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**SEND Information Report**

 Last updated September 2021

**How does the school know if pupils need extra help?**

All pupils at Sutton CE (VC) Primary school are regularly assessed to build a full picture of attainment and progress. Some assessment methods that are used (when appropriate) are listed below:

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| Formal Methods | Informal Methods |
| SATs (end of Key stage one and two)Early Years Foundation Stage ProfileKS1 Phonics screening checkTermly teacher assessments followed by pupil progress meetings.PM benchmarking | ObservationsConversations with pupilsFeedback with pupils about their workMarking of work |

If a child’s progress is of concern the teacher will always inform parents/ carers and when appropriate the child themselves. We will discuss how the school aims to provide additional support or intervention and how parents/ carers can help at home.

The school breaks down provision for all pupils into 4 waves so that progress and provision can be monitored. Parents/ carers will be informed which wave of provision their child is on during Parents Evening meetings.



**What should I do if I think my child has Special Education Need?**

If you have concerns about your child’s progress you should speak to your child’s class teacher. There are a number of things that the class teacher will be able to do to support your child within class. They will work with you and your child to ensure appropriate support is provided.

If you feel your child may need further support you can arrange to meet with the Special Educational Needs Co-ordinator (SENCO).

Mrs Wallace (Assistant Headteacher and SENCO) can be contacted by ringing the school office (01353 778351).

**How will the school support my child?**

Support or interventions at school might include:

* Adapting the curriculum
* Providing additional resources within the classroom
* Receiving support or a planned intervention, either on an individual basis or as part of a small group.

At Sutton CE (VC) Primary School, most additional support will take place within the classroom to enable the child to access the lesson that is being taught and the wide and full curriculum.

Planned intervention groups may require children to be withdrawn from the classroom for between 10 minutes and an hour (depending on the intervention) for a specific period of time, to boost the children’s learning and to try to close the gap between their level of achievement and that of their peers. Interventions are designed to be short term and are regularly evaluated for impact by the class teacher and SENCO.

Governors monitor the effectiveness of the provision in place for pupils identified with SEND and they will receive regular reports from the SENCO on the progress of pupils with SEND. There is a named Governor with specific responsibility for monitoring provision for children with Special Needs and Disabilities. The current named SEND governor is Sue Read.

**How will I know how my child is doing?**

Parents are invited to termly meetings (parent’s evening) where you can discuss the progress your child is making with the class teacher. An annual review is provided annually for those children with an Education Health Care Plan (EHCP).

When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be informed by the class teacher and will be asked to attend a meeting to discuss and write their Assess Plan Do Review plan.

Assess, Plan, Do, Review records are reviewed termly with the parents/carers and the child. Both parents and the pupil will be invited to Parents Evenings and encouraged to contribute to the writing and reviewing of the Assess, Plan, Do, Review (APDR).



**How are my child's wishes and feelings listened to?**

A child that is receiving Wave 2 or above provision completes a pupil passport page as part of their Assess Plan Do Review cycle which is updated at least termly.

Children are always welcome and in Key Stage 2 are actively invited (where appropriate) to attend meetings regarding their education and we always endeavor to listen to their opinions. Where appropriate any plans and reports are shared with them and children are actively encouraged to contribute to them.

When either home or school identify that a child is struggling with something, we give them an adult to talk to. During this time, we encourage them to discuss their wishes and feelings. Where possible we give them an adult to 'touch base' with until their worries are resolved.

**How will I be involved in my child’s learning and provision?**

* The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
* If your child receiving Wave 2 and above provision you will be invited at least termly in to discuss your child's individual support plan (Assess, Plan, Do, Review). On each plan we try to include a home target so that we can record the progress that children are making at home and help with advice. You will be actively encouraged to be part of writing each plan.
* All parents are encouraged to speak to their child’s class teacher regularly through Class Dojo. Where Class Dojo is not available a home/school contact book may be used to support communication with you.
* All information from outside professionals will be shared with you. We endeavour where possible for the professional to be available for a meeting with you as the parent or carer. Where this is not possible the SENCO or class teacher will feedback and you will be provided with the report.
* Homework may be adjusted as needed to your child’s individual needs.

**What support will there be to support my child's overall wellbeing?**

At Sutton School we believe in educating the whole child, which means that support is not only just focused on academic areas.

If a child is in receipt of Speech and Language Therapy, time is provided for them to work either individually or in a very small group with a teaching assistant on the targets and activities set by the Speech and Language Therapist.

Children's mental health is very important to us at Sutton. Staff are provided with training and resources to assist the needs of our children. Currently children are receiving friendship, emotional regulation and anxiety interventions led by our trained Emotional Literacy Support Assistant (ELSA) ,

All children are supported in their social and emotional development through our PSHE curriculum. If a child is experiencing social or emotional difficulties help is provided.

Every classroom has a Peaceful Place which is calm and spiritual space for quiet reflection. We have worry monsters in each class for children to share what is on their mind.

For children that require Life Skills support, we run life skills groups for children who need support with daily activities such as cooking, buying items in a shop and catching buses. We are in some circumstances able to access Play Therapy, K9 Therapy and Equine Therapy for identified children at the school after discussion with the pupil and their parents.

**What specialist services or expertise are available at or accessed by the school?**

A range of Outside professionals regularly work with the children in our school. These include:

* Speech and Language Therapist
* Specialist Teacher
* Educational Psychologist
* Community Pediatrician
* Physiotherapist
* Occupational Therapist

When worries arise about the social, emotional wellbeing or mental health of a child at the school we will then ask the child and their parents to refer them to one of the following:

* Emotional Health and Wellbeing Team
* CHUMs (child counselling service)
* CAMH (Child or Adolescent Mental Health Service).

The school has excellent support staff who have experience of working with pupils with difficulties such as ASD, ADHD and a range of other learning difficulties.

**What training have staff supporting pupils with SEND had or receiving?**

We feel is it important to develop staff skills through Continual Professional Development (CPD). We review the training needs of all staff regularly.

The school identifies training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Dyslexia and Attachment training, ASD and Speech and language difficulties when appropriate.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

**How will my child be included in activities outside of the classroom?**

At Sutton School we like all of our children to take part in as much as the curriculum as practicably possible. This means that at times adaptations or specialist provision may need to be made.

This extends to going on school trips; children with a specific Special Educational Need or a disability may need additional adults to accompany them or to be provided with separate transport to the coach on which the rest of the class are travelling. If it is possible to accommodate the necessary adaptations or provision, then we are prepared to do so to enable the child concerned to participate along with their peers. Staff complete a risk assessment for all activities outside of school.

We have recently adapted our lunchtimes to include the option of some more structured activities and to give all children the chance to have a go at a range of activities. We have a regular sports coach in who runs inclusive activities for all to join in with. Children are also encouraged to think of and help run their own lunchtime clubs. We have an outdoor reflection area and sometimes the library is opened at lunchtimes to give children a calm space to be in.

All children are invited and where necessary supported to attend a range of afterschool clubs run by staff.

**How do I complain about the support my child receives while at school?**

We feel that the best way of resolving complaints is to work together however if you feel that this cannot be achieved then we do have a Complaints Policy that can be followed.

*If the issue cannot be resolved the parent/carer can submit a formal complaint to the Head teacher which will be responded to within 10 working days.*

*If the issue is not resolved contact Mrs Wallace (Assistant Headteacher/ SENCO) through the school office.*

*Discuss with your child’s class teacher in the first instance*

If you feel that your child is not getting the right amount of support, you should

***Any issues that remain unresolved at this stage will be managed according to the school’s Complaints Policy. This is available on request from the school office or can be found on the school website***

**How accessible is the school environment?**

The school has an Accessibility Policy/Plan which is reviewed regularly and our policies and practice adheres to the Equality Act 2010. We ensure that tables and chairs are at pupil’s levels. Foot stools, cushions and sloping tables can be made available if required. The children’s trays and resources are labelled to develop independence in finding resources.

All classrooms have access to an Interactive Whiteboard/ Clevertouch screen. Computers are available to support learning across the curriculum and to teach computing skills.

The school has specific adaptations to support children with physical disabilities. Every classroom has wheel chair access. We have a hygiene suite and a disabled toilet.

**How will the school support my child in starting school and moving on?**

Points of transition such as starting in the Foundation Class, moving into a new class or Key Stage or leaving Year 6 to go onto secondary school, can be emotional or difficult times for any child. However, this can be particularly hard for children with a Special Educational Need.

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| --- | --- | --- |
| **Transition into Foundation Stage** | **Transition between classes and Key Stage** | **Transition to Secondary School** |
| Parents invited to transition meeting in Summer Term before their child begins with us to discuss concerns and support.  | Staff meet to discuss the needs of all pupils in regards to transition. All assessment records and resources used are passed onto the new teacher | Office and SENCO arrange for all records to be passed up to the new Secondary school. |
| All children visit the school during the summer term. Additional visits can be arranged.Local preschools are invited to use school spaces during the year.Pre-school children invited to take part in Foundation Stage Sports Day and Teddy Bears Picnic. | Additional visit to their new class or to visit their new class teacher are arranged.  | Additional visits to new school. Support from school staff can be arranged for these visits.  |
| Transition booklet is given to the children with photographs of the school and staff to be shared over the summer holidays | Where a secondary school has been identified, Secondary SENCOs invited to annual reviews for children with an Education Health Care Plan |
| Foundation Stage staff and where necessary the SENCO meet with Pre-school staff.  | SENCO arranges for all necessary reports to be passed to new teacher.  | SENCO liaises with all Secondary School SENCO regarding children that may need extra provision after transition |
| Move up morning during the Summer Term where children can meet their new class. | Transition visits to new school on official move up days |

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**How are the school's resources allocated and matched to pupil’s Special Educational Needs?**

Children with specific Special Educational Needs will be monitored by the SENCO to ensure that any support or interventions provided are having a positive impact on their learning. This is done by ensuring that specific, relevant assessments are made at the beginning and end of any support or intervention groups in order to determine whether the additional help was beneficial for the child.

The SENCO will also ensure that staff working with a child with an identified need are aware of their barriers to learning. Specific resources and equipment will be provided following advice from outside agencies such as Occupational Therapy.

**Acronyms and Abbreviations**

There are a lot of acronyms and abbreviations used when discussing Special Educational Needs and Disability (SEND). We try to use these as sparingly as possible but are very aware that professionals often use them when writing reports and during meetings.

Here is a glossary of common acronyms and abbreviations that may be used when discussing Special Educational Needs and Disabilities (SEND).

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| --- | --- | --- | --- |
| ADD | Attention Deficit Disorder | KS2 | Key stage 2 (years 3 – 6)  |
| ADHD | Attention Deficit Hyperactivity Disorder | LO | Local Offerhttps://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer |
| ARE | Age related expectations | MLD | Moderate Learning Difficulty |
| ASCASD | Autistic Spectrum ConditionAutistic Spectrum Disorder | ODD | Oppositional Defiant disorder |
| APDR | Assess, Plan, Do, Review | OT | Occupational Therapist |
| CAMH  | Child and Adolescent Mental Health Services | PDA | Pathological Demand Avoidance |
| CIN | Child In Need | PEP | Personal Education Plan (for looked after children) |
| CoP | Code of Practicehttps://www.gov.uk/government/publications/send-code-of-practice-0-to-25 | PMLD | Profound and Multiple Learning Difficulties |
| CYP | Children and young people | PSHE | Personal Social and Health Education |
| DDA | Disability Discrimination Act | SALT | Speech and Language Therapy/ Therapist |
| EAL | English as an additional language | SDQ | Strengths and Difficulties Questionnaire |
| EHCP | Education Health Care Plan | SEND | Special Educational Needs and Disabilities |
| ELSA | Emotional Literacy Support Assistant | SENCO(or SENCo) | Special Educational Needs and Disabilities Co-ordinator |
| EP | Educational Psychologist | SLCN | Speech and Language and Communication Needs |
| EYFS | Early Years Foundation Stage | SLD | Severe Learning Difficulties |
| EWO | Education Welfare Officer | SM | Selective Mutism |
| FW | Family Worker | SPLD  | Specific Learning Difficulties |
| GLD | Global Learning Difficulty | SPD | Sensory Processing Disorder |
| GLD | Good Level of Development (End of Foundation Stage) | SAT | Statutory Assessment Team |
| HI | Hearing impairment | TA | Teaching Assistant |
| HLTA | Higher Level Teaching Assistant | TAF | Team around the Family |
| KS1 | Key stage 1 (years 1 and 2) | VI | Visually impaired |