

SEN Information Report

Reviewed October 2022



The Stour Academy Trust

As the sponsor school of the Stour Academy Trust, we promote collaboration in order to continue the growth and development of God's children. We are driven by our commitment to the well-being and education of all, enabling us to flourish and become life-long learners.

Through the miracle of Jesus feeding the 5000, we trust that sharing all we have, will provide for all through the power of God's love.

This has been adapted to help the children understand our Christian vision;

We work together and share the best of ourselves to help everyone around us flourish in every way to become life-long learners. Through the miracle of Jesus feeding the 5000, we trust that sharing all we have will provide for all through the power of God's love.

Special Educational Needs and Disability Information Report

Welcome to Sturry C of E Primary School SEN information report which is part of the Kent Local Offer for Learners with special needs. Through the Local offer all schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Sturry C of E Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. As a Church of England Primary the school understands that all children are a gift from God and are to be valued and nurtured as individuals who are in their maker's image. Therefore, relationships within the school should be conducted in the light of values of care and concern for one another that are focused in the Christian gospel and also upheld within other faith communities.

All classrooms are inclusive built on a foundation of the Mainstream Core Standards https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf. We are committed to a pedagogical model centred on the child's voice, choice and collaboration, combined with the intentional deployment of technology for every child to deliver personalised and self-paced learning that is required for a 21st century education system.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs J Bailey (SENDCo) to discuss your concerns.

1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs J Bailey (SENDCo) to discuss your further.

2. How will early years setting / school / staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing provision maps, including identified children, sharing and reviewing these with parents at parents evening and planning and implementing for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENDCo: Mrs J Bailey

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy

- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEND up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

The Headteacher

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Head teacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Board of Directors is kept up to date about issues relating to SEND
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

The SEN Governor: Mrs F Trigwell (Chair of Board of Directors)

Responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school
- To support and challenge the Head Teacher and SENDCO with regards to SEND within the school.

3. How will the curriculum be matched to meet my child's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of Quality First Teaching Strategies teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.

Sturry C of E Primary School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion so that all learners can access mainstream education. Staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Through this approach, all learners will benefit, not only those with special educational needs. We aim to ensure that all learners feel welcome and valued, and that they get the right support to help them develop their talents and achieve their goals. We respect that all children are made in the image of God, and loved by God. Through the example of Jesus, all are called to live embodied, fulfilled human lives. (Genesis 1:27)

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

If your child has personalised plans, in addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENDCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher, Assistant Headteacher and SENDCO every term in reading, writing and numeracy. Through Parent Consultations, termly reports and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

- The Head teacher, Deputy Head Teacher and SENCo will monitor the progress made by SEND children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers Parent workshops for the core areas of learning. These are in line with School Improvement Priorities and/or parent voice.

Each class holds a termly Fabulous Finish when parents are able to join their children for fun and informative curriculum based events. This enables our learners to show off their achievements and to tell their parents all about their learning.

Additionally, we send regular electronic class and whole school newsletters with information about things that have happened. Extra information can be found on the school website including class news, photograph gallery and useful links.

Our popular app based communication system, called WEDUC, keeps parents fully up-to-date. This includes a calendar of events, a live news feed and a parent/school messaging system.

Finally, our regularly updated Facebook page, Tapestry (Reception and Year 1) and child's personal Notebook pages on One Note provide a further link between home and school.

At a more personalised level, where necessary we also communicate via home/school contact books.

5. What support will there be for my child's/young person's overall well-being?

Sturry C of E Primary School is a place of welcome where all can achieve their best in an emotionally safe environment and can grow to have 'life in all its fullness' (John 10:10). We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. There are also a range of well-being interventions planned by the class teacher to support individual social and emotional needs within each class. Our Classrooms are dedicated nurture classrooms, however, some children find these aspects of development more difficult than others so we have developed an established nurture provision.

Our nurture assistant has undertaken comprehensive training to enable her to identify and address individual pupil needs. She is available for parents to speak to, to spend time in class supporting individuals and to facilitate specific interventions in the nurture room.

The full range of social and emotional interventions that are offered are;

- Social awareness games and activities

- Lunch time and play time support, including organised lunchtime activities run by adults
- Lego therapy sessions
- Buddy system
- Drawing and Talking sessions
- Advice from external agencies and professionals
- Teaching Assistants trained in how to support pupils' mental health
- Support from NELFT staff via referral to the school Emotional Well Being Team

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder, class medical needs folder and also circulated to the Breakfast/after school clubs and canteen. We will seek advice from medical professionals if necessary.

All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual Health Care Plan which is reviewed annually, or more frequently if needed. Each classroom also has a medical container, which includes emergency first aid such as epi-pens and asthma inhalers.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Pupils have input into medium term planning and the SLT carry out pupil voice questionnaires. Prior to SEND review meetings, pupils have the opportunity to share their views.

6. What specialism services, experience, training and support are available or accessed by the school?

Once the school has identified the needs of SEND pupils, a decision will be made about the resources/training and support that is needed.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, writing, phonic and maths programmes.
- Teaching assistants offering social skills support including regular social support groups.

- Lunch time chill out club and nurture group to support children with social development.
- Speech and Language programmes, supported by a Speech and Language Therapist.
- Teaching Assistants trained on how to support pupils with a full range of additional needs.

Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)
- Specialist Teaching and Learning Services
- School nursing service
- NELFT (North East London NHS Foundation Trust), which is a mental health and community service
- Community Child Health
- Occupational Therapists and Physiotherapists
- CHATTS (Children and Adult Talking Therapy Service)

7. What training are the staff supporting children and young people with SEND had or are having?

The SENDCO is supported by Mrs Mannings (Head Teacher), who has undertaken the National Award for SEND Co-ordination and is a qualified SENDCO. There is a full audit of training needs each year from which evolves a programme of training that ensures staff are equipped with the skills needed to meet the needs of all learners. Training includes:

- Dyslexia
- Sensory Processing
- SEMH/Attachment training twilight
- Boxall Nurture Group Training
- Supporting pupils with social and communication difficulties– all staff
- Makaton
- ADHD awareness
- ASD awareness
- Sensory Circuits
- Switch-On Reading and Inference
- Team Teach Positive Behaviour Management
- Lego Therapy training
- Drawing and Talking
- Trauma and Attachment
- Auditory Memory
- Speech and Language

8. How will my child/young person be included in activities outside the classroom including school trips?

At Sturry C of E Primary School we believe all learners are entitled to the same access to extra- curricular activities and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

9. How accessible is the setting / school / college environment?

- There is a disabled toilet, which has handrails that are visually friendly, and lever function taps.
- There is a visible pedestrian crossing in to the school building.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCo manages a SEN budget, used to ensure that all pupils have access to the equipment needed to meet their needs.
- After-school provision is accessible to all children, including those with SEND.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- The school is accessible to wheelchair users.
- Extra-curricular activities are accessible for children with SEND.
- The school has many outside learning areas.
- The school has an up to date accessibility plan which is reviewed each year.

10. How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?

Pupils starting school at Sturry C of E Primary School

We hold an Open Evening for all prospective parents in Term 2 of the year before children are due to start school. We also hold Rising 4's sessions starting in January each year which allows parents and children to form strong relationships and familiarity with the school and staff before formally attending in September.

Foundation Stage staff will meet with parents prior to pupils starting school. There will also visit nurseries to liaise with nursery staff that have supported pupils.

Concerns about particular needs will be brought to the attention of the SENDCO. Where necessary the SENDCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCO will telephone the previous school, or meet

in person, to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

11. What examples of interventions, equipment, resources that settings/schools allocate to match children's/young people's special educational needs?

- Clicker 8 - to support pupils with specific reading and writing difficulties
- Specific Ipad Apps for individual pupils/needs
- Time to Talk programme of social interventions
- Sounds-Write phonics programme
- Black Sheep Speech and Language resources
- Memory skills programme
- Toe to Toe spelling programme
- Sensory resources
- Stareway to Spelling programme
- Fizzy and Beam motor skills programmes
- Clever Hands and Clever Fingers fine motor skills programmes
- Bush Craft Clubs to support children with social and emotional skills
- A full range of resources to support quality first teaching for all pupils in the form of ear defenders, move and sit cushions, visual task boards, fidget objects, calming resources, flexible seating arrangements, etc

12. How is the decision made about what type and how much support my child/young person will receive?

The school budget, received from Kent Local Authority, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have already been used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

13. How are parents involved in the setting/school? How can I be involved?

At Sturry C of E Primary School, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing extra provision for Inclusion or a SEND profile, parents are given the opportunity to be part of the assessment and review process.

Our Parent Support Advisor is available to speak with families as part of her role and works closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families.

14. Who can I contact for further information?

We hope to resolve any concerns or complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, please see the complaints policy on the school website.

This report details our annual offer to learners with SEND. To be effective it needs the views of all: Families, children, Directors and staff. If you have any comments, please contact Mrs J Bailey (SENDCO)

Kent County Council SEND Strategy information

In April 2021, Kent County Council reviewed and updated their SEND Strategy, the aim of which is to improve the educational, health and emotional wellbeing outcomes for all of Kent's children and young people with special educational needs and those who are disabled. The strategy incorporates the Accessibility Strategy <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10> of the Equality Act 2012 <https://www.gov.uk/guidance/equality-act-2010-guidance>.

You can read the SEND strategy here: <https://www.kent.gov.uk/education-and-children/special-educational-needs/sendstrategy/strategy-for-children-with-special-educational-needs-and-disabilities>



There are many SEND terms that are abbreviated, please see the glossary below.

AD	Attention Deficit
ADH	Attention Deficit and Hyperactivity
AS	Autistic Spectrum
CI	Communication & Interaction
CL	Cognition & Learning
DDA	Disability Discrimination Act
DfE	Department of Education
EAL	English as an Additional Language
EP	Educational Psychologist
HI	Hearing Impairment
HNF	High Needs Funding
LIFT	Local Inclusion Forum Team
MLD	Moderate Learning Difficulty
OD	Oppositional Defiance
OT	Occupational Therapist
PD	Physical Disability
PDA	Pathological Demand Avoidance
SALT	Speech & Language Therapy
SEND	Special Educational Needs and Disability
SENDSCO	Special Educational Needs and Disability Coordinator
SEMH	Social, Emotional & Mental Health
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
STLS	Specialist Teaching & Learning Support
SRP	Specialist Resource Provision

