

# Shillingstone CE Primary School

## SEND Information Report – March 2023

Shillingstone CE Primary is proud to be an inclusive school.

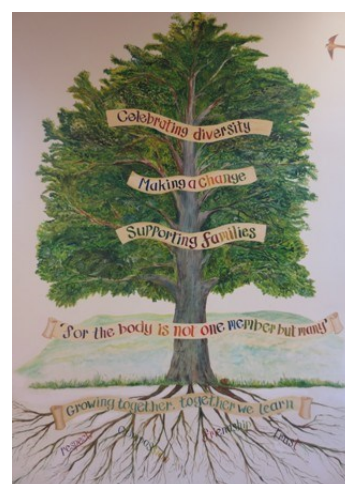
### **MISSION STATEMENT**

**For the body is not one member but many. Corinthians 14: 12-14**

**Growing Together. Together we learn.**

Our vision reminds us that the body of Christ, or the people that are the whole of humanity, are a team. The body is not supported by one person, but by all of us. We are one; we are strongest working together in unity. As we all work together we demonstrate our Christian values of respect, compassion, friendship and trust.

Our ambition is to: Celebrate diversity, Make a change, and Support families.



<p>Kinds of Special Educational Needs that are provided for at Shillingstone CE Primary School</p>	<p>We provide support for pupils across the key areas of need as laid out in the SEND Code of conduct 2014/2015:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and / or physical needs</li> <li>• Medical/ disability need</li> </ul> <p>There are two levels of SEND support</p> <ul style="list-style-type: none"> <li>• SEND support</li> <li>• Education Health and Care Plan EHCP</li> <li>• If staff and / or parents are concerned, a child may be monitored for a period of time before any decision is made about the level of support.</li> </ul>
<p>Arrangements of admissions of Special Educational Needs and Disabled pupils</p>	<p>The school uses the Local Authority arrangements for school admissions.</p> <p>The school welcomes all children with SEND and Disability, in a fair and non-discriminatory way.</p>
<p>How we identify and young people with SEND</p>	<p>Pupils are identified as having SEND, and their needs assessed, through the following:</p> <ul style="list-style-type: none"> <li>• Talking to parents and the child</li> <li>• Referrals from parents/ carers</li> <li>• Prior information from previous settings</li> <li>• Observation and feedback from staff</li> <li>• Analysis of assessments</li> <li>• Interventions not showing required impact</li> </ul>

	<ul style="list-style-type: none"> <li>• Formal test results</li> <li>• Use of outside professionals</li> <li>• EYFS Data</li> </ul>
The name and contact details of SEND coordinator and the name and contact details of SEND Governor.	<p>SEND Co Mrs Jayne Cottingham  <a href="mailto:Jayne.cottingham@shillingstone.dorset.sch.uk">Jayne.cottingham@shillingstone.dorset.sch.uk</a>          SEND Governor Sharon Proyer          Contact for both can be via the school office-  <a href="mailto:office@shillingstone.dorset.sch.uk">office@shillingstone.dorset.sch.uk</a></p>
The school's approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• Quality first teaching, with appropriate support and adaptive curriculum</li> <li>• Extra adult support in classrooms where appropriate</li> <li>• Personalised provision through time limited intervention programmes</li> <li>• Adaptive resources</li> <li>• The school is built to support children with any disability needs. This is monitored under the accessibility plan.</li> </ul>
How a child with communication and Interaction needs may be supported	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary</li> <li>• 1:1 speech and language support following a programme from a specialist therapist</li> <li>• Adapted resources including technology and IT equipment</li> </ul>
How a child with Cognition and learning needs may be supported	<ul style="list-style-type: none"> <li>• Additional learning opportunities such as extra reading</li> <li>• Small group work</li> <li>• 1:1 specialist support</li> <li>• Visual structure – now and next board/ scaffolding</li> <li>• Use of IT to support learning</li> <li>• Learning breaks</li> <li>• Extra time to complete work</li> </ul>
How a child with social, emotional and Mental health difficulties may be supported	<ul style="list-style-type: none"> <li>• Additional opportunities to develop self-esteem/ confidence within the school</li> <li>• Attachment friendly school in place</li> <li>• ELSA – time with Emotional support assistant</li> <li>• Through PHSE and emotional wellbeing learning.</li> <li>• Referral to outside specialists such as CAMHS</li> </ul>
How a child with Sensory and /or physical needs may be supported	<ul style="list-style-type: none"> <li>• Provision of accessible facilities</li> <li>• Delivering specific programmes of physical intervention such as Learn to move</li> <li>• Outside specialist support ie Vision/ hearing support</li> <li>• Supporting sensory needs with resources and equipment</li> <li>• Enlarging print or using talking books</li> </ul>

How a child with an EHCP may be supported	Children will have an individually tailored programme of support taken from their individual plan and extra TA support if required from the plan A yearly review following the pupil centred approach.
The arrangements for assessing and reviewing children and young people's progress towards outcomes.	<ul style="list-style-type: none"> <li>• ISPs Individual support plans are in place for all pupils on the SEND register. These are written/monitored by the SEND co and all teaching staff</li> <li>• Plans are shared with children and what they will do to support themselves is identified on the plan</li> <li>• Plans are reviewed regularly and shared with parents/carers. Plans suggest ways in which parents/carers can support pupils with their learning.</li> <li>• The SENDco and subject leads carry out learning walks, book trawls and observations to support all students.</li> </ul>
Evaluating the effectiveness of the provision made for pupils with SEND	<ul style="list-style-type: none"> <li>• Interventions are monitored by the SENDco, who reports to the headteacher. Class teachers also monitor interventions and the progress made from them.</li> <li>• The SAST Inclusion lead also audits the SEND provision yearly and monitors termly through meetings and submission of data</li> <li>• Governors receive a SEND report termly and there is a link governor for SEND (named above)</li> <li>• Parent questionnaire</li> </ul>
How is the school accessible to pupils with SEND	<p>Shillingstone CE Primary School adheres to an Accessibility Plan, which sets out how the school will increase access to the curriculum for disabled pupils, improve the physical environment of the school to increase access for disabled pupils and make written information more accessible to disabled pupils by providing information in a range of ways.</p> <ul style="list-style-type: none"> <li>• Each child's needs will be individually catered for.</li> <li>• We have an accessible school site and toilets.</li> <li>• We aim for all pupils to be included on trips.</li> <li>• We plan our provision for students to access activities and trips.</li> <li>• All trips have a risk assessment, and this can be enhanced for SEND pupils.</li> <li>• Please refer to the Accessibility Policy.</li> </ul>
The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	We have an open- door policy for SEND. Parents are welcome to make an appointment with the class teacher or SENDco to discuss the education of their child. Parents can also discuss SEND with the class teacher at parents' evenings.

The arrangements for consulting young people with special educational needs about the involving them in, their education.	<ul style="list-style-type: none"> <li>• ISP targets are shared with pupils and how they will be supported.</li> <li>• A pupil voice section is part of the ISP.</li> <li>• Annual reviews</li> <li>• Pupil questionnaire.</li> </ul>
Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.	<p>All children are taught by qualified teachers and teaching assistants.</p> <p>A child may receive support from other adults in school rather than their class teacher or teaching assistant:</p> <ul style="list-style-type: none"> <li>• ELSA trained TA</li> <li>• Teachers and teaching assistants with additional medical training.</li> <li>• Other specifically trained adults</li> <li>• Attachment friendly school</li> <li>• Speech and language therapist/therapy assistant</li> <li>• Community nurse</li> <li>• Occupational therapist</li> <li>• Physiotherapist</li> <li>• CAMHS worker</li> <li>• Locality team</li> <li>• Educational psychologist</li> </ul>
How we support SEND children with transition	<ul style="list-style-type: none"> <li>• Discussion with staff from the new school</li> <li>• Additional transfer visits if required</li> <li>• Detailed transition plan</li> <li>• Creation of a transition photo book.</li> </ul>
What to do if you are not happy about the provision for your child.	<p>Parents are encouraged to speak to the class teacher in the first instance and then the SENDco. If needed the complaint will be passed to the headteacher.</p> <p>Representation in writing can be made to the Chair of Governors. Please see the complaints policy which can be found on the school website.</p>
Information about Dorset local offer.	<a href="http://www.dorsetcouncil.gov.uk/children-families">www.dorsetcouncil.gov.uk/children-families</a>