



Great Alne Primary School

SEND Information Report



Welcome to Great Alne primary School's SEND information report. This document aims to provide information about the provision we offer our children with SEND and forms part of Warwickshire's local offer.

Every local authority in England has a duty to provide children and young people, (0-25 years) with support if they have Special Educational Needs and/or Disabilities. They have to publish what support is available and this is known as the Local Offer.

Details of Warwickshire's Local Offer can be found at: <https://www.warwickshire.gov.uk/send>

At Great Alne Primary School our curriculum is designed to motivate and inspire our children to develop a curiosity and passion for learning. We provide inclusive, broad and balanced educational opportunities in order to meet the needs of all the pupils attending and believe that every pupil is entitled to achieve the highest level of personal achievement and potential. We are committed to removing barriers to learning and ensuring the best possible progress for all our pupils, whatever their needs and abilities.

Our SEND policy document and Accessibility Plan are available on the school website:

<https://www.greatalneprimary.org>

What is SEND?

A child has special educational needs if they have a significantly greater difficulty in learning than the majority of children of the same age, or they have a disability, which has a long term and substantial adverse effect on their ability to carry normal day to day activities.

If a pupil is identified as having additional needs, we will provide provision that is 'additional to' or 'different from' the usual differentiated curriculum in order to overcome the barrier to their learning. This range of needs can include:

Cognition and Learning: children with moderate learning difficulties or specific learning difficulties such as Global Delay, Dyslexia, Dyscalculia, Dyspraxia, Memory & Recall difficulties, Visual perception difficulties

Communication and Interaction: Receptive language difficulties (understanding language), Expressive language difficulties (using language), Stammers / stutters / lisps, Verbal dyspraxia, Autistic Spectrum Conditions (ASC) – including, Autism and Pathological Demand Avoidance

Social, Emotional and Mental Health: Attachment disorder, Anxiety difficulties, ADHD, Oppositional Defiance Disorder, Social understanding difficulties, Friendship development difficulties, Emotional resilience difficulties

Sensory or physical: Visual impairments, Hearing impairments, Multi-Sensory Impairments, Specific Medical Needs, Sensory integration difficulties: hypersensitive (too much sensory stimulation) and / or hypo sensitive (becomes sensory seeking) to: sound, touch, smell, body awareness

How does the school identify and assess Special Educational Needs (SEND)?

At Great Alne, early identification of children with SEND is a priority and we will take action to remove barriers and put into place effective special educational provision.

We implement a graduated approach which draws upon the four-part cycle of Assess, Plan, Do and Review. During this cycle approaches are revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes.

Class teachers will use high quality teaching, provide differentiated work and make adjustments for pupils according to their needs. They will assess pupils' strengths as well as the areas they experience difficulties and create a learning plan which may incorporate additional interventions. Learning will be closely monitored and any additional support will be discussed with the pupil and parents. The SENDCO will be consulted in order to provide additional support, advice or to refer to specialist agencies.

We work in close partnership with parents and pupils as we value their input and incorporate information that is shared by them into the teaching and learning cycle.

Assess

We use assessment in order to monitor and track individual progress. We use teacher assessment, previous and current data, comparisons to national data, observations, discussions with key staff working with the child and information provided by parents and the child to build a picture of strengths as well as barriers to learning.

We use pre and post assessment in order to effectively monitor additional interventions to ensure that they are matched to the child's needs. We regularly review provision to ensure that barriers to learning are being removed and children are making progress. Where the school believes a child needs additional assessment, this will be done in consultation with parents/ carers and consent sought.

Plan

Once assessed, we will agree an individual support plan for the child. This will be done by the class teacher with support from the SENDCO if required. We will agree targets, provision, strategies and timescales for monitoring progress. Parents or carers will be informed of this, and school will share any strategies or resources that can be used to support the child at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with the teaching assistants and SENDCO to plan and assess the impact of support and interventions and make links with classroom teaching.

Review

The class teacher, SENDCo and teaching assistant will review the child's progress regularly to ensure that progress is being made and will adapt or change the provision in order to effectively respond to the child's needs. Parents or carers, along with the child, will be consulted about any necessary changes.

If children are not progressing with the additional support offered, then teachers, in consultation with the SENDCo, will discuss the child's needs with parents and agree next steps; a higher level of support may be needed and, in some cases, the involvement of external agencies.

How do we adapt the curriculum and the environment?

When children are identified as having SEND, they remain the responsibility of the class teacher. The teacher will track the children's progress, identify barriers to learning and respond by adjusting the curriculum or physical environment, which is monitored by the SENDCo.

Appropriate provision is planned for the children, delivered through specific targets, individual or small group work or access to programmes devised by external agencies as necessary. All this information is documented on our provision maps.

The curriculum is differentiated by the class teachers to meet the needs of individual children. Differentiation can be seen in a variety of ways including different settings, for example, children may be taught within a small group, working collaboratively with peers or one to one with the teacher or support staff. Lesson content may include a range of activities with different outcomes according to abilities and alternative recording methods may be used.

Some children with SEND may require:

- Additional targeted phonics/maths/reading
- Fine or gross motor support: Gross motor intervention programmes, finger gym activities, motor movement breaks, sensory resources, writing slopes etc
- Language groups and social skills groups: Time to talk, Talkabout, Speech and Language programmes (Black Sheep Press)

Making adjustments and adaptations

We will ensure that effective scaffolding through resources, modelling and visuals are incorporated into lessons and additional interventions, teaching styles, strategies and approaches are adapted in order to meet the individual needs of the child.

We might adapt the curriculum by:

- Using pre-teaching sessions
- Using flexible grouping (peer-peer support)
- Allowing longer processing time
- Giving chunked instructions (instructions broken down into stages).

We may also provide resources such as:

- Task boards/Now and Next boards

- Visual timetables
- Timers
- Use of ICT
- Sensory/weighted cushions/writing slopes/movement breaks

In some of our classrooms, we use neutral displays and provide individual workstations

How do the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those with special educational needs, is tracked by the class teachers and Senior Leadership Team.

Pupils are assessed regularly using marking, feedback, observations and questioning as well as more formal assessments such as standardised tests.

In addition, we also set individualised targets that are reviewed half termly, or as required.

Intervention Monitoring

- Carrying out pre and post assessment
- Monitoring by the SENDCo/SLT/Headteacher
- Termly reviews for pupils receiving SEND support
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)

This helps the school to monitor the effectiveness and impact of the additional provision that is being provided. Copies of the Support Plans will be shared with parents and the child to ensure a clear and collaborative partnership. There will also be opportunities to discuss children's progress at Parents and Review Meetings.

The progress each child is making will be discussed at pupil progress meetings with the class teacher, head teacher and other senior members of staff.

If the child is still not making expected progress, then discussions will take place to decide whether a higher level of additional support is necessary. If a child is assessed to have Special Educational Needs (SEN), they will be added to the school's SEND register at 'SEN Support'.

All SEN pupils are closely monitored at additional SEN review meetings, annually or termly depending on the type and level of support. At these meetings, the class teacher, parent and SENDCo monitor progress towards agreed outcomes.

Further guidance around provision and adaptations may be explored further at these meetings. Decisions to seek external advice are considered during these meetings. If, despite this level of additional support, and after following recommendations from relevant external specialists, progress continues to be inadequate, a referral for an Educational Health Care assessment will be contemplated. . Please see the Warwickshire Local Offer for further information about EHCP and the process. [SEND Local Offer – Warwickshire County Council](#)

How are pupils with special educational needs involved in their own education?

We aim to involve all children in the evaluation and implementation of their own education.

For children with special educational needs, we use a variety of strategies to support this including:

- Person Centred Reviews
- Gathering child views for Review meetings
- Self-assessment strategies
- Access to a range of resources and equipment
- Ensuring child has a designated key adult to go to if they require help and support
- Support Plans

What training does the staff in school have in relation to pupils with special educational needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them to do this.

Members of our staff have had the following training:

- Epipen
- Asthma
- Quality First Teaching (Send Supported Inset Day training whole school)
- SEMH (Send Supported Inset Day training whole school)
- Good Autism Practice (AET Tier 1,2, and 3)
- Attachment
- Precision Teaching
- Phonics (Read, Write, Inc)
- SENDCo – National SENDCo Award

Mental Health First Aider Training

Makaton Training

De-Escalation TRAINING

Team Teach Training

Staff training is held throughout the year to ensure that staff have up-to-date knowledge of the most effective strategies and knowledge of amendments to statutory policies that will impact on their practice.

How does the school support pupils with special educational needs through transition?

We aim to make times of transition as easy as possible for the children and young people in our school.

Transition to our school:

- Meet with the child and their parents to talk about their needs and answer any questions about our school.
- Provide the child with a transition book that has photographs of key staff and areas around school.
- Our EYFS staff and SENDCO will liaise with and visit pupils in their current setting.
- Arrange additional visits to our school before starting.

Transition between year groups:

- Introduce the child to their new teacher within their own current class
- Regular informal visits to their new class
- Transition visit with their peers and a key member of staff for support
- Provide the child with a transition book that has photographs of key staff and new classroom layout.
- Talk to the child and their family so we can answer any questions that they may have about the new year group.
- Handover meetings are held between teachers and key information is shared with the child's new teacher.
- Class SEND files are passed on which include all relevant documents and information on children on the SEND register, including a class provision map and Interventions.

In the second half of the summer term, children with SEND who require additional support with transition are encouraged and supported to make extra visits to their new class and familiarise themselves with key staff and the classroom.

Additional transitional resources are made with the child such as transition books which are taken home over the summer holidays.

Transition to High School :

- Plan a transition programme for Yr 6 Children in SEND in consultation with parents/carers, children and key staff.
- Arrange additional visits to the new school, with a key member of staff from our school, to meet relevant staff and ask questions in a smaller and more informal setting.
- Talk to the child and their family so we can answer any questions they may have about the new school.
- Use 'All about me' passports to summarise how best to support a child with their learning or SEMH needs.

- We also use the 'Talkabout' programme for those SEND children requiring support with establishing new friendships.
- The SENDCo will have a handover meeting with the SENDCo at the child's secondary school.
- Secondary school staff will be offered the opportunity to spend time in our school to help familiarise themselves with the needs of individual children.

Support from External Service

We work in partnership with a number of external professionals and services to help provide for and support our children in school these include:



Consultants hold postgraduate qualifications in SEND and have extensive SEND experience, as well as a wide-ranging background in class teaching. They work in partnership with young people, their families and schools to tailor individual support.

SEND Supported has provided our staff with bespoke training to equip them with the knowledge and understanding they need to enable young people to make progress. SEND Supported embraces difference and works flexibly and creatively to develop personalised approaches to learning.



Warwickshire Educational Psychology Service is a professional psychological support service for children and young people (aged 0 to 25), their families, schools, communities and other settings. Educational psychologists (EPs) have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with children and young people.

Through the application of psychology, EPs work to:

- raise achievement
- increase social inclusion and access to learning
- promote emotional wellbeing
- overcome barriers to successful learning
- contribute to statutory assessment by the Local Authority (LA) under the SEN Code of Practice (2014)

Other external services who support pupils in our school include:

- Warwickshire Speech and Language Therapy Service
- IDS (Integrated Disability Service) – visual impairment, hearing impairment, physiotherapy, occupational therapy
- RISE, which encompasses CAMHS, Primary Mental Health, Mental Health in Schools Team
- Compass (including the School Nurse team)

How are parents involved in the education of their child?

Our school has an open-door policy which ensures that we are always approachable.

We regularly aim to involve parents or carers in the following ways:

- Regular meetings with the class teacher, support staff and SENDCo.
- Target setting so parents are aware of their child's targets.
- Home/schoolbooks/class emails for sharing important information.
- Information on the school website.
- Weekly newsletters
- Parent's meetings.
- Parental views - Review meetings.
- Sign posting to support/parent groups.

How does the Governing Body support school in meeting the needs of pupils with SEND and their families?

At Great Alne we have 2 governors, Julie Bevan and Doug Badger, who are responsible for Special Educational Needs and Disabilities (SEND). They meet with the SENDCo regularly to ensure that children and their families are being supported by school and the right services.

The SEND Governors will also visit school, observe what happens in classrooms and meet with pupils and class teachers.

The head teacher and SENDCo have to report to the SEND Governors twice a year. The SEND Governor shares this information so that the whole governing body is aware of how children with special needs are being supported in school and how well the support is working.

The governors will challenge, support and advise the head teacher if appropriate provision is not being made.

If a parent has a complaint about the school, how does the Governing body deal with this?

Parents can raise concerns about their child's provision at any time. They can speak to their child's class teacher, SENDCo or the head teacher. They might also choose to speak to a school Governor.

If you have a more formal complaint about the school or your child's provision, please contact the head teacher, our SEN Governors or the Chair of Governors, Alex Quinn.

Our school Governing body takes complaints seriously and will act upon these on an individual basis. We will do everything we can to help.

Our complaints policy can be found under 'policies' on our website.