

Great Finborough Church School

SEND Information Report

Who are the best people to talk to in school about my child's Educational Needs and/or Disabilities (SEND)?

- Class teachers: They are responsible for:
 - Ensuring that all pupils have access to good or outstanding teaching
 - Ensuring that the curriculum meets your child's individual needs
 - Checking on the progress of your child
 - Letting the SENCO know as necessary about the targeted support they are implementing
 - Communicating specific targets and sharing and reviewing these with parents
 - Ensuring the agreed support is implemented
- SEND co-ordinator – Miss Louisa Way: She is responsible for:
 - Coordinating the support for students with SEND
 - Developing the school's SEND policy to make sure that all pupils get a high-quality response to meeting their needs
 - Coordinating provision made to support individual pupils with SEND and ensuring that records are kept up to date
 - Providing professional guidance to colleagues
 - Organising training for staff so they are confident to meet the needs of your child and others in the school
 - Ensuring that parents are kept well informed about the support their child is getting
- The SEND Governor, who is responsible for:
 - Making sure that the necessary support is provided for any child who attends the school who has SEND, through regular contact with school staff.

Contact details:

- **Phone:** 01449 613208
- **Email Address:** admin@greatfinborough.suffolk.sch.uk and send@greatfinborough.suffolk.sch.uk

How do teachers at our school identify and assess pupils with SEND?

At Great Finborough we acknowledge the importance of the early identification of SEN, as outlined in the SEN Code of Practice 2014.

- Through liaison with parents and feeder settings, observation and tracking of progress.
- Use of outside agencies when appropriate.
- Pupil progress meetings.
- Use of a variety of specific standardised assessments to provide a more detailed picture of the child's needs, e.g., BPVS, YARC, Salford, Herts, Hast II
- Reports from professionals

What kinds of SEND are provided for at our school?

The code of practice states that there are four main broad areas of SEND.

Cognitive and Learning

Child may have difficulties with the following skills needed for effective learning such as:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Communication and Interaction

Children may have a delay or disorder in one or more of the following:

- Attention and interaction skills
- Understanding
- Speech and expressive language

Sensory and Physical

Children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/Fine motor skills
- Visual and/or hearing impairment
- Accessing the curriculum without adaptation

Social, Emotional and Mental Health

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behavioural difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image

We will use our best endeavours to ensure that your child's learning and medical needs are met.

We work with a range of diagnosed conditions including:

- ADHD
- Autism
- Dyslexia
- Dyspraxia
- Speech and Language
- Hearing Impairment

How does the school communicate with the parents of SEND children?

- Dialogue between parents and class teachers in order to seek their views and listen to any concerns that they may have
- Parents are involved in the devising and reviewing of the Individual Support Plan (ISP), including Education Health Care plans
- Discussions about any appropriate referrals to outside professionals to support child's learning
- Attending meetings with outside agencies and sharing of information
- Use of home-school contact books can be used if necessary
- Termly feedback on progress via provision maps and pupil progress reports
- Reports and parent consultations
- Induction and curriculum evenings
- Class newsletters
- Information on website
- Parent/ community involvement events
- Range of reward systems

How do staff communicate with the children who have SEND?

- Every term each child has a 1:1 Pupil Voice session with a member of teaching staff to access the child's views about education and learning.
- Where appropriate, children are involved in the devising and reviewing of their ISP, including Education Health Care plans.
- Visual timetables are used, including Now and Next timetables if necessary
- Instructions are broken down into clear simple steps (with a visual aid if necessary)
- Children are given time to speak and staff listen carefully and respectfully to what they have to say
- Sharing Learning Objective and Success Criteria. Teachers provide verbal feedback in response to success criteria and also provide opportunities for children to self-review their work and their progress
- A range of reward systems

How does the school provide children with SEND to access the whole curriculum and support their emotional well-being?

- SENCO makes sure that all staff are aware of the needs of those pupils with SEND so that information can inform their planning
- Personalised planning with clear targets devised with pupils and parents
- Adapting lessons and resources sensitively to suit children's learning and emotional needs
- Small group support- programmes delivered to meet groups of children's needs
- Individual support
- Other professionals consulted as soon as a difficulty has been identified and investigated within school.
- Advice in reports from other professionals followed in school
- Sound field systems for hearing support can be used
- Part time timetables, with agreement from the Educational Welfare Officer and other relevant agencies, if necessary
- Subject leaders ensure that teachers have the appropriate resources for the teaching of their subject area
- Ensuring that the PSHE curriculum covers aspects related to: feelings, personal and collective achievements, self-image, e-safety and anti-bullying
- Daily Collective Worship which discusses and celebrates the core Christian values.
- Displaying and celebrating children's work.
- A range of reward systems.

What are the different types of support available for pupils with SEND in this school?

- All children receive class teacher input via good/outstanding classroom teaching
- An intervention group that may be run in or outside the classroom
- An intervention group run by a teaching assistant, class teacher or outside professional who has received training to run these groups
- Specialist monitoring and assessment by outside agencies. If a child is identified as needing more specialist input the SENCO can refer them to an outside professional with parental permission. The outside professional may work with the child to understand their needs and make recommendations to the school.

How is extra support allocated to pupils?

The funding for SEND is contained within the school's budget. Additional funding can be applied for by the schools for individuals whose needs are severe and complex.

At Great Finborough we can use the following interventions:

- Dancing Bears and Bear Necessities for supporting early phonics
- Time to Talk for supporting speaking and listening skills
- Gym Trail for supporting fine and gross motor skills
- LDA Listening Skills
- Power of 2 for supporting Maths
- Numicon for supporting Maths
- Lego Therapy for supporting social skills
- Precision Teaching for supporting individual reading and writing targets
- Nussy reading and spelling
- Clicker 8
- Beat dyslexia
- Active literacy

How does the staff evaluate the effectiveness of the provision provided for children with SEND?

- A provision map is created and then reviewed termly with the classroom teacher
- Pre and post intervention data is collected and monitored
- Assessment coordinator and SENCO analyse tracking data
- Annual review of SEND policy and SEND information report
- Termly Pupil Progress meetings with the head teacher
- Book scrutiny
- Lesson Observations

How do children with SEND engage in activities with other children?

Provision is tailor made to suit the child so that they can be included in:

- Educational visits
- Residential visits
- Clubs/Activities

How accessible is the school environment in supporting children with SEND?

Despite our Victorian buildings our environment is monitored and adapted to make effective provision for a wide range of physical and sensory abilities.

Detailed information can be found in the school's Accessibility Policy.

What other agencies does the school work with to support SEND children?

Where necessary we liaise with agencies who provide for areas such as:

- Speech and language
- Social and communication skills
- Specific learning difficulties
- Sensory impairment
- Social, emotional and mental health
- Child health and development
- Family support
- Educational Welfare
- Other agencies as required to support specific children's needs
- Local Authority support services

What is the expertise of your staff and what staff training has been provided?

- All teachers – qualified teacher status with regular, relevant updates.
- SENCO – qualified teacher undertaking SENDCO award
- Sensory Processing training
- Safeguarding training
- First Aid/Paediatric First Aid training
- Food hygiene and Fire safety training
- 1 Higher Level Teaching Assistant (HLTA) in school
- Teaching assistant (TA) training (varied according to needs of cohort and specific interventions to be delivered)
- Updates in staff meetings
- Training on specific medical needs
- CPD opportunities for all staff (local and national)
- Mental Health Champion

How is transfer between schools managed for SEND children?

Children in EYFS are gradually introduced to school through home visits to meet the teacher, come and join in sessions, teachers visiting feeder settings and parents' induction evening. New entrants into EYFS are provided with a transition book which they can look at during the summer holidays with their families.

On leaving our school children visit their next setting on transition days and have meetings and additional visits depending on their particular needs. SENCO will attend transition meetings at the High Schools. The Gt Finborough SENCO meets with staff from the high schools to discuss pupils individual needs to ensure continuity of provision. Support from outside agencies to support pupil transition may be necessary.

Children joining our school between these times are carefully tracked.

To ease transition from EYFS into Key Stage 1, and from Key Stage 1 into Key Stage 2, the class teachers work together planning curriculum days, trips and share events. Each year group has a transition day in July. Information evenings for parents are held in July to inform them of the changes in curriculum and the expectations for their children.

Who, outside of school, can I turn to for advice and support?

Contact details of support services/groups for parents of pupils with SEND, for example SENDIASS, the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

At school we are always happy to help and listen but sometimes you may want impartial advice from outside of school. This might be about services available in the Local Authority, transition to secondary school or other issues that may come up.

SENDIASS provides impartial information, advice and support to parents of children with special educational needs and disabilities (SEND) and young people with SEND up to the age of 25.

- In Suffolk, parents and young people can contact the helpline on 01473 265210.
- Parents can contact SENDIASS by email: enquiries@suffolksendiass.co.uk
- Parents may also be able to find the information on their website: www.suffolksendiass.co.uk

For more information please read the school's SEND Policy which can be found on the website.

You may have heard of the 'local offer'. This is part of the SEND reforms; as part of the Children and Families Act, from September 1st 2014 local authorities must publish a local offer setting out information about the provision available for children and young people in their area who have SEND.

Schools must contribute to the local offer by sending certain information to the local authority.

For more information about Suffolk's Local Offer visit: <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

The SEND Information Report is reviewed and updated annually in consultation with parents and staff members.

The next review will be in September 2023.