| Much Birch C of E Primary School SEND Information Report | |
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| What types of special educational needs and disabilities (SEND) do we provide for? | Please see the school's Local Offer published on the website. The school pays attention to the 4 main areas of special need as detailed in the Code of Practise. They are Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and or Physical Need. See page 1 of the SEND policy. |
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| How do we identify and assess pupils with SEND? | Please see the school's SEND policy.<br>When the class teacher, SENDco or SLT, through the use of whole school tracking, identifies that a child is making limited progress, or progress not deemed appropriate to him/her, an intervention will be used and assessed for impact.<br>Class teachers may also fill in a concerns sheet to alert the Senco to an issue.<br>Parents/Carers may report an issue, which could be affecting a child's receptivity to learning.<br>The class teacher, support staff and Senco will gather detailed information and if progress following evaluation of support is still not fully appropriate, then that child, with parental permission will be placed on the Register of Special Educational Need. |
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| Who is the Senco and how can he / she be contacted? | The Head Teacher retains overall responsibility with reference to additional Senco services with Alison Rawlings who may be contacted through the school. The school set aside time weekly for a 'drop in' for parents to access the SENDCo and in practise she is usually available with little notice.<br>The SENDCo can often be reached by school staff by email or phone on non contact days. |
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| What is our approach to teaching pupils with SEND? | Provision for children with special educational needs is a matter for the whole school. Tracking and assessment will be used to provide starting points for the development of an appropriate curriculum. Continued monitoring and feedback will form the basis of the forward planning for that child.<br>Teachers plan and deliver appropriately differentiated work for all pupils, via the Mastery approach. Pupils with additional support in class may have small group support and / or 1-1 support. Teachers will aim to work with all pupils as part of a rotational cycle.<br>Class teachers mark according to the school's marking policy, and will engage in interactive commenting, they will assess the understanding of each pupil against the lesson objective. All on-going teacher assessment will be viewed alongside attainment |

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| | measured termly and reviewed as part of the pupil progress meetings.<br>Pupil progress meetings are held termly and the Senior Leadership Team (SLT) will decide provision for pupils as groups or individuals. Provision for pupils with an Education, Health and Care Plan (EHCP) will have targets informed by that Plan and collaboration of Teacher, Senco, TA and the advice gained from contributing agencies. |
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| How do we adapt the curriculum and learning environment? | Reasonable adaptations will be made as per the Code of Practice when necessary and as feasible to do so.<br>Please see the school's Local Offer – this document sets out the social skills programmes, IT resources, speech and language support, occupational therapy and physio therapy support accessed as required. Also, emotional well-being, Literacy, Numeracy, supporting positive behaviour including at unstructured times of the day, support to access the curriculum including independence and planning and assessment. Liaison with all relevant agencies and professionals. Children are supported through transition. |
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| How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND. | The school is fully inclusive and the curriculum, the building and environment and off-site activities are risk assessed and adapted where necessary. All pupils are encouraged to access the residential trips. It is the expectation and culture within school that all children will have access to everything.<br>The school takes account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.<br>Please see the school's Local Offer.<br>The school will liaise with agencies who support with such as services physiotherapy, occupational therapy, behaviour support team, speech and language therapy, services for visual and hearing impairment.<br>The school is aware of a wider range of support services for the whole family through the Herefordshire County Local Offer. |
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| How do we consult parents of pupils with SEND and involve them in their children's education? | Parents of pupils arriving new to the school are contacted and invited into to school, to discuss any additional or special needs. Permission is sought from parents at each stage of any SEND process, information gained is shared and input into decision making is welcomed.<br>Parents have access to the Senco, Alison Rawlings using the drop in time or by making an appointment with the school office. Phone calls may be helpful for parents at work. |
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| What expertise and training do our staff have, to support pupils with SEND. | The school responds rapidly to the needs of the pupils on role.<br>Additional training is sought as a priority if a gap in knowledge becomes apparent.<br>All staff are audited for existing knowledge and aspirations as continuing professional development will enhance the skill level across the team. All staff may refer to the Senco as needed. A staff leaflet outlining all materials available to support and their use and application is available from the Senco.<br>ELSA training for SEMH support.<br>ELKLAN training for SALT support.<br>Specialist Teacher for SEND assessment. |
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| How will we secure specialist expertise? | With parental consent the school will seek the support of the outside agencies, which may include<br>A learning support advisory teacher to assist in the process of identification and provide reports containing strategies and resources to support at school and at home.<br>Educational Psychologist for all statutory procedures. To be bought in as required for some more complex difficulties.<br>The Behaviour Support Team outreach team, for difficulties relating to SEMH. Other services such as Spectre exist for pupils with needs relating to social communication.<br>The Physical and Sensory Support Service<br>Tuition and behavioural support intervention service at the Brookfield School.<br>Physiotherapy, or Occupational Therapy.<br>CAMHS (Child and Adolescent Mental Health Services) via a referral from the GP or through school.<br>Outreach support for possible social communication difficulties from the Hampton Dene School.<br>Outreach services from Special Schools or Specialist Units. Staff visits to such units to observe best practise.<br>Referral to the Child Development Centre for Paediatric assessment. |
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| How do we support pupils moving between different phases of education? | There is discussion with receiving High Schools regarding the needs of children on the SEND register and any other children with vulnerabilities.<br>Support staff from the High Schools visit and spend time in the year 6 class.<br>There may be additional sessions scheduled for pupils with SEND.<br>There is careful hand over of information to receiving High School.<br>All children have familiarisation sessions with their next class and teacher. There is dedicated time for staff to share necessary information. |

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| | Visits by the school to pre-school providers are arranged in the summer term. School is made aware of any children with additional needs and staff and resources are deployed as necessary. Home visits may occur, if there are issues that require this |
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| How do we support pupils with SEN to improve their social and emotional development | 1-1 and small group interventions are used as advised in agency reports.<br>Referral to the school's Learning Mentor.<br>Some support staff are ELSA trained.<br>Adapted curriculums to give access to safe spaces, additional forest school activities.<br>Liaison with outside counselling agencies.<br>Parents may be supported through discussion with SEN staff and referral to the Triple P programme.<br>Early Help can offer a holistic approach to support.<br>Some pupils have access to counselling through their Welfare Officer at the Camp in Credenhill.<br>There is whole staff training by outside agencies for issues affecting some pupils such as Autism Spectrum Condition.<br>Outside Agencies give recommendations for resources and strategies or further training, which are acted upon.<br>Class Circle Time is used to swiftly respond to any difficulties.<br>The School uses some bought in recommended resources with staff training.<br>Additional staff at breaks as needed, support to integrate and play, pupils having a structured alternative break will choose friends. |
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| How will we secure equipment and facilities to support pupils with SEND? | The Physiotherapy service will assess and advise on programmes of support and may loan to the school any necessary equipment.<br>The Occupational Therapy service will also offer the same.<br>Smaller items will be sourced, on advice, by the school.<br>The Physical and Sensory Department will also assess needs and loan to the school equipment such as hearing loops, and visual support equipment. |
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| How do we involve other agencies in meeting the needs of pupils with SEND and supporting their families? | The school may refer families to the Herefordshire Council 'Local Offer'.<br>Families may be supported through the 'Early Help' process. |
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| How do we evaluate the effectiveness of SEND provision? | Provision is tracked for impact. If a provision is not deemed effective it will be reviewed and adjusted. |
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