

SEND Information Report



Last reviewed on: Sept 2021

Next review due by: Sept 2022

SENCO at Sutton Green: Mrs H Benson

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Other key staff who support children and families:

- Lead Learning Mentor and Family liaison (Mrs C Payne M-Th, Mrs Reid Fridays)
- Family support and Speech & Language school lead (Mrs S Carter)
- SENCO Assistant (Mrs Bowen-Lewis Friday pm)

| SEN Code of Practice 2014 | Provision at Sutton Green Primary School |
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| What of kinds special educational needs do Sutton Green make provision for? | We have provision for children who can be accommodated effectively within a mainstream primary school with the four areas of need identified within the code <ul style="list-style-type: none">· Communication and interaction· Cognition and Learning· Social, Emotional and Mental Health difficulties· Sensory and/or Physical needs |
| How do you identify children with SEN and assess their needs? | The SENCO (current post holder Mrs Benson) , will liaise closely with families, children and staff to identify any children within the school who have barriers impacting on their progress and achievement. The SENCO consults with class teacher, learning mentor and external agencies to assess their needs. |

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| <p>How do you consult parents of children with SEN and involve them in their child's education?</p> | <p>We offer:</p> <ul style="list-style-type: none"> · Twice yearly parent consultation meetings with class teachers · Children with individual education plans are asked to evaluate targets termly with class teacher · The school has two dedicated members of staff who liaise with parents on a formal and informal basis (Learning Mentor lead and Speech and Language lead/family support) · SENCO meets regularly with parents on a formal and informal basis · Annual reports provided to parents at end of summer term · Parents invited to attend and share views at annual and interim review meetings |
| <p>How do you consult with young people with SEN and involve them in their education?</p> | <p>We offer:</p> <ul style="list-style-type: none"> · Children are involved in setting personal targets, and evaluating progress towards them · Children are involved and consulted in the writing Half Termly Learning Goals (formerly known as IEPs or IBPs) · Children are invited to share views for interim and annual and reviews, and we ask them to come and share their opinions if appropriate |

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| <p>SEN Code of Practice 2014</p> | <p>Provision at Sutton Green Primary School</p> |
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| <p>How do you assess and review children's progress towards outcomes, including opportunities available to work with parents and children as part of this assessment and review?</p> | <p>As noted above, both children and parents are fully consulted and involved in assessing and reviewing children's progress linked to targets in reviews and termly learning goals.</p> <p>The SENCO and class teachers track the progress of individual children in reading, writing and numeracy using the current system of Balance. Children who are identified as not making at least satisfactory progress from their starting points and taking into account their specific needs, are highlighted and provision put in place to address areas of concern. This is then formally reviewed by HT, SENCO and Class teacher at least termly.</p> |
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| <p>How do you support children in moving between phases of education?</p> | <p>The SENCO consults with nursery staff prior to children starting school in EYFS to ensure a smooth transition and consistency of approaches used to support identified SEN children.</p> <p>The SENCO consults with SENCOS and Inclusion managers at High School to ensure a smooth transition and consistency of approaches used to support identified SEN children.</p> |
| <p>Which approaches do you use to teach children with SEN?</p> | <p>The school uses a wide range of strategies to support individual SEN children, so strategies and support can be tailored and differentiated to meet their specific needs e.g. training of staff in using different learning strategies and understanding of specific needs, differentiated resources in settings, timetable accommodation,</p> |
| <p>How do you adapt the curriculum and learning environment for children with SEN?</p> | <p>The SENCO and class teacher consult with external agencies (e.g Occupational Therapists, visual/hearing specialists, S & L), to ensure that learning environments are adapted to meet specific needs. Examples include setting out furniture, quiet space within a setting for children with sensory difficulties, specialist equipment</p> |
| <p>How do you train staff to support children with SEN, including how specialist expertise will be secured?</p> | <p>Staff training is arranged to ensure that staff are confident in working with children with SEN. Examples include the following:</p> <ul style="list-style-type: none"> · SENCO delivering staff meetings on specific conditions e.g. dyslexia and dyscalculia · SENCO holds register of all SEN related training · Provision in budget to provide for SEN training · SENCO carries out annual appraisals with TAs that includes identification of training needs · SENCO organises external training for staff e.g. work with behaviour consultant, autism team, medical needs training, Positive Handling Training, S & L · SENCO is currently completing National SENCO award and will complete at the end of academic year 21-22 · SENCO attending regular cluster meetings for SENCOS |

Provision at Sutton Green Primary School

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| <p>How do you evaluate the effectiveness of the provision made for children with SEN?</p> | <p>As noted above this includes tracking, evaluation and the setting of individual targets, discussion with children and families,</p> <p>Additional evaluation relating to provision includes</p> <ul style="list-style-type: none"> · Regular monitoring by SENCO to look at implementation of agreed strategies and practice in the classroom by teachers and TAs · Regular meetings with HT and other key staff involved in delivery of provision (S & L specialist, Learning Mentor, Pupil Premium Coordinator) |
| <p>How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?</p> | <p>The school has a strong inclusive ethos that is referenced to the school motto <i>'Learn Together, Succeed Together, Achieve Together.'</i> The SENCO assesses the needs of each individual child with SEN to remove barriers to learning and to enable them to access the full curriculum. Examples include differentiated learning activities within lessons, use of specialist equipment or additional adults to help support individual pupils</p> |
| <p>What support is available for improving emotional and social development?</p> | <p>The school has a number of systems in place to support children's social and emotional development. These include:</p> <ul style="list-style-type: none"> · pastoral support provided by Learning Mentor who meets with individual children and families, works on specific targets such as social interaction · SENCO liaising with specialist support agencies to provide targeted support eg. CAHMS, autism team, behaviour consultants, educational psychologist, school health <p>Each class receiving curriculum time in Personal, Social, Health and Citizenship Education that includes topics of personal health and wellbeing, anti-bullying work, E Safety</p> <p>External groups may also come in to run workshops for information sessions for children and families.</p> |

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| <p>How does the school involve other bodies in meeting children's SEN and supporting their families?</p> | <p>The SENCO liaises with a range of external advice for advice, and involvement in delivering personalised programmes of need. E.g. health and social care, LA support services, voluntary sector organisations</p> <p>The school also signposts families to other local services to support families. The Local Authority Offer also provides a useful link that is linked on our website.</p> |
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