

# Totley Primary School Information Report 2021-2022

## 1. SEN need provided for at Totley Primary School

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

- Communication and interaction; for example, autistic spectrum disorder or speech and language difficulties
- Cognition and learning; for example, dyslexia or dyspraxia
- Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs

Currently we do not have any pupils or staff who have physical disabilities requiring wheelchair access but if we did, then we would review the accessibility policy and write a personalized health plan to ensure that their specific needs are being met.

## 2. Admission of children with SEND

The Local Authority admits pupil to the school according to its own admissions policy, which can be found at: <https://www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions.html>

Children who have Education, Health & Care plans which name Totley Primary School are given priority.

## 3. Identifying pupils with SEN and assessing their needs

### Academic assessment:

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

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

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

### Social & emotional, communication, physical and other needs:

We will observe and assess children's needs and where appropriate, refer to external agencies e.g. Speech and Language Therapy. This is for pupils who:

- Have been identified by an external agency as having a specific area of need (e.g. GP, Health Visitor etc.)
- Have been identified by parents or class teacher as requiring additional support for social and emotional, physical or communication difficulties
- Do not make expected progress in one of the previously mentioned areas

A diagnosis does not necessarily mean a child requires additional support. This will be decided upon a discussion between parents, teacher, SENCO team and (where appropriate) the child.

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 child 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.

#### Physical Need:

Section 6 of the SEND Code of Practice details the importance of ensuring that all children who have a physical disability requiring wheelchair access are catered for. We do not currently have any children or staff in school who require a wheelchair but please see the accessibility policy for further information pertaining to how the school is adapted to suit people with those needs.

#### **4. A Whole School Approach**

At Totley Primary, we have a whole school approach to SEND and is part of our strategic plans every year. The progress of children with SEND is evaluated, is on our school development plan and a part of staff performance management.

#### **As part of our whole school approach:**

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone's emotional and social development by encouraging & making every opportunity for children to make their views and feelings known.
- We have a rigorous reporting and monitoring system for bullying and investigate any complaint thoroughly and seriously.

#### **5. Consulting and involving children and parents**

When a child with SEND applies to start at Totley Primary, there are two different routes that are taken.

#### If the child already has an EHCP:

A consultation is sent to the school via the Local Authority which is then reviewed by the SENCO team, Headteacher and parents to assess the suitability of the placement. Once this has been agreed, then the child will start in the relevant classroom and there will be support within school and from outside agencies to ensure a smooth transition and ongoing support.

### If the child does not have an EHCP:

There will be a discussion between the parents, SENCO team and Headteacher about which agencies are already involved, whether the child has a diagnosis and any additional needs the child has. This will then factor into the support and referrals that are made once they have started at Totley Primary.

### Physical Disability:

If the child has a physical disability (or a neurological disability which would impact on their safety), then a discussion around accessibility to the environment will take place to ensure that the child can move around as independently as possible and can access all aspects of the school that they need to. There will also be a Personal Emergency Evacuation Plan written to ensure that in an emergency the child is kept safe.

### Once the child has started at Totley Primary School:

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

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the family's 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 child's record and given to their parents.

## **6. Assessing and reviewing pupils' progress towards outcomes**

The class teacher and (where relevant) external agencies will work with the SENCO team to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or 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 child'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 child 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 child's progress.

### The Graduated Response

The SEND register includes information which will be kept in a secure location in school and will only be available to staff supporting your child. The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need close monitoring of this register also provides evidence to show impact of the school provision for children with additional needs.

### **Assess**

Once identified as requiring additional SEND support, a more detailed assessment of the child's needs will be carried out. This will include discussions with parents and carers and, when appropriate, the child. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each child's difficulties will be considered against the four broad areas of needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and the additional support needed to overcome learning barriers.

### **Plan**

The school will use the information from the assessment/s to draw up a SEND Support Plan. Parents will be invited to an 'initial planning meeting' to discuss and contribute to the SEND Support Plan.

The plan will:

- Be outcome focused, where the desired benefit from any intervention is clearly identified and used to evaluate the impact of any intervention
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school
- Give details of the role and input of external agencies when they are involved with a child
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed. Parents and carers will receive a copy of the SEND Support Plan within two weeks of the initial planning meeting.

### **Do**

Class teachers, with the support of the SENCO team, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

### **Review**

The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited to attend a 'review meeting' along with the child where this is appropriate. At the review, the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Child's response to the support and view of their progress where this is applicable
- Views of parents and carers and specialist agencies where applicable
- Next steps with refinement and adjustments to the support offered as required.
- Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of need/s. If not already involved and with the agreement of parents, the SENCO team may make a referral to a specialist agency.

### **Removal from the SEN Register**

If a child makes good progress and achieves the outcomes set and no longer has barriers to their learning which requires more than quality first teaching, then they will no longer require additional SEN support and his/her name will be removed from the register. Parents and carers will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all children.

### **Education Health and Care Plans (EHCP)**

The additional needs of most of the pupils with SEND at Totley Primary will be met by quality first teaching, interventions and resources from the school. In a few cases, the children with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case, the SENCO team, in consultation and agreement with staff, parents, carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

## **7. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the child is moving to. We will agree with parents and child which information will be shared as part of this.

- Where possible, children will have a face to face induction with their new school.
- Information pertaining to formal assessment, reviews, intervention and other relevant SEN information will be passed on to new school.
- Where possible, children who are identified as having potential transition struggles will receive specific intervention to prepare them for their new school.

- In complex cases, the SENCO team will have a formal meeting with the SENCO team of the new school. Where possible, parents and relevant external agencies will also be invited.

## **8. Our approach to teaching pupils with SEN**

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

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

We will also provide the following interventions:

- Read, Write, Inc 1:1 tutoring
- Zones of Regulation
- Attention Autism
- Nurture group
- Lego Therapy
- Art Therapy
- Toe by Toe
- First Class at Number
- Accelerated Reader
- Various specific speech and language therapy interventions (supported by the speech and language therapist)
- Occupational Therapy
- DfE Maths Intervention
- Vocabulary Interventions

## **9. Adaptations to the curriculum and learning environment**

It is highly important that all children can access the learning within their classroom environment, sometimes supplemented with small group or 1:1 provision. We make the following adaptations to ensure all children's needs are met:

Differentiating our curriculum to ensure all children are able to access it; for example, by grouping, 1:1 work, teaching style, the learning journey approach, content of the lesson, etc.

Adapting our resources and staffing; for example, providing in class support to scaffold learning for some children

Using recommended aids, such as laptops, coloured overlays, visual timetables, C-PEN, larger font, etc.

Differentiating our teaching; for example, giving longer processing times, pre-teaching of key vocabulary or knowledge, reading instructions aloud, etc.

## **10. Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions, such as Zones of Regulation.

Teaching assistants will support pupils on a 1:1 basis when it is explicitly stated in an EHC plan, or where a child's needs require such a high and individualised level of support.

Teaching assistants will support children in small groups when a child is identified as having a specific and targeted need which can be supported by a small group session.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy
- Autism Team
- Educational Psychologist
- ADHD Team
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- CAHMS

### **11. Expertise and training of staff**

Our SENCO team consists of the deputy headteacher and class teacher. They have had one year experience in this role and have undertaken various training courses.

They are allocated non-contact time to manage SEN provision.

We have a small team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Birmingham Assessment Training. We have two Wellbeing Champions who have received large amounts of training in social, emotional and mental health difficulties.

### **12. Securing equipment and facilities**

The school budget has an allocation for SEND. The school leadership team, through consultation with the SENCO team and Governing Body, decide on how this funding will be deployed to meet the range and level of need for children with SEN across the whole school. This is a finite sum and is not adjusted through the year to take into account any changes in the cohort of pupils with SEND.

Where possible, all SEN pupils are provided with the necessary equipment and facilities to provide for their needs. On the rare occasion that this is not possible, every effort is made to seek appropriate facilities and equipment.

For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability), please see the Accessibility Plan.

### **13. Evaluating the effectiveness of SEN provision**

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

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Liaising with class teachers, key workers and parents/carers
- Using child questionnaires
- Monitoring by the SENCO team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **14. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

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

All children are encouraged to go on our residential trip(s) which are different for each year group.

All children are encouraged to take part in sports day/school plays etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

At Totley Primary, we do not tolerate bullying or inequality in any form and in light of this, there is an equality policy detailing the actions that are taken if there were to be a bullying incident involving a child with a disability.

### **15. Support for improving emotional and social development**

We provide support for children to improve their emotional and social development in the following ways:

Our behaviour policy is designed to support pupils learn to regulate their emotions and therefore, behaviour improves when they feel safe and valued in the classroom.

Our personal development curriculum is heavily influenced by Zones of Regulation and the strategies used in the program are embedded in every classroom round school.

### **16. Working with other agencies**

We work closely with external agencies in Sheffield to ensure that pupils with SEN at Totley Primary are well supported. Some of these agencies are Speech and Language Therapy, Educational Psychology, Autism Team, Health Visitors, Physiotherapy etc. The SENCO team arrange, organise and facilitate this support.

### **17. Complaints about SEN provision**

Complaints about SEN 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.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND 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

### **18. The local authority local offer**

Our local authority's local offer is published here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

### **19. Contact details of support services for parents of pupils with SEN**

Telephone - 0114 273 6009

E-mail - [ssendias@sheffield.gov.uk](mailto:ssendias@sheffield.gov.uk)

Website - [Sheffield SENDIAS](#)

Facebook - <https://www.facebook.com/SheffieldSENDIAS/>

### **Monitoring arrangements**

This information report will be reviewed by Coralie Corrin (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.