



**Stradbroke Primary School**

**SEND Information Report 2018-2019**

1	What kinds of special education needs are provided for?	<p>Currently we provide for children with a diagnosis of Autism, Hearing impairment, Mobility problems, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Visual impairment, Global Development Delay, Learning difficulties, physical disabilities, Social, Emotional &amp; Mental Health difficulties, General Learning Difficulties, and Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.</p> <p>In addition, we provide support for children with a variety of medical needs.</p>
2	How does the school identify children with special educational needs?	<p>Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/carers. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. Concerns from parents/carers are discussed and recorded and the child monitored further by the SENDCo following the graduated response approach. All parental concerns are acted upon.</p> <p>Some children arrive at Stradbroke Primary School with their SEND needs already identified from their previous setting.</p> <p>The named, qualified, SENDCo at Stradbroke Primary School is Miss Ambler. She can be contacted on 0114 2399320 or enquiries@stradbroke.sheffield.sch.uk. Miss Ambler is also the lead within the school's Integrated Resource. This is a provision for children with general and complex learning difficulties. The SENDSARS team is responsible for placing children within the Integrated Resource.</p>
3	How many children in the school have special educational needs?	<p>SEND Support</p> <p>There are c.90 children with SEN Support status. As noted below, this is a more fluid status and so the precise number will fluctuate slightly across the year.</p> <p>EHCP</p> <p>There are currently 23 children with an Educational Health Care Plan (EHCP) in school. Several other children are in the process of applying for an EHCP.</p>
4	What are the arrangements for consulting parents/carers of	<p>All children with SEND have 3 reviews per year where we discuss with parents/carers the progress their child</p>



	<p>children with SEND and involving them in their child's education?</p>	<p>has made against previous outcomes set and together set new outcomes. We strive to include parents/carers view points and preferences when setting outcomes or considering whether additional interventions are needed. These meetings may be with the SENDCo, class teacher or both where possible. The minutes of these meetings are also given to parents/carers. We appreciate the effort parents go to to attend these meetings and enjoy working collaboratively with them.</p> <p>We use One Page Profiles for some children, which include parent's views on how they would like their child to be supported, as well as the things that are important to their child. Please speak our SENDCO if you feel that a One Page Profile may suit your child.</p> <p>Should the initial support and subsequent One Page Profile be felt to not sufficiently provide for a child's needs, parents/carers and/or the school may suggest drawing information together to write a comprehensive My Plan. After this, if further support is still felt necessary, the process of applying for an EHCP or an alternate provision may be considered. The process of parent/carer consultation does not end here; plans are kept under constant review and parent/carer involvement is crucial to this.</p> <p>The SEND meetings discussed above are in addition to the termly parent's evenings, which provide another opportunity for parents/carers to discuss their child's progress. They are also welcome to arrange an appointment in school at any point throughout the year to discuss their child. Further information about SEND is also shared through the Stradbroke Primary website which parents/carers can access at any time.</p>
5	<p>What are the arrangements for consulting young people with SEND and involving them in their education?</p>	<p>Pupil Voice (where the pupils involved in specific areas are asked for their feedback and suggestions) is a key part of assessing the provision at Stradbroke. The teaching process at Stradbroke also provides an arena for continuous, informal feedback from pupils to teaching staff, allowing them to reflect upon their learning and identify where they need further support. It is no less valuable if they do not realise that this is what they are doing.</p> <p>Pupils' views are collected for the review notes, and on a One Page Profile if this is an appropriate tool for the child. They are invited to their EHCP meeting or My Plan meeting if it is appropriate and they want to do so. If not, the child's view is gathered before the meeting so it</p>



		can then be discussed.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the SEND policy 2018) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEND support as determined by their progress. We use the Sheffield Support Grid tool to help us ensure that we are doing everything that we need to for an individual child. We also work with outside professionals for advice and collaboration.
7	How many children have met the exit criteria and no longer need this support?	<p>SEND can be a fluid state; some children may need support for their entire time at Stradbroke Primary School, while others may make rapid progress. In the latter case, their attainments may catch up with their peers and they may no longer require SEND support. We liaise with parents/carers to decide whether support is to be continued at the same level.</p> <p>Stradbroke has found that a number of the children with communication difficulties requiring speech and language support during their first few years of school follow this pattern – typically three to five in a cohort.</p> <p>Children continue to be closely monitored even if they come off the SEND register.</p>
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	<p>Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. We work closely with parents/carers and the current setting to ensure a positive transition process which allows the pupil to feel as comfortable as possible about coming to Stradbroke.</p> <p>For learners with SEND, wherever possible the SENDCo will also go and visit the pupil in their current setting. The SENDCo or relevant professional will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner.</p> <p>Learners are prepared to move onto Secondary School following the Family of Schools transition programme, which can be amended to suit individuals and their SEND. All Y6 pupils have a transition meeting; for those with SEND, the relevant secondary SENDCo is invited to attend this review with the parent/carer present so that all information regarding their child is successfully handed over.</p>
9	What is the approach to teaching	We strive to be as inclusive as possible at Stradbroke



	children with SEND?	<p>Primary School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can access.</p> <p>Differentiation, where the learning is adapted to meet every learner's needs, can be done in a variety of ways. This could include providing an increased level of adult support, different learning activities, access to specific resources etc. and this is highlighted on the class teacher's planning along with outcomes for the children with SEND. Some children with SEND receive specific provision through interventions and this can be ongoing or for a block of support.</p> <p>Class teachers are involved in the SEND reviews and feed their opinions into the outcomes set for each child.</p>
10	What adaptations are made to the curriculum and learning environment of children with SEND?	<p>The SENDCo and class teacher, together with parents/carers, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary.</p> <p>The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. speech and language support, fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy.</p>
11	How does school ensure that staff have the relevant training to support children with SEN?	<p>Stradbroke Primary School ensures that all staff have access to a variety of training over each school year and will share expertise through the Westfield Family of Schools and/or the IR (Integrated Resource) network meetings when needed.</p> <p>We plan this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents/carers about how they would like their child to be supported.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<p>Annual parent questionnaires are completed to gather views from all parents/carers. Feedback is taken at SEND review meetings from parents/carers and learners. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing</p>



		<p>everything expected for individual pupils. The termly SEND review meetings are designed to facilitate the review and, if necessary, alteration of the provision individuals require and receive.</p> <p>EHCPs stipulate the support provided for certain individual pupils, and the Annual Review is the formal setting for evaluation of these.</p> <p>The Senior Leadership Team and Governors set and review targets for performance and monitor delivery through sub-committees and reports.</p>
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included.</p> <p>Close consultation with parents/carers when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p> <p>Where necessary school will make physical adaptations to allow learners with SEND to be included.</p>
14	What support is available for improving social and emotional development?	<p>All children in school work on Social and Emotional Aspects of Learning (SEAL), which is also taught through the Philosophy for Children programme on a weekly basis. Children have commented upon how useful and enjoyable this is for them. School assemblies also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, input for Y5 and Y6 children from the Child Line charity and NSPCC, as well as whole-school events such as litter picks and cake sales for Children In Need. Where a child requires a higher level of support than this school will plan a programme of support written around an individual child's needs. This may take the form of an intervention such as Lego Therapy, the FRIENDS programme, or the 5-point scale.</p>