

High Ercall Primary School Special Educational Needs and Disability (SEND) Report 2023-24

September 2023

Please read this report in conjunction with the information in our SEND offer on the website.

At High Ercall we continue to value the contributions made by all children, professionals and parents to help develop our inclusive school community.

In assessing the success of our SEND policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEND Governor is Mr Tony Reilly, with Mrs Jan Meredith supporting vulnerable learners, and the SENDCo is Mrs Sarah Roberts. They meet regularly for updates and keep the Governing Body updated on pupil progress or initiatives in school. This forms part of the termly Governor Review programme, which is led by the Termly Development Plan.

The school has a SEND policy that defines our aims and objectives and this is available to any parent on request. The policy is currently being updated in line with the new Special Educational Needs and Disability Code of Practice 2015, and other documentation including the Children and Families Act 2014 and Supporting Children with Medical Conditions 2014.

Identification and Provision

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice (by parent or teacher).

- If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, an individual provision map will be drawn up to detail school intervention. This will include recommendations from other agencies.
- Where despite careful planning, action and review, the child continues to make little or no progress, we work alongside parents and other agencies such as Educational Psychology or Speech and Language
- If a child continues to make no progress, and there is significant additional need, the parents and school will consider an application for an Education, Health Care Needs assessment or further funding support through the Local Authority.

Marking and feedback forms a large part of ongoing assessment, and involves the children in identifying their next steps in learning. Alongside this, assessments using the National Curriculum are in place to build up an accurate attainment profile of each child. This will include reviewing progress towards SEN targets, and identifying next steps. Children with identified specific needs, with a statement or EHCP, or with an individual provision map which identifies specific targets, and action. This is reviewed each term with parents, or sooner if targets are met. The children are involved at an appropriate level through discussing targets.

Involvement of Parents

Parents are welcomed into school and will have the opportunity to attend a parent – teacher meeting each term where they can ask questions about their child(s) school life and have the opportunity to share information. There are regular parent learning events in school to enable all parents to share in their child's learning at school. Class

teachers are available throughout the week to talk to parents about their children. The headteacher is also always available to discuss any concerns.

Meetings can be in person, via TEAMS or by phone depending upon parental preference.

Parents are regularly informed of events within school through the Weekly newsletter and the website. There is always a member of the senior school staff and class teacher available on the school playground before and after school to listen to parents' views.

Involvement of pupils

At High Ercall, we value the opinion of our pupils and allow regular opportunities for the children to discuss their learning. Children are involved in peer and self-assessing regularly, and respond to marking to improve their learning. Targets are shared with children, including specific targets to support pupils' learning.

All children have the opportunity to be part of the School Council. Circle Time or class discussion time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. The PSHE curriculum enables discussion and support with pupil development in many areas.

Teaching and Learning

Learning Support Assistants support alongside the class teachers implementing identified targets for each child on their provision map and offering targeted support.

A list of training attended by TAs is available to read on the school website.

A significant focus of SENDCo work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies.

All teaching and learning is adapted to meet the needs of pupils, through Quality First Teaching; adaptation of teaching and learning use of resources, including special resources such as sloped writing desks; adaptation of the timetable and curriculum and adapting the learning environment as necessary.

Progress of Pupils with SEN and those in care or previously in care

All the children who are currently receiving support are making progress and meeting their individual targets set out in their Individual Education Plans. Each term the progress of children with SEN is reviewed, with targets set in September, January and May, taking into account the results of standardised scores and teacher assessment. Targets are set with the SENDCo, and then additional meetings are held with parents to share progress and targets.

Social and emotional development is reviewed at parent conversation meetings, and ongoing as part of regular pupil assessments. Pupils with SEND, are supported through specific targets, and the deployment of staff to ensure that their needs are met. All children have equal opportunities to activities, including clubs and opportunities within the wider school community.

Changing phase of education

Across school, and between classes, there is good transition and transfer of information, particularly for pupils with Special Educational Needs or disabilities. This would involve parents, teachers, pupils as appropriate and other professionals where necessary. For children starting school in Reception, the EYFS teacher will meet early years and nursery professionals at pre-school establishments. New Reception parents also meet the class teachers in the first week of school to share information, including SEND information. Where specific SEND have already been identified within another early years setting, then staff will attend meetings, including TAC or SEN review meetings to ensure that all information is fully shared and support can be put in place prior to entry. If

necessary, additional transition dates are established in addition to the 5 sessions in place for Reception children. We work closely with all other agencies.

For pupils transferring to Key Stage 3, the school SENDCo liaises closely with parents alongside Year 7 tutors and Secondary SENDCo to ensure that all information is transferred. When necessary, additional transition session will be organised to support pupils. Meetings can be set up to include secondary transition staff through TAC meetings or SEN review meetings.

External Personnel and Other Agencies

Over the past few years we have liaised with the Special Needs LA Advisors, the Occupational Therapy Team, Hearing Impairment team, Behaviour Support Team, Speech and Language therapists, school nurse, Parent Partnership and Health Visitors. Support has included individual assessments and targets with strategies, training for teaching assistants and meeting with parents.

It may be necessary at times to complete an Early Help Assessment or call a Team Around the Family (TAF) meeting to ensure that all the needs of the child are being met. This will involve all agencies, including social support, strengthening families workers and health care workers, as necessary.

Inclusion and Equality

We are committed to inclusion and equal access for all regardless of special needs or disability.

All pupils with SEN and / or a disability will be treated equally by all members of the school community. There is an expectation that all pupils follow our behaviour expectations as set out in our policy, and that includes how all pupils behave towards each other. Aspects of monitoring of learning and welfare, along with good relationships with parents ensure that all children are treated the same.

All pupils with SEN and /or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips. Where necessary, additional staff will support on trips, and additional arrangements will be put in place to ensure equal opportunities. This includes pupils with medical needs.

The curriculum is adapted as necessary to ensure that all pupils with SEND and / or a disability have equal access to learning. We ensure that the delivery of information to pupils with SEND meets their needs, which may mean adaptation of the way information is shared to increase its accessibility.

Accessibility

The Equality Plan is available to read on the website. The school is fully accessible for pupils with SEND. This includes ramp access to the older parts of the school, and adapted toilets. Further modifications would be made if necessary to support a new pupil.

Admissions

The school admissions policy is operated by the Local Authority. Details are on the school website. Admissions for pupils with an EHCP for SEN and / or a disability take precedence.

Complaints

Any complaints with regards to the SEND provision are dealt with according to the school complaints policy, which is on the school website.