

# **SEND Information Report**

At St Margaret's, pupils belong to a highly inclusive community where each child's learning journey is respected and valued. We aim to create a school in which pupils can discover their strengths and talents, love learning and realise their potential.

Special Educational Needs and Disability (SEND) provision at our school allows children with Special Educational Needs and/or Disability (SEND), to access a broad and balanced curriculum, specifically differentiated and tailored to develop life skills, healthy self-esteem and confidence. Through their learning they build independence and we aim to help them achieve their full potential in a caring, supportive and inclusive environment.

Additionally, our fully equipped, 8-place Special Support Centre (SSC) enables pupils with physical disabilities and an Education Health Care Plan (EHCP) to be fully integrated in school life, whilst benefitting from a range of support services, such as Physiotherapy, Hydrotherapy and Occupational Therapy.

Our school's **SEND Policy** document is also available on our website.

## **SEND Provision**

At St Margaret's CE Primary School, we meet the needs of pupils with a range SEND, requiring ongoing intervention and support, including those with a formal diagnosis.

We provide support for pupils with difficulties in the following areas:

### **Communication and Interaction**

(Speech and Language difficulties, Autism, Asperger's Syndrome, Selective Mutism.)

### **Cognition and Learning:**

(Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties)

### **Social, Emotional and Mental Health.**

(Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), anxiety, anger management, Attachment Disorder, Depression, Bereavement)

### **Sensory and/or Physical Needs**

(Physical Disabilities including Visual Impairment and Hearing Impairment, Epilepsy)

## Intervention

Our school's **Assessment Policy** outlines the range of assessments regularly used for all children throughout the school.

Using school progress assessments, observations of the pupil, teacher and parental information, a pupil may be highlighted as requiring extra support. Staff are guided in adapting their practice where necessary, and receive training/ equipment from the SENDCo and/or the following support services:

- Speech and Language Services
- Occupational Therapy Service
- Educational Psychology Service
- Social Communication Advisory Team
- Learning and Behaviour Advisory Team
- Sensory Support Team
- Child and Adolescent Mental Health Service - CAMHS
- Family Support Network Forum via Early Help Plans
- School Nurse Service

These services have their own criteria for prioritising cases. Referrals for Physiotherapy Service, Child Development Centre (CDC) and direct referrals to CAMHS can be made by parents through their General Practitioner (GP).

If the pupil's progress continues to be concerning, a meeting between the class teacher, parents and SENDCo will take place to discuss current support and possible further assessments that can be undertaken to pinpoint the difficulty.

Further school based assessments may include:

- Renfrew Word Finding Test - Expressive speech and language
- British Picture Vocabulary Scale II - Receptive speech and language (BPVS II)
- Neale Reading Analysis/Salford Reading Analysis
- Sandwell Early Numeracy Test - Assessment of numeracy skills
- Dyslexia Screening Test- Lucid Rapid
- Boxall Profile - Developmental behaviour
- Strength and Difficulties Questionnaire - Behavioural screening
- Sensory profiling (Sensory Processing)

An outside agency may be contacted to complete a specialised assessment. With the agreement of parents/carers, the pupil's name will be placed on the SEND Register. The process of *assess-plan-do-review* begins to provide ongoing support and intervention.

Interventions are matched to a child's needs and may take place in or outside the classroom, delivered by an outside professional, the SENDCo, Class Teacher, Teaching Assistant, Intervention Assistant, Special Support Assistant or Learning Mentor. A baseline and review assessment is carried out by the lead professional at the start and end of the intervention. Progress is discussed between the lead person, the pupil, the parents/carers and the SENDCo termly.

Pupils with an EHCP have an Annual Review, which is an opportunity for all involved with a pupil to discuss what is working well and what else can be provided to support them.

### **SEND Funding**

The Local Authority delegates core funding to schools to make general educational provision for all pupils; of that core funding an element is allocated to differentiation, training, classroom support resources and materials.

Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEND, including those with Education, Health and Care Plans (EHCPs).

### **Transition**

The following strategies are undertaken to support pupils entering and exiting the school:

- Home visits
- Visit children in their pre-school settings
- Transition meetings with pre-school settings (and outside professionals such as the FIRST team if appropriate) to share relevant information
- Parent information meetings
- Stay and play visits
- Transition Meetings with all professionals involved with a pupil for those with an EHCP
- Additional Secondary visits for pupils with additional needs
- Personalised transition plans for pupils with an EHCP
- Supportive transition materials for use at home where applicable

### **Information**

If you have specific concerns or questions please speak to your child's class teacher at the end of the day and make an appointment to meet with them. The SENDCo may become involved at the request of the parent, teacher or outside professional.

For impartial information or advice contact:

SEND Information, Advice and Support Service (SENDIAS) are available to give impartial help and advice at

**Website:** <https://westsussex.local-offer.org/information/3-information-advice-ias>

Reviewed: November 2017

Next review: November 2018