

SEND Information Report

Upton-upon-Severn CofE Primary and Pre School



Approved by:	Governing Body	Date: October 2024
Last reviewed on:	October 2024	
Next review due by: (Annually by Governing Body)	October 2025	

The school's SEND information report is part of the Worcestershire Local Offer for learners with Special Educational Needs and Disability (SEND). You can find Worcestershire's Local Offer by following the link [HERE](#). This also provides contact details of support services for parents of children with special educational needs.

A document called 'Ordinarily Available' makes explicit the provision that should be ordinarily available for students with special educational needs and disabilities (SEND), from within schools' delegated budget shares. A copy of this document can be found by following the link [HERE](#)

Our philosophy at Upton-upon-Severn Primary School and Pre-School is to recognise and value individual difference, providing equal opportunities and appropriate challenge for all learners, in a nurturing and inclusive environment, thereby enabling our children to reach their full potential.

What does our Whole School Approach to Teaching and Learning include?

- ✓ High Quality Teaching and Learning where every teacher is responsible for the learning and progress of each child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach and environment to enable all learners, including those with SEND, to engage with all aspects of school life.

Further information can be found in our 'Teaching and Learning' Policy,

What does our Graduated Response for Learners include?

- ✓ Continuous monitoring of the quality of teaching and learning.
- ✓ Identifying and tracking the progress of children/young people that require support
- ✓ Identification of children/young people requiring SEND Support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our school additional needs register.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher collates initial concerns and discusses with SENDCo
- ✓ Agreed actions including further QFT (Quality First Teaching) strategies, reasonable adjustments and additional intervention.
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Antibullying policy.

HOW WE LISTENED TO THE VIEWS OF CHILDREN/YOUNG PEOPLE AND THEIR PARENTS

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
SEND parents meetings	Individual pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings Face-to-Face or Virtually	Pupils on School additional needs register	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
School council	Representatives from all Class	Half termly
Questionnaires	All pupils and parents	Annually
General Meeting – face to face/ phone call/ virtual with SENDCo for any parent with a concern	All parents	Open door policy throughout the year

THE ASSESS, PLAN, DO, REVIEW CYCLE:

For children who has or may have additional needs the school implements an Assess, Plan, Do, Review cycle which is established by the SENDCo in partnership with the child, their parents and the class teacher. Please see our SEND Policy for further details.

The Code of Practice' (2015) states that there are four main areas which cover Special Educational Needs. Many children have difficulties that fit clearly into these areas, however there may be children that have difficulties in two or more areas. It is therefore important to carry out accurate assessments and ensure a graduated approach is followed.

The four main areas are:

✓ **Communication and Interaction**

Children may have a delay or disorder in one or more of the following areas:

Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.

Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected. This area also includes Autism Spectrum Disorder

✓ **Cognition and Learning**

May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number
- Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills
- Exercising choice • Decision making • Information processing

Children may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia

✓ Social, Mental and Emotional Health

May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image

✓ Physical and Sensory

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

During the 2023/2024 academic year, we had

- 28 Children/young people receiving SEN Support
- 4 children/young people with Education, Health and Care Plans.
- 1 application in process

We monitored the quality of SEND provision through learning walks, lesson observations, SEND meetings, pupil progress meetings, intervention checks, IPM reviews, training audits, classroom environment audits, pupil questionnaires and advice from external agencies.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Breakfast/ after school Club
- ✓ PPA Cover and cover supervision
- ✓ First Aid
- ✓ Support for medical needs

Support to ensure school trips (including residential) and visits are accessible for all

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ Teacher led interventions eg. for social and emotional mental health needs
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills 23/24:

<i>Area of Knowledge/Skill</i>	<i>Role of Staff undertaking cpd</i>	<i>Training Received from</i>
Social, emotional and mental health including TIS, anxiety, bereavement, PACE, ACEs	All staff	SENDCo and Mental Health lead, virtual school
Trauma Informed training/ diploma Drawing and talking therapy	SENDCo	Virtual school. TIS Drawing and Talking external
Mental Health Lead qualification	Mental Health Lead/ forest school leader	External - ongoing
Speech and Language programmes	Teaching assistants, teachers and SENDCo	Speech and Language therapist – weekly training programme in place
Autism – creating an autism friendly classroom environment	All teachers and teaching assistants	Worcestershire Children’s First CCN team
Specific training for to support pupils with ASD diagnosis	Class teachers and one to one support assistants	CCN team, Speech and Language therapist

How does our school prepare and support children with transition?

- New children encouraged to visit our school prior to starting.
- Reception meeting with the Headteacher and class teacher for new cohorts.
- Pre-school transition conversations prior to children transferring to Reception class. In person visits to settings will take place where it is felt there is a need
- Close liaison with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If a child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite all staff from both schools
- Transition days for children moving between year groups and key stages within the school. Additional transition support planned for more vulnerable children.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. This includes the transition to secondary

Our complaints procedure:

In the first instance please speak to your child’s class teacher. If you have any further concerns or feel that it has not been resolved please contact the Headteacher or SENDCo. The school’s complaints policy is available on our website or you may request a copy from the school office.

Other relevant information and documents:

Designated Safeguarding Lead in our school – Mrs Wills (Headteacher) and Mrs Davies (Assistant Headteacher)
The Designated Children in Care person – Mrs Vizer (SENDCo)

Available from our website:

- Accessibility Plan
- The School Development Plan
- SEND Policy and School Offer (our contribution to the Local Offer)
- Details about our curriculum
- Details of how we keep children/young people safe - Safeguarding Policy

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.