

# Shire Oak Primary

## SEND Information Report 2024



<p>What types of SEND do we provide for?</p>	<p>At Shire Oak Primary we support children with a range of SEND including: Autism; Dyslexia; Developmental Co-ordination Disorder (Dyspraxia); ADHD; attachment difficulties; speech, language and communication needs; children who have social, emotional and mental health needs; moderate learning difficulties and those with physical and medical needs which impacts on their learning. We also acknowledge that some children may have learning difficulties which may not have a label or diagnosis but still require additional support in school. We aim to treat each child as an individual and respond to their needs accordingly.</p>
<p>How do we identify and assess children who may have SEND?</p>	<p>The SENCo co-ordinates the identification, assessment and monitoring of pupils with SEND. This is facilitated by the effective use of whole school tracking systems. Termly Pupil Progress Meetings between the Senior Leadership Team and class teachers identify pupils who may not be making expected progress despite quality first teaching and additional intervention or who may be presenting with barriers to learning that could be related to SEND. At this point these children will be raised with the SENCo and the child's progress will be closely monitored. If the child continues to present with barriers to learning related to SEND, then they will be placed on the SEND register in consultation with parents. Where parents approach school with concerns that their child may have SEND, then a meeting will be arranged with the SENCo and if appropriate, the child will be added to the school's SEN register. Once a pupil has been identified as having SEND and has been added to the school's SEND register, a SEN Individual Provision Map (IPM) will be written by the class teacher in liaison with SENCo. The IPM will set out the additional provision in place to support the child. Class teachers with the support of the SENCo are then responsible for delivering appropriate provision and liaising with parents about the support their child is receiving. Parents will have the opportunity to meet with teachers 3 times per year at Parent Consultation evenings. At this time they will also be able to meet with the SENCo to discuss their child's progress. Where the level of need is higher, additional meetings may be necessary. IPMs will be reviewed at least 3 times per year where progress will be assessed and adjustments in provision made as necessary. For children who are working significantly below age related expectations for their year group, staff may also use B-squared materials to plan small steps of learning in English and maths and to assess children's progress on an ongoing basis. This data will be added to our school tracking system and shared with parents.</p>
<p>What should I do if I think my child may have SEND?</p>	<p>Please talk to your child's class teacher in the first instance about any concerns or questions you have relating to possible Special Educational Needs. The class teacher may arrange for you to speak to our Special Needs Coordinator (SENCo). At Shire Oak our SENCo is Sara Mitchell who can be contacted via the office. The SENCo will be able to meet with you to decide on any school-based support that is required and can also refer to specialist support services such as Speech and Language Therapists and Educational Psychologists.</p>

<p>How will school support my child's learning?</p>	<p>If your child has been identified as having a special educational need then we will work together to consider what support and provision will help your child. This provision will be recorded on an Individual Provision Map (IPM) which will detail how your child will be supported. This support could include:</p> <p><u>Targeted classroom teaching</u> Our teachers have the highest possible expectations for your child and all children in their class and teaching is based on children's different starting points. This teaching may be adapted to meet different needs but also taught in a way so that your child is fully involved in learning in class. Specific strategies which are needed to support your child will be detailed on the IPM and followed by the class teacher and any adults working with your child.</p> <p><u>Specific small group work/intervention groups</u> Children may work in a small group with other children who are working on similar targets. This may be with their teacher, a teaching assistant, a specialist in school or a specialist from an outside agency.</p> <p><u>Individual support</u> Some children may have needs that require some 1:1 support. This could include targeted work from a teaching assistant, it may be 1:1 work with a specialist teacher or teaching assistant, it could be time with people like our Learning Mentor, our Nurture Leader, SENCo or other professionals.</p>
<p>What changes to the learning environment and curriculum do you make for children with SEND?</p>	<p>All teachers include pupils with SEND in curriculum activities within the classroom and carry out planning, manage support from other adults and provide resources to enable them to access a broad and balanced curriculum and make adjustments as appropriate. Staff use B squared materials to plan next steps for pupils who are working significantly below age related expectations and tailor the curriculum as necessary to individual pupils. Classroom learning environments can be adapted to meet individual needs through use of equipment such as spellcheckers, wordbanks and coloured overlays for some pupils and individual workstations and visual timetables for others. In some cases, children require an individual timetable where they follow a highly individualised programme to meet their needs. We are lucky to have several smaller learning spaces which we use to work with individuals and small groups of children. Sometimes these spaces are used to reduce background noise and distractions for children who find the classroom environment difficult to work in. They are also used by visiting professionals for assessments and by teachers and teaching assistants when running intervention sessions.</p>
<p>How do you include SEND children with those children without SEND?</p>	<p>All children are included in curriculum activities and we aim for SEND pupils to be fully integrated with the class and school as a whole. This can be encouraged by group work and targeted interventions such as social skills groups. We aim for all children to be included on school trips and residentials and will provide the necessary support to ensure that this is successful, carrying out risk assessments to address the health and safety needs and increase adult to pupil ratios as necessary.</p>
<p>What services and expertise are available or</p>	<p>School is able to access a wide range of service to support our SEND children and we have recently worked with the following agencies: STARs (Autism support service), Speech and Language Therapy, Educational</p>

accessible by the school?	Psychology, CAMHs, SENIT (Special Educational Needs and Inclusion Team), Physiotherapy, Occupational Therapy, Cluster based counselling services, Family support services, Adoption services, Social work service, bereavement services, Health and Safety and North West Area Inclusion Partnership
What support will there be for my child's overall well-being and social, emotional and behavioural development?	We are an inclusive school; we welcome and celebrate diversity. All staff believe that children feeling safe and having high self-esteem is crucial to a child's well-being. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. We seek to support all children's social, emotional and behavioural development through a range of whole school approaches including: PSHCE and Mindmate Champion lessons which explore a range of issues including friendships and relationships; assemblies following the Mindmate Champion programme which include a focus on self-esteem and well-being; use of Zones of Regulation approach across school; whole school and class based worry boxes where children can share problems with adults and access to our Learning Mentor. Regular meetings are held between the Learning Mentor (Lawrence Nash), Nurture Leader (Lydia Virgin), SENCO (Sara Mitchell) and Inclusion Manager (Marcelle Maver) where children who may need additional help in this area are discussed and appropriate provision put in place to help support them. School may also access support and advice from outside agencies to work with our children who have social, emotional and behavioural needs.
What training and development is completed by staff?	Staff have regular training to help meet the needs of pupils with SEND. Training includes: Dyslexia awareness; Autism awareness; Trauma informed practice; use of Makaton; speech sounds training; phonological awareness training; Intensive Interaction; B squared assessments for SEND pupils, Assertive response training; Zones of Regulation, Sensory Circuits and Sensory Integration training. We also regularly receive training in delivering specific individual programmes from Leeds SENIT (Special Needs and Inclusion Team) and the SENCo attends regular network meetings and the annual SEND conference organised by the Local Authority in order to keep up to date with local and national updates in SEND.
How will the school help children transfer to their next setting?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school, we will contact the school SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child and we will support additional transition visits with a member of our staff who knows your child well. We will make sure that all records about your child are passed on as soon as possible and continue to offer support and advice to your child's new setting if needed. If a child is moving to our school from a new setting with a known SEND then we work very closely with the existing setting to gather information and ensure we put in place what is needed for the child to be happy and succeed.
How do you	In line with the SEN Code of Practice (2014), we follow an Assess, Plan, Do,

<p>assess and review progress of children with SEND?</p>	<p>Review structure to identifying, managing and supporting children with SEN.</p> <p><u>Assess:</u> Progress of all children is monitored through termly Pupil Progress Meetings. Where concerns around progress have been raised, intervention or monitoring strategies will be put into place and progress will be reviewed half-termly. For pupils on our SEN register, staff will also be using regular ongoing assessment to monitor how well children are doing and using this to plan provision and support.</p> <p><u>Plan:</u> Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil. This plan will be shared with parents and staff who work with the pupil. Older pupils are likely to be involved in the information that is contained on their individual plan.</p> <p><u>Do:</u> The Individual Provision Map will be used as a working document and the provision outlined will be delivered. In many cases, the plan may detail an intervention or interventions.</p> <p><u>Review:</u> The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and where appropriate, the pupil. This will be as part of a SEN review meeting which usually take place at the same time as the parent consultation evenings. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.</p> <p>Where children do not make expected progress despite all school-based interventions the SENCo will consider referral to external agencies. For more complex and higher levels of need the SENCo will work with parents and other agencies to begin collating evidence to support an Education, Health and Care Needs Assessment.</p>
<p>How do you involve parents and pupils with SEND in their education?</p>	<p>School is a friendly, welcoming place for children, parents and carers. The support and co-operation of parents is highly valued. Parents and teachers are partners in the education of children, and open and positive relationships between them are encouraged. We want to work closely with all parents and value regular, informal contact between class teacher and parent to make sure we communicate well to support your child's needs. We seek to keep parents and families informed and involved at all stages in the process of Assess, Plan, Do and Review and offer regular meetings and support. Parents are able to meet with the child's teacher and the SENCo at our Parent Consultation sessions three times a year but are also welcome to contact the teacher or SENCo to hold additional meetings if needed to discuss any issues or plan future provision. Whenever an outside agency is involved with a pupil with SEND, we invite parents to meet with the professional working with their child. We seek to involve pupils in writing of Individual Provision Maps and ensure that the pupil voice is included in this document.</p>
<p>How do you evaluate the effectiveness of provision for SEND pupils?</p>	<p>The SENCo will, in collaboration with the Headteacher and Inclusion manager</p> <ul style="list-style-type: none"> <li>• Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review, at least termly appropriate provision to meet the needs of pupils with SEND.</li> <li>• Oversee the records of all pupils with SEND</li> <li>• Monitor the achievement of pupils with SEND and proactively use this information to inform the planning of provision</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND</li> <li>• Monitor the quality of teaching and learning for SEND children and work with colleagues and pupils to set targets for improvement</li> <li>• Liaise regularly with parents and carers of pupils with SEND</li> <li>• Liaise with external agencies in matters relating to pupils with SEND</li> </ul> <p>The inclusion manager and SENCo will:</p> <ul style="list-style-type: none"> <li>• Monitor the achievement of SEND children and provide relevant data on this</li> <li>• Report regularly to the Pupil, Parents and Partnerships sub-committee of the governing body</li> <li>• Take responsibility for the management of the SEND team of teaching assistants</li> </ul>
How do we secure resources to support SEND children?	Support is allocated according to identified needs through the use of available funding (Notional SEN budget and High Needs Top-Up Funding). Where a child is in receipt of additional funding, the outcomes and provision in place for this child will be closely monitored during an Annual Review meeting.
How accessible is the school?	Our school is on one floor and has accessible toilets and other facilities. We seek to ensure that equipment used is accessible to all children regardless of their needs.
Complaints	If you have a concern or complaint, please raise it with the SENCo, Inclusion Manager or Headteacher at school. We hope to be able to resolve all such concerns and complaints with you at this stage. If, however, you are not happy with the resolution during the informal stage you would put your complaint in writing as a formal complaint and address it to the headteacher (or chair of governors if the complaint is about the headteacher.)
Where can the LA's local offer be found? How have we contributed to it?	<p>Leeds Local Offer can be found here:  <a href="http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx">http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx</a></p> <p>As a school we contribute to the Local Offer by:</p> <ul style="list-style-type: none"> <li>• identifying the particular SEN of children and young people</li> <li>• consulting with parents of disabled children with SEN and disabled young people with SEN</li> <li>• Our approaches to teaching, adaptations to curriculum, the learning environment</li> <li>• By assessing and reviewing pupils' and students' progress towards outcomes,</li> <li>• By securing the services, provision and equipment required by children and young people with SEN or disabilities</li> <li>• By securing expertise among teachers to support children and young people with SEN or disabilities</li> <li>• By assessing and evaluating the effectiveness of the education and training and provision teachers make for children and young people with SEN or disabilities</li> <li>• By enabling disabled children and young people and those with SEN to have access to facilities and extra-curricular activities that are available to those who use the setting</li> <li>• By supporting the emotional, mental and social development of disabled</li> </ul>

	children and young people and those with SEND <ul style="list-style-type: none"><li>• By ensuring we use measures to prevent bullying of children with SEND</li></ul>
Who should I speak to about SEND at Shire Oak?	SENCo: Sara Mitchell <a href="mailto:saram@shireoak.leeds.sch.uk">saram@shireoak.leeds.sch.uk</a> Inclusion Manager: Marcelle Maver <a href="mailto:maver@shireoak.leeds.sch.uk">maver@shireoak.leeds.sch.uk</a>

We hope you have found the answer to your questions about Special Educational Needs and Disabilities at Shire Oak Primary School here, but if we have missed something, please let us know and we will do our best to answer any further questions you may have.

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