Suckley School

SEND Information Report

Responsible Person: H Walker & H Field

Date Written: October 2024

Last reviewed: October 2025

Review Schedule: Annually

SEND information report

The kinds of SEND (Special Educational Needs and Disability) that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

When children first enter our Reception class an induction process is followed which involves a home school visit to liaise with parents/careers and a visit to the child's pre-school to discuss their preschool profile. Once they enter school, a baseline assessment is carried out to determine which development band they are working within.

When children join our school after reception their school records are sought from their previous school.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If a teacher has a concern about a child, who has greater difficulty in learning than the majority of children of the same age, they should discuss their concerns with the SENDCo, agree on strategies to try within the class and set realistic, measurable targets. Their progress will be monitored and discussed regularly.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

Parents have a vital role to play in supporting their child's education. The SEND Code of Practice: 0-25 (2015) states:

"Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development."

Parents are in partnership with us in educating their child and the support of the parents will always benefit the child. We will always seek the agreement of parents before intervening or providing their child with additional support. We will also respect parents' concerns with regards to their child and will refer the parents on to the appropriate agency when necessary. Parents of children with SEND will be directed to the SEND Information, Advice and Support Service (SENDIASS) to ensure they have access to free, confidential and impartial information if required. If there are any concerns about any child, the SENDCO will welcome meetings with parents at any point.

We will have an early discussion with the pupil, if appropriate, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents are kept informed about their child's progress through; Parents evenings, curriculum targets, written reports, reviews, home-school liaison books and informal feedback depending upon each circumstance.

Where a child is supported with an Individual Provision Map (IPM) the targets of this will be shared at least three times a year with parents alongside opportunities for parents to meet with the SENDCo and/or class teacher and discuss further.

Pupils and young people with Special Educational Needs and Disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views and take these thoughts and ideas into account when devising strategies to best help each pupil.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

When moving classes, the class teacher will review the Individual Provision Map (IPM) before the child moves to the next class and will discuss the IPM with the child's next teacher. On Transition to a new school, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The SENDCo will prepare any records to be passed on. On transition to High School, the SENDCo / Y7 liaison teacher of local high schools will meet with individual children and many of the High Schools offer an SEND taster day.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

An Individual Provision Map (IPM) will be written for every child on the SEND register, by the class teacher, which will outline; the identified need, the provision being made to help the child overcome their barriers to learning and achieve their targets and any involvement of outside agencies. IPMs will be shared with parents.

The ASSESS - PLAN - DO - REVIEW cycle is used to ensure that SMART (specific, measurable, achievable and realistic targets) are set for pupils on the SEND register, receiving SEND Support, and that these are reviewed every term. Weekly staff meetings allow teachers to raise concerns about individual children. Pupil Progress meetings are held once a term and are used to discuss children who are making slower than expected progress. Individual provision map review meetings involving the class teacher, pupil and parent/carer are held each term to review existing IPMs; in addition to parent teacher meetings and an annual report. The teacher is responsible for evidencing progress according to the outcomes described in the plan. The SENDDCo is responsible for monitoring the individual provision maps and provision.

During the ASSESS - PLAN - DO - REVIEW cycle a child on the SEND register may be removed at any time, if this is considered to be in their best interests. The reasons for removing a child from the SEND Register will be written on their IPM.

If a child does not respond to SEND support - quality first provision and interventions available within school, the SENDCo will, with agreement from parents/carers, draw on more specialised assessments and/or services from external agencies and professionals as appropriate. For example:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Learning support teacher
- Educational psychologist
- Complex communication difficulties team
- CAMHS
- Worcestershire Parent and Carers' Council

The external specialists may offer advice, assessment or teach the child directly and the new strategies should be set out in their IPM.

Access to agencies listed above may be for one-off or occasional advice on strategies, equipment or staff training may be used to provide effective intervention without the need for regular or ongoing input from external agencies

The delivery of the interventions continues to be the responsibility of the class teacher.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants available to work with each class who are trained to deliver interventions such as Smart Moves, Numicon, Socially Speaking and Speaking and Listening interventions.

Teaching assistants will support pupils either on a 1:1 basis, will support pupils in small groups or within a whole class setting.

Expertise and training of staff

We have a team of teaching assistants, some of whom who are specifically trained to deliver SEND provision.

Training needs of staff are identified through the school's self-evaluation process, staff performance management meetings, SEND audit and in response to the identification of particular SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Both teaching and non-teaching staff attend relevant training when available and necessary. Training is continually being undertaken by staff responsible for the care of children with medical needs.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, school plays, special workshops, assemblies, swimming lessons, school teams and all sporting activities.

Although they may not be appropriate in some circumstances, no pupil is ever excluded from taking part in these activities because of their SEND or disability and appropriate provisions will be put in place to ensure they can take part in activities with suitable adaptations if needed.

Please refer to our School's Accessibility Plan which can be collected form the school office.

Support for improving emotional and social development

Strategies used to support the development of pupil's social skills and enhance self-esteem;

- Small group programmes including social skills group.
- Regular 'celebration of success' opportunities.
- Small group and 1:1 Thrive sessions.

Strategies to reduce anxiety/ promote emotional wellbeing (including communication with parents);

- Transition support, visits and events.
- Modified timetable.
- Emotionally Available Adults
- Regular contact and liaison with parents.
- Social skills and friendship groups
- Small group and 1:1 Thrive sessions.

Strategies to support/ modify behaviour;

- School sanctions and reward system as set out in School Behaviour Policy.
- Individual behaviour monitoring, through a personal reward system, to promote positive
- behaviour (when required).

Support/ supervision at unstructured times of the day;

- Trained staff supervising during break periods
- Organised games and activities.

Planning, assessment, evaluation and next steps;

- Regular reviews with parents
- Termly pupil progress reviews
- All lessons and homework differentiated to take account of individual needs
- Provision maps.
- Special Needs Coordinator available to meet with parents.

Personal and medical care;

- Identified medical administrative staff available for pupils.
- Care plans for pupils with medical need.
- System for administration of medication.
- Support staff to assist pupils with personal care as specified by clinical plans.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy which can be found on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENDD tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

Support for Children and Families: https://www.suckleyschool.co.uk/school-policies/

Understood - for learning and attention issues: https://www.understood.org/en

Dyslexia Association: http://www.bdadyslexia.org.uk/

The Dyslexia Association: http://www.dyslexia.uk.net/

Dyslexia Action: http://www.dyslexiaaction.org.uk/

Dyspraxia Education: http://www.dyspraxia-ed.co.uk/

ADHD Information Services: http://www.addiss.co.uk/

The UK ADHD partnership: http://www.ukadhd.com/support-groups.htm

Worcestershire Parent & Carers' Council www.parentcarers.org.uk

IPSEA (Independent Parental Special Educational Needs Advice)

Telephone: 0800 018 4016

Monday to Thursday, 10am to 4pm and 7pm to 9pm

Friday, 1pm to 4pm

The local authority local offer

Our local authority's local offer is published here:

Worcestershire Local Offer:

https://www.worcestershire.gov.uk/earlyhelpfamilysupport

Monitoring arrangements

This policy and information report will be reviewed by H walker and H Field annually. It will also be updated if any changes to the information are made during the year.

It will then be approved by the governing body

APPENDIX 1

Example 2 pages of Individual Provision Map- each one runs from Rec through to Y6.

Individual Provision Map

Name: DOB: Summary of need(s):

Reception (Teacher:)	Autumn		Spring		Summer	
	Expected outcomes	Intervention/ in class support	Expected outcomes	Intervention/ in class support	Expected outcomes	Intervention/ in class support
	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
Professional support (inc. SENCo)						
Review comments:						

Individual Provision Map

Name: DOB: Summary of need(s):

Year 1 (Teacher:)	Autumn		Spring		Summer	
	Expected outcomes	Intervention/ in class support	Expected outcomes	Intervention/ in class support	Expected outcomes	Intervention/ in class support
	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
Professional support (inc. SENCo)						
Review comments						