



SEN INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must** be updated annually and **any** changes to the information occurring during the year **must** be updated as soon **as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>In our school we make provision for pupils who have any of the needs listed below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. We will tailor the support accordingly for each child. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned accordingly to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.</p> <p>Areas of needs</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, emotional and mental health difficulties • Sensory and/or physical needs
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Mrs Danielle Taylor- SENCO

Mr Ian Simpson- Vice Principal

Mrs Helen Broad- Principal

Mrs Kirsten Dunne- Safeguarding

Policies for identifying children and young people with SEN and assessing their needs

SEN Policy

Inclusion Policy

Access Policy

Safeguarding Policy

Health and Safety Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

Parents are involved in meeting the needs of their child and in whole school developments through:

- Open door policy- parents can discuss any concerns they have regarding their child with their child's class teacher or the SENCo.
- Children with an identified SEND will be involved in termly review meetings in which their child's progress is discussed in detail and parents are encouraged to play an active role in these meetings.
- Parents regularly receive updated copies of their child's support plan and one page profile to ensure they are aware of the outcomes their child is working towards.

- Parent's feedback and opinions are regularly sought through discussions and more formal feedback and questionnaires.
- Parents are written to regarding significant changes to SEND locally and nationally, informing them of the changes.
- Parental workshops around specific areas of need will be offered.
- Parents are sent all information regarding groups/courses/support they may find useful.
- Teachers have links with parents through My Child At School App, where children's learning is celebrated.
- Parents are invited into school regularly to celebrate their child's successes.

Arrangements for consulting young people with SEN and involving them in their education

Children play an important part of the planning and reviewing process; their voice is heard through:

- Pupil interviews and questionnaires
- Informal discussions and observations
- One Page Profiles
- Attendance at SEND support plan review meetings if appropriate
- Use of child friendly language in documents and in meetings where children are present

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

All children identified by the school as having SEND have a SEND support plan which is reviewed on a termly basis at a meeting in which all stakeholders are invited.

Children's short term targets are reviewed by all including the child and outcomes are set for the next 12 weeks. (Plan, do, assess, review planning cycle). Progress towards these outcomes are measured in many evidence based ways as identified on the support plan. These may include samples of work, curriculum level or behaviour logs. Each measure is personalised and matched to that child's specific needs.

During this meeting longer term targets are also discussed.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

We will make sure that all records about your child are passed on as soon as possible.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. The child's needs will be made clear and strategies that are working in support of your child's need will be shared with their next teacher.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Approach to teaching children and young people with SEN

At Intake Primary we celebrate all our differences and remove barriers to learning to enable all our learners to achieve.

All children, including those with SEN/D, receive 'Quality First Teaching'

Teachers are highly skilled and have access to a wide range of resources to support the facilitation of effective learning. As part of this, teachers

differentiate the curriculum and make adjustment for any child that is finding learning difficult. Teachers scaffold and chunk learning to enable all learners to be successful.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Curriculum:

Children with SEN/d receive a personalised curriculum to support their particular needs. These may include specific interventions, nurture time, specific resources to support their learning in class such as the use of ICT or seating cushions. The style and type of curriculum children receive is dependant entirely on the children's needs and these needs are reviewed on a 12 week assess, plan, do, review cycle.

Learning Environment:

We understand that the school and classroom environment and the organisation of resources within it can impact significantly on children's learning.

Considerations are given to: heating, lighting, acoustics, the appropriate use of colour and access. Resources to support learning such as visual resources, ICT resources and our use of the outdoor classroom are also used effectively to support children with SEN/D.

In addition, we have a sensory room that is set up specifically to meet the needs of learners with additional needs which also promotes language and communication.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

SENCo attends SENCo network meeting for regional and national updates.

All school staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally.

School also seek and advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, School Nurses etc. where necessary.

Evaluating the effectiveness of the provision made for children and young people with SEN

At least termly, meetings with parents, class teachers, PSA, support staff and other relevant outside agencies are held. We look at termly progress in relation to their targets. With parents, we put in place methods to support children's outcomes that both school and parents can do to support the children. Other agencies will also offer their expert knowledge. The SENCo will use the Provision Map to evaluate the effectiveness of the interventions.

In addition, pupils who currently have an EHC Plan (or Statement of SEND) will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's education.

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

The school's broad and balanced curriculum is available to all children in and out of school.

At Intake Primary, all activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
<p>We feel that the emotional health and wellbeing of our children is fundamental; the centre of our school. As a school, our ethos, which is modelled by all staff and children, has the children's emotional health and wellbeing at its core.</p> <p>In addition to this, we have a PHSCE curriculum (Jigsaw) which is taught throughout school. We have access to a counsellor who offers 1-1 sessions for pupils who need further support. There are 2 members of staff who are level 3 mental health trained.</p>
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
<p>Where necessary we seek expertise and advice form a variety of external agencies including:</p> <p>Educational psychologist</p> <p>Autism and Social Communications Pathway</p> <p>Sensory Service</p> <p>Speech and language therapists</p> <p>Occupational therapists</p> <p>School Nurse and Health</p> <p>In addition, the Principal, Vice Principal and PSA are all trained Safeguarding officers. Communication between Health and Social care takes place regularly</p>

with these staff members in order to support children and their families with SEN.

Arrangements for handling complaints from parents of children with SEN
about the provision made at the school

Our school has a robust complaints procedure. Parent of children with a SEN/D should speak to their child's class teacher in the first instance. Following that an appointment can be made with the school SENCo- Mrs Taylor. Should parents feel dissatisfied with the response then an appointment can be made with the school's head teacher and the school's complaints procedure will be followed.