
- Extra support given outside of lessons to support learning

Staff Training

- Staff undergoing ELSA training
- Pupil Reintegration - Specialist Teaching Team
- Autism Outreach - Specialist Teaching Team

- Dyslexia Outreach – Specialist Teaching Team

Pastoral support arrangements for listening to the views of children with SEN to improve social and emotional development; measures to prevent bullying

- School system for children to respond to incidents, including written/pictorial reports
- In consultations with parents/children key person identified as 'go to' person and times agreed to meet
- School council
- Circle times

Involving Specialists

If insufficient progress is made despite support, further advice will be sought through external specialists (e.g. Local Authority, Specialist Teaching Service, Education Psychologists) through the SEND

Early Help Assessment (EHA) process. The class teacher and SENCO will keep parents and children fully informed about any proposed interventions and the outcomes of these. Interventions will only be delivered with the agreement of parents and carers and, where possible, the child.

Educational Health and Care Plan (EHCP)

The school or parents / carers may request an Education, Health and Care needs assessment. The LA considers the need for statutory assessment and may order multi-disciplinary assessment leading to an EHCP. An EHCP aims to secure positive outcomes in education, health and social care. Children with an EHCP will continue to be monitored through the school's tracking system, and will additionally be the subject of an Annual Review Meeting to which the parents, and the multi-agencies involved with the support for the child, and the child if appropriate, will be invited. A termly opportunity for these people to meet with school staff will be offered, alongside a mid-year formal review meeting to ensure a holistic approach to the child's progress and support needs.

A report giving recommendations will be produced following the Annual Review Meeting.

Arrangements for consulting pupils with SEN and involving them in their education

- Children identify areas they feel that they find difficult which feeds into individual plans
- Children review their learning after lessons/units of work

- Children identify next steps in their learning and suggested support needed

How are children with SEN enabled to engage in activities available with children in the school who do not have SEN

- Group work can be supported by older pupils
- Group work can be supported by additional adults
- Extra support is given during explanations/teaching

Transition to/ from Other Schools

The school is guided by Chapter 8 of the Code of Practice 2014 for this process. Liaison with receiving / secondary schools is considered to be particularly important for children with special needs. At transfer to secondary school liaison between the Head of Y7 and the Schools SENCO takes place to allow for continuity and a smooth transition for each child. Regarding the sharing of information between Caythorpe and the receiving school, we are guided by Section 6.57 of the SEND Code of Practice.

Supporting Pupils at School with Medical Conditions

Caythorpe Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision.

The SEND Code of Practice is followed.

Intimate Care

When it is agreed that a child requires intimate care, a Health Care Plan will reflect the need for the care. Intimate care will be given only with the consent of the parent, and wherever possible the consent of the child. Staff providing this care will be discreet in their actions, considering the dignity of the child at all times.

Accessibility

The school has a statutory responsibility to produce an accessibility plan, detailing how it ensures access for disabled pupils to the curriculum and to the physical environment. This plan ensures that disabled pupils are not treated less favourably than other pupils. It details arrangements for the admission of disabled pupils.

Role of the Headteacher – Mrs. Helen Hunt

The Headteacher – Mrs. Helen Hunt will ensure that this policy is implemented and managed across the curriculum, including the deployment of support/ resources.

Role of Governors – SEND Governor: Mrs. Sue Harris

The Headteacher, Mrs. Helen Hunt uses the provision map to inform the governing body of how the special educational needs funding is allocated to support children in the school. The SENCO and SEND governor, Mrs Sue Harris will meet annually to discuss the implementation and success of the policy and any concerns about individual children or resources. The SEND Governor will report the outcome of the review to the full governing body. The Governing Body reviews SEND provision and policy annually and considers any amendments in light of the annual review findings. The governing body is responsible for publishing this SEND Information Report on the school's website; it will be updated at least annually.

Who can parents contact for further information or if they have any concerns?

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Their child's Class Teacher.
- SENCO – Cassandra Cook
- The Headteacher – Mrs Hunt

Telephone number: 01400 272600

Email: enquiries@caythorpe-cit.co.uk