

## SEND Information Report

<b>School Name</b>	Studley Green Primary School		
<b>Date written</b>	January 2024	<b>Review due</b>	January 2025

### What kinds of SEN do children in the school have?

**Pupils are at the heart of this inclusive school. (Ofsted, 2021)**

This is a quote that we are immensely proud of and underpins our school ethos.

Studley Green Primary School is a mainstream school teaching pupils aged between 4 to 11 years old. We also have two resource bases for children with Complex Needs and Social Communication/language difficulties. (See SEND policy, for admission criteria) Studley Green Primary School provides every opportunity to develop the full potential of all children in a fully inclusive school, which has high aspirations and expectations for everyone. We do this by offering a broad and balanced curriculum and taking account of our pupil's varied life experiences and needs. We will ensure that children with SEND are provided for according to their identified needs and that they attain good progress from their starting point.

There are 4 main areas of need:

Cognition and learning	Specific Learning Difficulties including dyslexia, dyspraxia and dyscalculia Moderate Learning Difficulties Severe Learning Difficulties
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech and language difficulties
Social, Emotional and Mental Health	Supporting emotional difficulties that may affect behaviours Attention Deficit Hyperactivity Disorder (ADHD)
Physical and/or Sensory	Hearing Impairments Visual Impairments Multi-sensory Impairments P Impairments

We have higher than average % of children with SEND. This is the current percentages (January 2024)

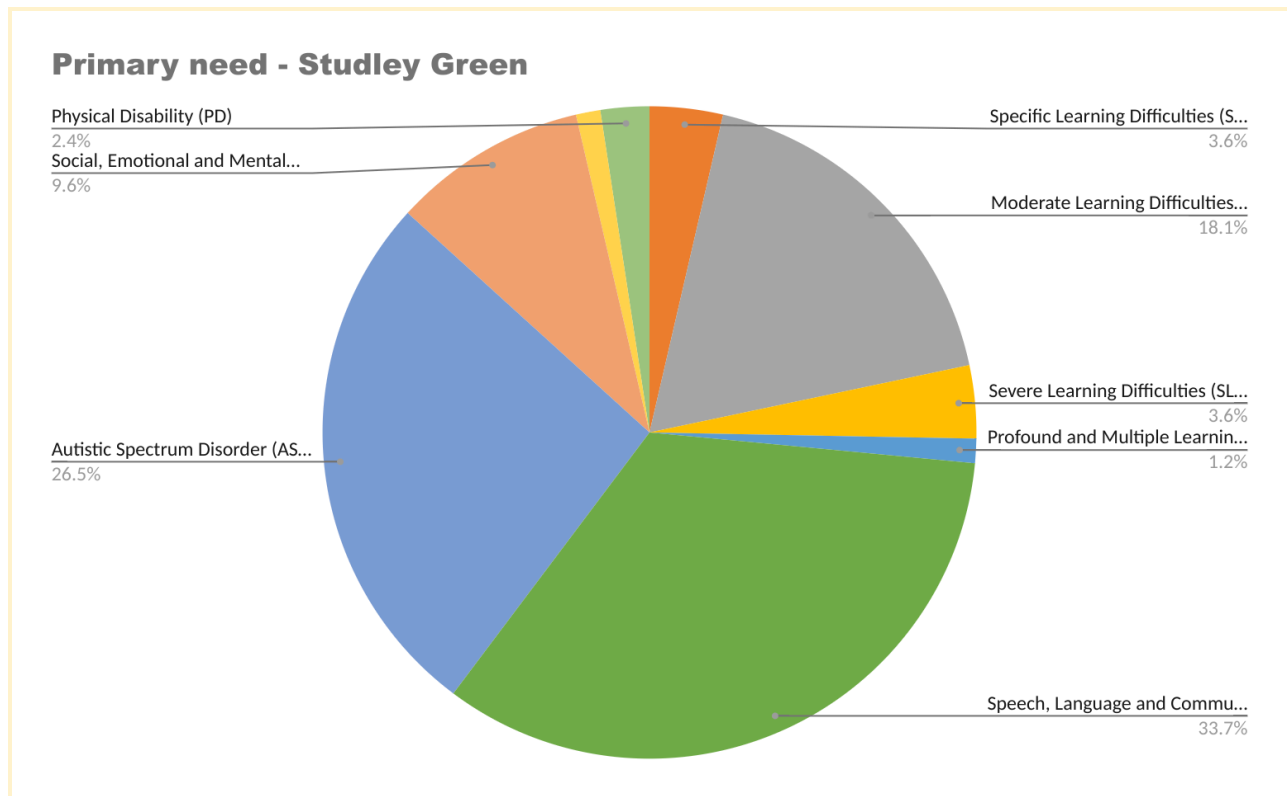
	SEND
whole school	<b>83</b>
	39.52%
mainstream	<b>48</b>
	27.27%
Resource Base	<b>34</b>
	100.00%

This can be further broken down:

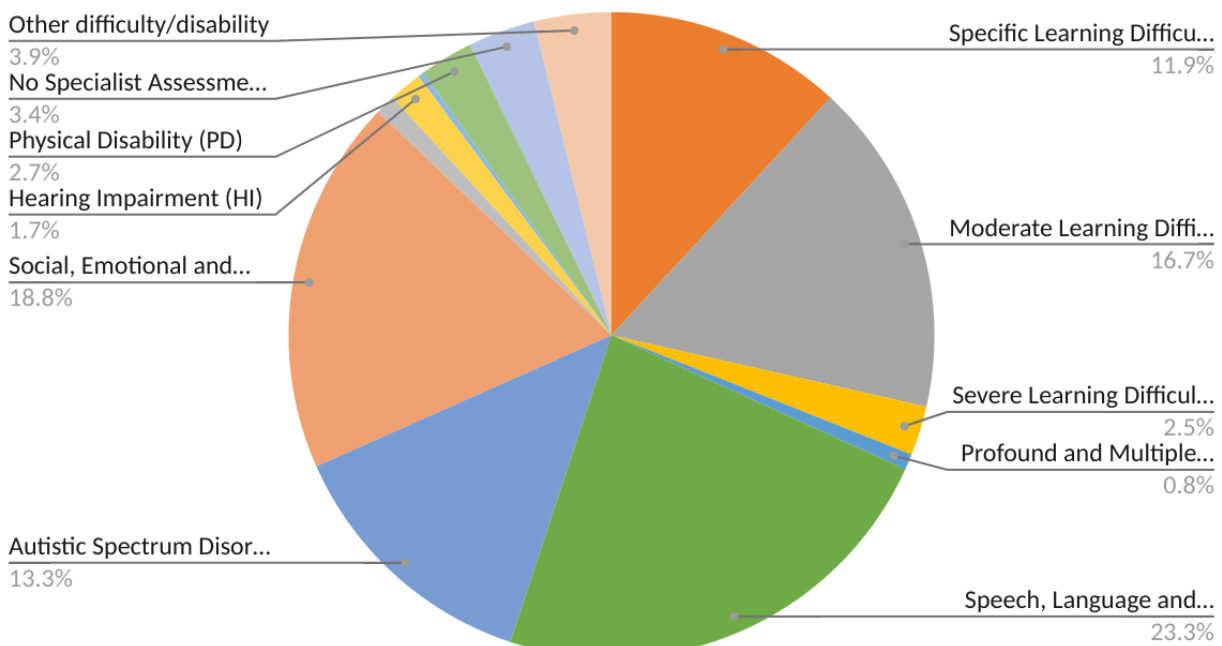
Level of SEND	School	Wiltshire	National
<b>Whole School</b>			
SEND Support	20.95%	18.9%	13%
EHCP	18.58%	4.5%	4.3%
<b>Mainstream</b>			
SEND support	25%	18.9%	13%
EHCP	2.3%	4.5%	4.3%
<b>Resource Base</b>			
EHCP	100%	N/A	N/A

When reporting on SEND data, we look at the primary need, however, we acknowledge that many children may have more than one need and may overlap areas.

The chart below shows the breakdown of the primary needs of our school and the national picture



## Primary Need - National



### How do you know if a child has SEND?

**The Special Educational Needs and Disabilities Co-ordinator is:** Chris Bennett

**The SEND Governor is:** Anna Hope-Simpson

Observing and assessing the progress of individual children will provide information about which areas a child is not progressing satisfactorily in. Extra support will be put in place for classroom learning and the class teacher will liaise with the SENDCo for advice and the next steps.

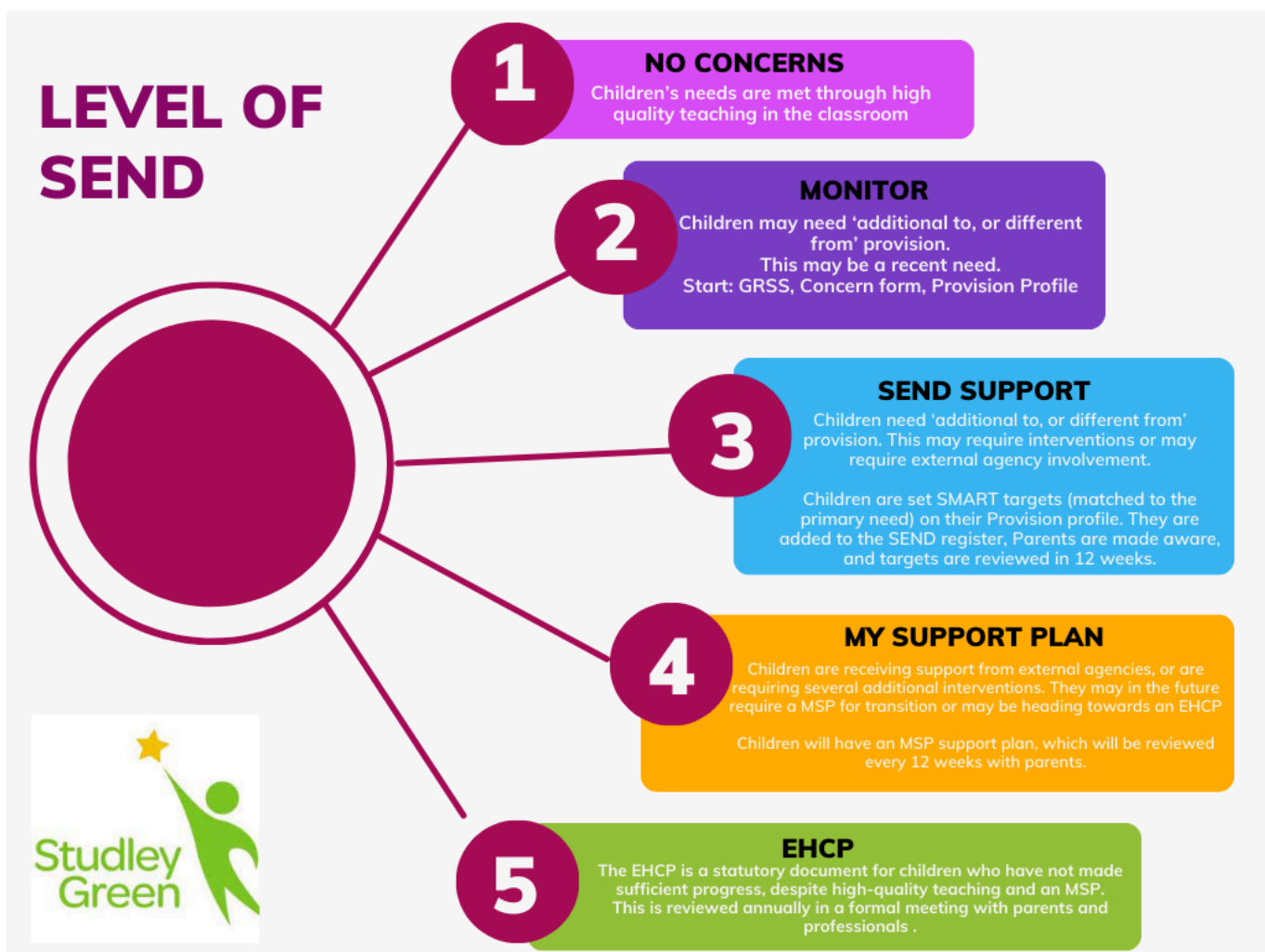
The WGRSS – Wiltshire Graduated Response to Send Support is completed. This will give a profile of the pupil in the four main areas of learning:

- 1) Cognition and Learning
- 2) Communication and Interaction
- 3) Social, Emotional and Mental Health difficulties
- 4) Sensory and /or physical.

The WGRSS helps to identify if a child needs extra support. If this is the case we follow the Assess, Plan, Do and Review cycle. We may also use specific screening tools to support our identification including: GL ready, Dyscalculia Assessment and Primary Communication Tracker etc..

Once we have identified a need, class teachers, with guidance from the SENDCo will speak to parents/carers and the child will be added to our SEND register.

We have 5 levels of SEND as outlined below:



At the SEND support level we will collaborate with pupils and parents to set individual targets for the child. These targets are smaller, realistic achievable steps that we can measure (SMART targets).

If we think that in the future a child may need an EHCP, a My Support Plan will be created, which will then be written with information from the child, the parents/carers, class teacher and SENDCo. For some children a My Support Plan will be created to support their transition into secondary school. The My Support Plan is child centred. It includes a one page profile which highlights the best way to help and support the child. The profile is updated at the SEND Support meetings held 3 times a year

Parents/carers are always fully informed and information is shared between home and school. We put a lot of importance in developing a good home/school relationship. When appropriate the child will always play a part. (For further information see our SEND Policy).

### How will you involve me in my child's learning?

In the first instance, parents should communicate with the class teacher regarding concerns that they have. Depending on what is discussed, the SENDCo may also become involved. Class Teachers will run the review meetings, with the SENDCo where appropriate.

Parents are encouraged to communicate through Seesaw (where it is used), and by contacting the teacher directly via telephone (01225 752713) or via email to [admin@studleygreen.wilts.sch.uk](mailto:admin@studleygreen.wilts.sch.uk).

All children are expected to read at home at least 4 times a week. Additionally, we ask parents to support their children in using Numbots and TTRockstars. Children are set weekly homework and parents are encouraged to support their children with this. Furthermore, teachers may ask parents of children with SEND to complete short activities linked to their targets, including Speech and language targets.

### How will children be involved in planning their learning?

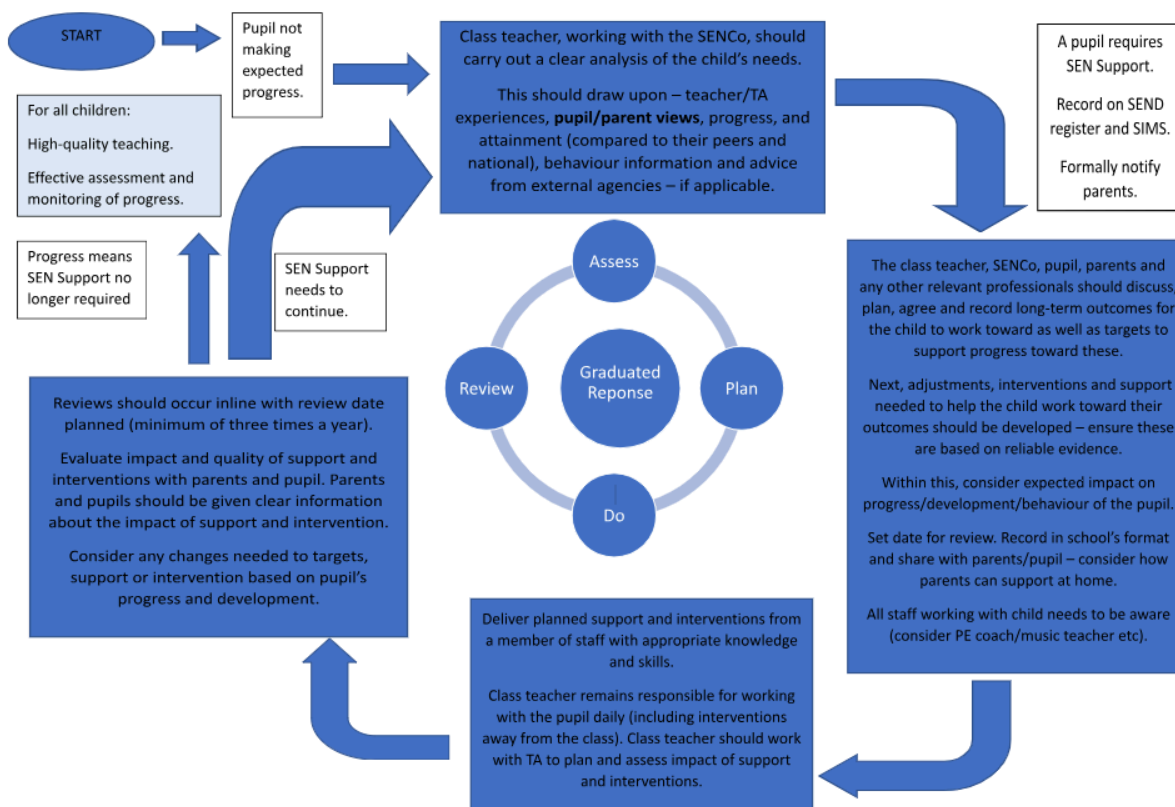
Children’s views about how they learn best, what works for them, and how they like to learn is crucial. We seek the child's voice at each level of support.

This is captured on the child’s provision profile or a one-page profile. Children are invited to meetings. We always listen to the child’s voice and together make a plan.

Where children are unable to communicate verbally we use a range of resources e.g. PECS boards, Makaton symbols.

### How will the school know how well my child is learning?

We follow the Wiltshire Graduated response model as outlined below.



Progress is reviewed in a variety of ways including : Team around the class meetings, SEND meetings, updating provision profile, B-squared Connecting Squares. We use data from the following assessments to determine the progress each child has made.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical/Sensory
Reading ages teacher assessments SATS/NFER tests Comprehension ages Spelling ages Sandwell - maths age GL ready reviews Reading fluency level	Wellcomm Primary Communication Tracer	Boxall Therapeutic report Behaviour logs Sensory profile	Sensory profile

### **How will you help my child when they move to a new school, or move into your school?**

We recognise that 'moving' on or joining a school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

We liaise with the feeder pre- schools/nurseries/opportunities playgroup and also all secondary schools that our children may move on to. Transition in and out of school is adapted for the individual child and number of visits/time in school will vary for each child.

For pre-school children a meeting is held in June, with the class teacher, SENDCo and everyone involved with the child, to discuss the transition. The children will have several visits to school and a Teddy Bears Picnic.

We ensure that all strategies, resources, and provisions are implemented on entry and passed onto other schools when children move. In July for moving classes at the end of the year within school the children will experience time in their new classroom with the staff. Those who present with more anxiety will have opportunities for short visits during term 6. All year 6's spend a full day in their new secondary school. Any child, who we think will find it more difficult to transition into secondary school, will be offered extra visits/support, to help them manage and become more confident with this change.

The SENDCo will ensure all information is shared with the new school; in the case of Resource Base pupils the Resource Base Class Teacher will do this. When a child moves into the school the child's file is read by the SENDCo and the provision is recorded. The class teacher will be made aware of any recommendations. The class teacher will develop a provision profile and ensure that their planning is adapted to meet your child's needs. When children move on in a year group the class teacher will highlight any strategies and provisions that are required for your child to the new teacher. When a child leaves the school their SEND file is passed on to the next school and the SENDCo will share any key information with the new SENDCo.

### **How will teachers support my child? How might you make changes to help my child?**

In line with the Code of Practice there is the expectation that Quality First Teaching is the first response to meeting the needs of all children and that all children are entitled to a broad and balanced curriculum, that provides for the development of knowledge, understanding and skills that they will need in order to become responsible citizens.

Examples of how teachers might support your child include (this list is not exhaustive):

Cognition and Learning	Communication and Interaction	SEMH	Physical/Sensory
Adapting language Questioning Small group and one-to-one teaching in specific areas requiring further support. Initial check-ins Multi-sensory activities. Sound/Word mats Planning/writing frames Key word spelling bookmark Colourful Semantics Verbal rehearsal of ideas and sentences Physical resources in Maths Visuals to reinforce learning Lesson handouts Pre-teach Maths Pre-teach Vocabulary Additional time Task Cards Assistive software to support alternative ways of recording.	Visual prompts Now and next Visual timetable Social stories Personal Workstation Privacy screen Structured routines and pre warning of changes Pre-teach key vocabulary with picture clues. Use of visuals and physical resources to support language. Instructions in short, simple sentences. Overlearning vocabulary Processing time is allowed and maximised.. Checklists and task lists. Talk partners Awareness of transitions Pre-warning of changes to routine	Explicit praise. Prioritise for class jobs Movement & brain breaks Low pressure strategies ie whiteboards for answers Quiet or calm zone Start or end of day check-ins Task cards Visual timer to aid transitions Initial check-ins to support transition from class to independent work Wobble cushion Resistance band around chair legs	Sensory profile completed Careful consideration of seating Pencil grips Visuals to reinforce learning Exit cards Sensory learning aids Ear defenders Weighted resources Isolation screen Minimise background noise Face pupil when speaking Check instructions Writing slope Different width lines in book Coloured pages in book Whiteboard set to colour/not white Wobble cushion Resistance band

Multi- sensory teaching and learning, the grouping of children, targeted adult support, targeted questioning, challenging children in a safe way and celebrating their successes and strengths are strategies that we would use across all areas.

At Studley Green primary School we group children flexibly. In the main they have a talk partner pairing, which are mixed ability pairings. Teachers will respond to needs in classes and as required will work with smaller groups of children. This may be because they have similar targets, or have struggled with similar concepts. Equally teachers may choose to work with a small group who have exceeded in an area.

We consider children's individual needs, make reasonable adjustments and offer flexibility to the curriculum and learning environment. E.g. some children may need a short break away from a busy classroom; part time hours for a short time etc...

Children are able to access targeted interventions. These are decided based on data reviews, team around the class meetings and teachers discussions. these interventions may include:

Cognition and Learning	
Reading	<p>KS1 and KS2 Sounds Write interventions  FFT Fluency  Precision Teaching for reading  Inferential reading intervention  Comprehension passages and questions  Pre-teach reading/vocabulary  1:1 reading catch up - 3 x per week</p>
Writing	<p>Multi-sensory spelling practice of tricky/unknown words  Precision Teaching  1:1 phonics  WESforD 1/GL ready  Handwriting 1:1  Catch up - No more marking</p>
Maths	<p>Numbersense  Use of Ready to progress NCETM materials  Numberstacks  1:1 support - catch up  Sandwell programme</p>
Communication and Interaction	
ASD	<p>SWASS strategies  Sensory timetable  Individual 5 point scale  ELSA  TEACCH  Alert programme  risk assessment/de-escalation plan  Attention Autism - bucket</p>
Speech and Language	<p>Narrative Therapy/Black Sheep  SALT 1:1 sessions  Lego Therapy  Colourful semantics  Pre-teach key vocabulary sessions</p>
SEMH	
	<p>Pre-teach key vocabulary sessions  Emotional Literacy Group  Lego therapy  De-escalation plan/Risk Assessment  Individual behaviour plan  ELSA  Circle of Friends  Social Skills group  Alert programme (How does your engine run - BSS)</p>



	Harbour project In2 Sport Alternative Provision Mental Health Support Team/CAMHS Therapeutic mentoring
Sensory/Physical	
Sensory	Pressure on writing Sensory circuits Handwriting - intervention Individual sensory provision
Physical	OT Programme Individual physical provision

### **How accessible is the school?**

All but two classrooms are accessible by wheelchairs; adaptations to which year groups use these rooms would be made, as appropriate to the special needs of an individual. There is one disabled toilet, which doubles up as a wet room, with a shower if needed. We ensure that the equipment used is accessible to all children regardless of their needs. The car park has a disabled space. The playground, secret garden (wild area) and field are all on one level and fully accessible. In the event of a fire, all entrances and exits are wheelchair accessible.

All children are given the opportunity to sign up for after-school/lunchtime clubs, which are run by the teacher's and TA's. All children are given the opportunity to join in with day trips as well as the year 6 residential. We provide extra staff or adaptations to ensure all activities are inclusive.

### **What happens if my child needs specialist equipment or accessible facilities?**

Our school is well-equipped to support children with SEND. Each classroom has many resources to support children from ear-defenders being readily available to chromebooks to use to record work. Classes also have access to technologies such as Clicker, and Widgit.

We have a few children within school who have specialist equipment. This is stored safely within the classroom and teachers have had appropriate training to use it.

### **How does the school create a Positive environment?**

Our school is a positive and inclusive environment where children are able to flourish and feel safe. Children are included throughout the school, from family lunches to ensuring that our pupil groups such as school councillors and digital leaders.

All classes are set up to be inclusive and we are guided by the Wiltshire inclusive classrooms checklist

All children are given the same opportunities, and we strive to adapt the environment to ensure that all children have access.

## **What training do staff have to be able to help my child?**

Since SEND is a fundamental aspect of our school, staff training around SEND is critical and happens frequently at all levels.

The SENDCo attends regular cluster meetings and updates staff on any training that may be beneficial. In addition, the SENDCO leads training locally and is part of the discussion and decision groups panel. The SENDCo is fully qualified with a NASENCO award. The SENDCo also attended the 'Making it happen' training last academic year.

Whole school or individual training is given from outside agencies to support specific needs or whole school issues. Staff are also signposted to any specific training that is given by the local authority or the Trowbridge Collaborative.

In the year 2022 – 2023, the school staff received training on:

- Cognitive Load Theory
- Retrieval Practice
- Explicit teaching of vocabulary
- Safeguarding and Keeping Children Safe in Education
- QFT training - scaffolding
- Weaving 5-a day training
- SEND and Inclusion
- Hearing impairment
- Provision profiles
- Precision teaching.
- Colourful Semantics
- Dyslexia and Dyscalculia training
- ELSA training

In addition to this, we run a TA CPD offer and training has included: making the best use of TA's, developing children's independence, Behaviour Support training, MAPA training, trauma training.

## **How do you check that things are working well?**

The provision is evaluated as part of the school improvement action plan. SEND learning walks inform the SENCo and Senior leadership team with information about the quality of teaching and how children are supported in the classrooms. In addition to this, the SENDCo monitors the provision profiles that teachers use. The SENDCo regularly meets with teachers to discuss provision and individual children. The SENDCo also meets regularly with parents and this is another way that we are able to evaluate the SEND provision. Staff questionnaires, and audits are carried out to ensure training needs can be met. Teachers and TA's all have performance management targets that relate to SEND children.

At Data points, every 12 weeks, SEND data is collected and analysed and then any changes actioned. The data of children with SEND is also compared with the local data and national data to ensure that we have the correct provision in place.

Interventions are reviewed as they end generally every 6-8 weeks and teachers update data platforms, and provision profiles to reflect progress.

The SENDCo is part of the SLT therefore the Headteacher has weekly updates. The SENDCO reports to governors each full governors meeting and meets with the link governor.

### **How will you support my child's mental wellbeing and social skills?**

We offer a holistic approach to understanding and meeting the needs of our children; to support this we offer:

- Supported play and lunch times
- ELSA (Emotional Literacy Support Assistant) in small groups or for an individual
- High levels of staff on duty, especially at play times
- Various activities to accommodate all needs.
- Some children may access our Therapeutic Mentoring intervention.
- If appropriate referrals can be made for MHST support

We have a strong behaviour policy (<https://www.studleygreenprimary.co.uk/policies/>) and the children are explicitly taught the 'Studley Green Code'. All behaviour incidents are logged on CPOMS and are analysed frequently. Through this, and careful supervision, bullying incidents are rare. When bullying does occur the bullying policy is adhered to.

The Studley Green code and behaviour system is regularly reviewed. As part of this we also make adaptations according to individual children's needs to allow every child to be successful.

Attendance is monitored weekly, and the pastoral manager meets with the headteacher and SENDCo to report on attendance, SEND attendance data is reported separately to the rest of the school and is scrutinised to identify patterns, and appropriate support is put in place.

### **What specialist support does the school access?**

Early identification and intervention will support children's progress but, if a child is identified as having SEN, outside agencies and professionals may become involved to provide specialist assessment and support. Any involvement of specialists will need parental permission and reports will be shared with parents. They may be invited to attend meetings held in school if it is appropriate.

- Outside agencies which can be accessed by school are:
- Educational psychologists
- Specialist Advisory Teachers Service (SSENS)
- Occupational therapists
- Visual and hearing impairment service
- Ethnic Minority and Traveller Advisory Service (EMTAS)
- Speech and Language Therapy Service
- Mental Health Service
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service
- School Nurse
- Learning Disability Team
- Pediatricians

A list of Wiltshire Alternative Provisions is also available to provide short-term support to those children experiencing significant difficulty accessing learning due to social and emotional needs.

## What should I do if I'm not happy with the support for my child?

In the first instance, parents should contact the class teacher. If parents/carers still have a complaint concerning provision for their child they should discuss this further with the SENDCO. If this proves unsuccessful, the matter should be referred to the Headteacher. Should the matter still be unresolved the parents/carers should contact the SEND governor, Anna Hope-Simpson. If the complaint remains unresolved, the Chair of governors, Allan Mason should be involved and finally the complaint should be taken to the local authority and/or Secretary of State.

## Where can I get information and advice from?

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. This should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

The Local Offer can be found (<https://localoffer.wiltshire.gov.uk/>)?

We suggest that parents initially contact WPCC (Wiltshire, Parents, carer council) who are able to signpost parents to the correct support (<http://www.wiltshireparentcarercouncil.co.uk/>)

Parents can also access the OPAL at <https://localoffer.wiltshire.gov.uk/article/7638/Introduction> .

## Where can I find Information on the school's SEN policy?

The SEND policy can be accessed via the school website- <https://www.studleygreenprimary.co.uk/>  
A hard-copy is also available in school, please ask the office for a copy.

## Glossary of terms

<b>ABC</b>	Antecedent, Behaviour, Consequence	<b>LA</b>	Local Authority
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>LDD</b>	Learning Difficulties and Disabilities
<b>AEO</b>	Assistant Education Officer	<b>MDSA</b>	Mid-day Supervisory Assistant
<b>AN</b>	Additional Needs	<b>MDVI</b>	Multiple Disabilities and Visually Impaired
<b>ASD</b>	Autistic Spectrum Disorder	<b>NC</b>	National Curriculum
<b>BSS</b>	Behaviour Support Service	<b>PE</b>	Physical Education
<b>BESD</b>	Behaviour, Emotional and Social Development	<b>PSA</b>	Parent Support Advisor
<b>CAF</b>	Common Assessment Framework	<b>PRISSM</b>	Planning Resource In School Support Meeting
<b>DbHL</b>	Decibels Hearing Level	<b>PSP</b>	Pastoral Support Plan
<b>DfE</b>	Department for Education	<b>SALT</b>	Speech and Language Therapy
<b>DOB</b>	Date Of Birth	<b>SCD</b>	Social Communication Disorder
<b>EAL</b>	English as an Additional Language	<b>SDQ</b>	Strengths and Difficulties Questionnaire
<b>ELS</b>	Early Literacy Support	<b>SEF</b>	Self-Evaluation Framework
<b>EHCP</b>	Education Health and Care Plan	<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>EO</b>	Education Officer	<b>SEAL</b>	Social and Emotional Aspects of Learning
<b>EP</b>	Educational Psychologist	<b>SLD</b>	Severe Learning Difficulties
<b>EY</b>	Early Years	<b>SMART</b>	Specific, Measurable, Agreed, Realistic, Time limited
<b>EYFS</b>	Early Years Foundation Stage	<b>SNIP</b>	Special Needs Information Press
<b>FLS</b>	Further Literacy Support	<b>TA</b>	Teaching Assistant
<b>IDP</b>	Inclusion Development Programme	<b>TP</b>	Teaching Partner
<b>INSET</b>	In-Service Training	<b>TAC</b>	Team Around the Child
<b>KS</b>	Key Stage	<b>WGRSS</b>	Wiltshire Graduated Response to SEND Support