



SINGLETON CE PRIMARY SCHOOL

SEND Information Report 2020-2021

What kinds of SEN that are provided for?

Currently at Singleton CE Primary School we support a wide range of children with special educational needs. On our SEN register we currently support children from all of the 4 broad areas of needs:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and Physical.

More specifically we currently provide support for children with ASD, ADHD, specific learning difficulties (such as dyslexia, dyspraxia) and we have previously supported children with physical impairments. We adapt our resources around the needs of individual children and ensure staff training for specific types of SEN remains up to date and relevant to the needs of our cohorts.

How does our school identify children with additional needs and how do we consult children and parents about the process?

At Singleton we are committed to the early identification of special needs so that provision can be put in place to help the child make accelerated progress and overcome barriers to learning.

There are rigorous assessment and tracking procedures in place across the school. The following are all taken into account when identifying Special Educational needs:

- Use of Boxhall Profile on entry to school
- Observations of behavioural, social and emotional development
- Teacher assessment and experience of the pupil
- Foundation Stage Profile assessment results
- Assessment against age-related expectations, previous progress and attainment.
- Standardised testing and assessments
- Assessments by a specialist service, such as Educational Psychology.
- An existing Statement of SEN or Education, Health and Care plan.
- Another school or LEA which has identified or has provided for special/additional needs

How do we assess and review pupils progress towards outcomes?

Each child at 'SEN Support' or with and EHCP will have a provision map that is drawn up by teachers. This lays out clearly the provision the child is receiving in order to support their specific needs. Provision maps also set out outcomes that we are aiming for the child to achieve as a result of the provision.

All parents get the opportunity to meet with their child's teacher/SENCO once a term to specifically discuss their child's provision and the progress they have made towards achieving their outcomes. This is additional to the standard parents evening meetings.

Where appropriate, a child with SEN may also attend these meetings to ensure parents, teacher and children are all working together to make comments on achievements and barriers experienced for the child.

How do we prepare and support your child/young person to join the school or the next stage of education and life?

For children joining our community either in year, at the start of a new school year or a new reception child; we welcome all new learners to our school and invite them to come on a tour where they can experience our daily practice and see what a happy and welcoming community we are.

This is usually enough to give children the confidence that they will be happy in our school. However, we can and will adapt our practice to support individual circumstances as necessary.

For those children in Year 6 transitioning to a secondary school; we have a full program of transition with both of our feeder Secondary schools. We work with the secondary schools to provide additional support for children who could be vulnerable or particularly anxious during the period of transition.

This may include additional visits to the schools to meet key members of staff and an additional opportunity to get to know the school buildings.

In the Summer Term, we will run specific 'transition focused' sessions for all Year 6 children who may have increased anxiety about the process or who may be more vulnerable at this point. These opportunities are provided based on the needs of individual children.

What is our school approach to teaching children with Special Educational Needs?

Class teachers are responsible for and accountable for the progress of all children, including those with SEND.

Our basic principle of 'Quality First Teaching' emphasises that all children should be provided with opportunities to learn at their level and to make the most progress that they are capable of.

Work is adapted and differentiated as appropriate so that all children can access learning at their own level. We strive to ensure that every child receives learning that both stretches and challenges them whilst remaining engaging and inspiring.

In addition to this, we have adults in school who are trained to deliver specific interventions that support a variety of needs. We adapt our practice to ensure each child has the right support at the right time.

We review this provision regularly and monitor its effectiveness and outcomes to ensure that our practice is making a difference and helping children at their point of need. Provision is discussed at half termly Pupil Progress meetings with the Head, Teacher and SENCO

Some of the additional intervention we use to support teaching in the classroom are:

- Toe by toe
- Precision Teach
- Catch up phonics

- Catch up Maths
- Daily Reading
- Play Therapy
- Speech and Language
- Forest School
- Nurture Groups

What adaptations to the curriculum and learning environment do we make for children with additional needs?

Our building and is fully equipped to deal with a range of needs. The majority of the building and playground is on one level making it easily accessible for wheelchair users and a disabled toilet accessible to all classrooms.

In terms of learning. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, over teaching.

This is not an exhaustive list and we always endeavor to change and adapt our practice based on the needs of the child; seeking additional professional advice about additional adaptations that can be made where appropriate.

What additional support for learning can we provide?

We have 3 teaching assistants who are trained to deliver interventions (listed above) and these are usually run with a small group of children or on a 1:1 basis depending on the focus of the intervention.

We also a teaching assistant to support a pupil with an EHCP on a 1:1 basis. The teaching assistant is able to provide a therapeutic and individualized curriculum to match the needs of the pupil.

In addition to this, we work with the following agencies to provide further support for pupils with SEN:

- Behaviour Support
- Educational Psychologists
- Physiotherapists
- Occupational Therapists
- Play Therapist
- Special Educational Needs Support Services (SENSS)
- Vision support
- Hearing support
- Family support workers/ Social Workers

What expertise or specific training of SEND do our current team have?

Adults in our school have a range of certifications, from general teaching qualifications to specialist skills for delivering subject specific interventions.

The SENDCo commences training for the National Award SENDCo in September 2021.

All staff are encouraged to actively engage with training. Training needs are identified through Professional Development meetings and as and when a specific need may arise. Whole school training is also carefully planned into the School Improvement Plan.

We are always developing our skills and aim to broaden our expertise in a general way to improve the quality and breadth of provision we are capable of delivering, and of course we also respond to the needs of each individual child and seek training that will benefit and support their specific needs.

- PREVENT Training
- Alphabet Arc
- ACE's Training
- Attachment and Trauma Training
- Restorative Practice
- Early Bird Parenting for pupils with ASD
- Emotional Regulation Training

How do we secure equipment and facilities for children with SEND?

Where necessary we will work closely with the local authority and other agencies such as occupational therapists in order to secure appropriate equipment to suit the needs of our children.

This equipment will be secured on a needs basis and is based on professional advice.

How do we evaluate the effectiveness of our SEND provision?

We regularly monitor children's progress and general wellbeing through formal and informal assessments in line with others in the class.

Other ways we evaluate effectiveness are:

- Reviewing pupils' individual progress towards the outcomes set out in their provision maps each term
- Reviewing the impact of interventions each term or after the program has finished.
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual 'EHCP progress reviews' for pupils with EHC plans

How are all children (even with those with specific or significant SEND) included in activities outside this classroom including school trips?

All extra- curricular activities are open to all children in our school community, this includes after school clubs. If a child requires additional support in order to access this we will do our best to work with the child, parents and the person running the club to find a way to make this happen.

We strive to include all children in all curricular activities. How we can do this depends on the needs of individual children.

We have an Educational Visits Coordinator who oversees the process of planning outside visits and activities and she ensures that we have considered everything that is necessary to meet the needs of all individuals and keep them safe.

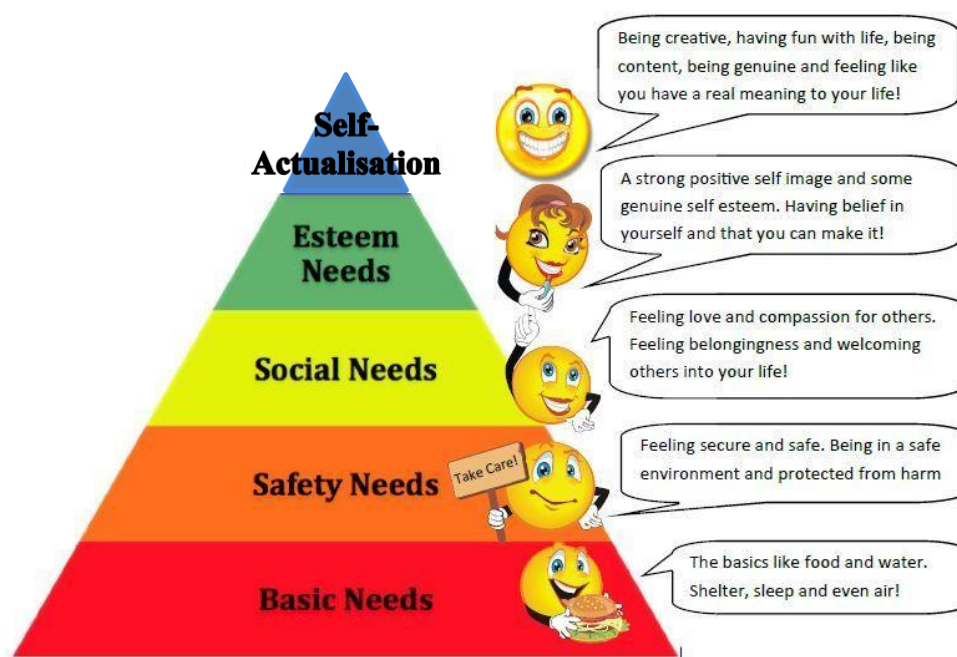
Children and adults with specific needs are always identified individually and by name on risk assessments to ensure that their needs are considered and planned for. Conversations and support from parents is also sought in these cases to ensure the very best is able to be provided for individual children.

It is often the case in the past, that an additional or more senior member of staff will attend trips to ensure children with specific SEND are able to safely and appropriately access a trip or residential. No child is excluded from a trip or activity because of their special educational need.

Additional resources may also be needed or activities can be adaptive to suit children with physical disabilities.

How do we support and improve emotional and social development?

We intend to provide the support that any child needs to help them thrive. We are a kind and supportive learning community that understands a child's happiness and sense of security are the first and most important considerations that affect how ready they are to learn.



For those children who may need a little further support with their emotional and social wellbeing, we have a range of interventions, including work with a Teaching assistant who runs our Nurture Program.

She works with small groups or 1-1 with children to focus on specific areas identified as being necessary to develop in order to improve their overall wellbeing. We aim to provide children with whatever support they need.

In addition to this and in reaction to the circumstances we find ourselves following months of school closure due to the Covid 19 pandemic, the Headteacher has completed a variety of courses on wellbeing and emotional regulation to ensure we have considered the needs of all pupils.

Which other agencies do we work with?

We work with a number of outside agencies in order to support the needs of individual children. Support from these agencies will be sought when it is deemed additional support or a better understanding of a child's need is needed beyond that of which are able to provide as a school. The agencies we work closely with are:

- Behaviour Support
- Educational Psychologists
- ASD team
- Physiotherapists
- Occupational Therapists
- Play Therapist
- Special Educational Needs Support Services (SENSS)
- Vision / hearing support
- School Nursing Team
- Family support workers
- Integrated Front Door – Early Help

Work with these agencies may involve observations or direct work and assessments. Parents will always be consulted when seeking outside support and be involved with meetings with these professionals where appropriate.

What if parents have a complaint about their child's SEND provision?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. This may then be escalated to the SENDCo or the headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

What are the contact details of support services for parents of pupils with SEND?

[Click Here](#) to access the page for WEST SUSSEX service to support parents.

What are the contact details for raising concerns within the school?

Where pupils or parents have concerns they can contact the following people for further advice or support:

- Their class teachers
- Emmalene Greene SENDCO
- Theresa Smyth Headteacher
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All of whom can be contacted through the school office.

Where can I access the local authority's local offer?

[Click Here](#) to access West Sussex's Local Offer Page