

# SEN Information Report

11/9/2018

SENCO: Mrs Yogita Patel

SEN Governor: Lynda Ratcliffe

Contact: 0121 464 2369

Dedicated SEN time: 2 days (Monday & Tuesday)

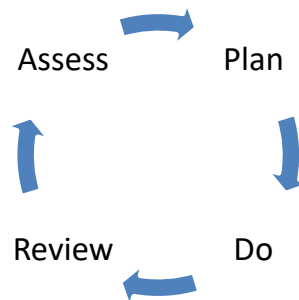
Local Offer Contribution: See school website for the link.

## Whole School Approach:

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High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy 2016)

**Assess:** Concern from class teacher/Parental concerns. External agencies involvement where appropriate.

**Plan:** Teachers & SENCO

**Do:** Teachers/Support staff & SEND team External Agencies: (PSS, COBS, CAT Team)

**Review:** Teacher/TAs & SENCO/Parents

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## SEN Needs:

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(Reference: SEN Policy 2016)

As of **(11/9/2018)**, we have 44 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need.

*Book scrutiny, learning Walks, Pupil conferencing, Pupil progress meetings and Planning Scrutiny.*

*We are also participating in the Wellbeing Award.(2018 – 2019)*

### **Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents evening	Teachers, parents and pupils	Once a term
SEN Review Meetings	SENCO, SEN team and parents	Once a term
Expectations meeting	Teachers and parents	Beginning of the academic year.

### **Staff development**

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We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
YP	Safeguarding, SENCO award, Diabetes training	(PGC)
MS	Safeguarding (Deputy DSL)	
BH	Safeguarding (Lead DSL)	
DH	Safeguarding	

*Language & Literacy continuums, Renewed focus on English & Maths planning*

### **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

*Two SEND Teaching Assistants*

*TA 1 – 4 days a week*

TA 2 – 2 days a week

Each class has a teaching assistant allocated to them.

## **School Partnerships and Transitions**

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **7** children and young people with special educational needs or disabilities and we supported **6** children and young people transition to the next phase in education or employment.

## **Complaints**

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*Our complaints procedure is to speak to HT in the first instance. Then a letter needs to be sent to the Chair of Trustees.*

*This year we have 0 number of complaints that were dealt with.*

## **Challenges this year**

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Challenges for our school have included a new SENCO to the role.

SENCO to complete the PGC SENCO AWARD

SEND team been redeployed due to budgetary constraints.

We intend to address these challenges through:

The SEND consultant support.

A mentor for the SENCO Award.

SEND team to be closely monitored.

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include ...

[Robust data tracking](#)

[SEND provision monitoring cycle](#)

[Develop provision mapping.](#)

**Relevant school policies underpinning this SEN Information Report include:**

[Teaching & learning Policy](#)

[Wellbeing Award policy](#)

[SEN Policy](#)

[Behaviour Policy](#)

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body: 11/9/2018**