**Snarestone C of E Primary School**

**SEND Information Report 2022-23**

### *What kind of special educational needs provision is accessible for children at Snarestone Primary School?*

Snarestone Primary School, a small rural village school, is a fully inclusive mainstream primary school. We aim to ensure that all pupils achieve their potential ­ personally, socially, emotionally and academically in all area of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

### *What policies do we have for the identification and assessment of pupils with special educational needs and disabilities?*

Accessibility Plan; Anti­bullying; Asthma; Behaviour; Disability Equality; Gender Equality; Medication Policy and Management Procedures; Race Equality; Special Educational Needs; Health and Safety.

### *How do we evaluate the effectiveness of our provisions for these pupils?*

* Those pupils identified as benefiting from intervention / support are monitored against the progress they are making at regular pupil progress meetings. Parents are involved in the process of identifying targets for pupils with SEN support plans. Pupils are also involved in this discussion.
* Pupil well-being and engagement with learning is discussed as an agenda item at each weekly team meeting.
* As well as ongoing to support children in achieving targets identified in support plans, short term booster interventions also take place, based on ongoing teacher assessment of learning.

### *What arrangements do we have for assessing and reviewing the progress of these pupils?*

* Work in class is planned to support identified learning targets and to encourage independence in learning;
* Pupil and parent views are regularly sought;
* Support plans are reviewed termly;
* Our SENDCo and SEND governor oversees and monitors provision;
* Tracking systems are completed to Assessment Policy requirements so that the learning of all pupils is robustly tracked;
* Teachers communicate on a daily basis with support staff;
* Teachers work with all pupils in a class daily.

### *What is our approach to teaching these pupils?*

* We are a fully inclusive school which aims to ensure that all pupils achieve their full potential;
* Independence is encouraged at all times, and achievement celebrated. Children have learning targets through IEPs (when appropriate) and learning targets in Reading, Writing, Maths and any other areas of need, eg. Speech and language.
* Access to the curriculum may be through differentiation in task or outcome; adult, group or peer support. Children are encouraged to aim high and have pride in their own achievements, whilst also to challenge themselves;
* We work closely with colleagues from support agencies, and staff attend regular high quality training to continue to develop their own skills and understanding.

### *How will we adapt the curriculum and learning environment for these pupils?*

The curriculum and teaching is adapted to meet the needs of the individual ­ this is the case for all pupils. The school takes all reasonable steps to modify / adapt the learning environment and activities to meet the individual needs of the children.

Our pupils have access to laptops, Ipads, writing slopes, coloured overlays, coloured workbooks for writing, quiet areas, visual timetable, ICT software and support from TAs.

1. ***How will we provide additional support to aid the learning of these pupils?***

Children's learning needs are assessed on individual need and depending on the activity to be undertaken, with support provided as above to meet needs and ensure learning can be accessed.

Staff use both published schemes and programmes, as well as using knowledge and experience to create their own, to meet individual need.

### *What activities are available for these pupils, in addition to those available in accordance with the curriculum?*

* We are fully inclusive and all children, irrespective of ability or disability, are included and offered the chance to participate in all learning and activities. This includes trips and residential visits;
* Risk assessments are used consistently throughout school to ensure adaptations / adjustments are made to include all children;
* The residential visits offered by the school have the facility for separate sleeping arrangements for children with SEND;
* We provide extra supervision during lunch and break-times and offer special collection and drop-off arrangements for those who require this.

### *What support is available for improving the emotional and social development of these pupils?*

### A high quality PSHE and Citizenship programme ensures that all pupils are supported in developing emotionally and socially;

* Children that benefit from additional support have their needs assessed by the SENDCo and staff, and IEPs are put in place;
* Additional support is provided as necessary at break and lunchtimes;
* We have policies for Health and Safety, Safeguarding and Behaviour to ensure the safety of the pupils;
* We have achieved the Leicestershire CC Beyond Bullying Award;
* We have a strong pupil voice forum and use a questionnaire for pupils in order for them to share their views. Parent views are also regularly sought;
* There are school, classroom and playground rules. These have been created with pupils and are key to our provision;
* Pupils take roles of responsibility and are very supportive of each other;
* A buddy scheme is in place for new pupils to our school (in the Reception year and when new to school in other year groups);
* All staff maintain an open-door policy for pupils, colleagues and families to ensure concerns are swiftly addressed.

### *How would a parent/carer with a concern or a young person who was worried about their learning voice their concerns?*

The class teacher will speak to a parent as the first point of contact. If necessary, further advice will be sought from the SENDCo and/or outside agencies appropriate to need/requirements.

Parents and family members will always be treated with respect and given time to voice their concerns. Where a response is needed, feedback will be given as soon as possible following initial contact.

### *What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?*

* All staff continuously develop their knowledge and understanding of SEND provision, with ongoing professional development for all;
* Staff share their learning to support the development of all staff;
* The SENDCo has responsibility for ensuring SEND policy, procedure and practice is up to date, meets legislative requirements, and is relevant to our school;
* The SENDCo updates governors through Headteacher reports and our SEND Governor monitors provision.

### *How will equipment and facilities, to support these pupils, be secured?*

The school has disabled toilet facilities and a shower. Other resources and strategies are available to support as outlined earlier in this document.

All staff constantly review pupil need and provision and will actively source alternative provision if necessary.

### *What are the arrangements for consulting parents/carers of these pupils about, and involving them in, the education of their child?*

* All parents and carers are made aware of pupil targets;
* Progress, achievement and success is shared through parents’ evenings, regular meetings and discussions, home/school logs and additional diaries if it is felt these would be supportive;
* Communication between home and school is encouraged. Children come into school from 8.45 ­ 9am so staff are available to talk to parents and carers if required;
* In addition to this, regular review meetings are held, and parents/carers are encouraged to share open dialogue;
* We hold a wide range of regular parent and family events to encourage positive relationships and a shared learning experience and community.

### *What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?*

* All children are fully aware of their targets, and marking and verbal feedback refers to these;
* Progress, achievement and success are celebrated; all staff have high expectations and pupils are encouraged to challenge themselves;
* Progress, achievement and success from home and the community is also shared in school.

### *What arrangements are made by our Governing Body relating to the treatment of complaints from parents and carers of these pupils, concerning the provision made at our school?*

Parents/carers and families are encouraged (through weekly Newsletters) to speak to Class Teachers in the first instance. The SENDCo or leaders may then become involved, or advice sought from specialist SEND providers.

Where a parent/carer wishes to make a formal complaint, a policy is in place detailing a procedure to be followed. Complaints are reported to the full governing body each time they meet through the Headteacher's Report.

### *How does our school involve other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?*

### To meet the needs of pupils and ensure best practice, the advice of other bodies may be sought. This may include health and social services, local authority and/or voluntary organizations, such as:

* Hearing support team
* Visual support team
* Autism Outreach
* School Nurse
* Specialised medical support (e.g. for Epilepsy)
* Speech and Language support
* Family Steps
* Supporting Leicestershire Families
* Child and Mental Health Service (CAMHS)
* Forest Way Teaching School Alliance (advice on specialist SEN support and wide range of high quality training)
* Parent Partnership
* Educational Psychologist

### *How do we support these pupils’ transfer between phases of education?*

* Consultation with teaching staff, support staff and other lead professionals as to how best support the academic, medical and social needs of the child;
* Opportunities for staff to visit the home environment or early years provision (if appropriate);
* Opportunities for the child to visit their new school to become familiar with its surroundings;
* Consideration of provision as appropriate to individual needs/ requirements and adaptations made as necessary;
* Meetings with parents/carers and professionals, for shared communication and consideration of documentation. Liaison with specialist advisers/agencies as necessary;
* We have excellent links with our on­site preschool which ensures managed transition and sharing of information on transfer to the school.

### *How will we manage SEND if schools are to close again due to Covid-19?*

### The school website and Class Dojo will be used to ensure SEND children have access to home learning and resources.

### School laptops will be issued to children to use at home.

### Regular daily contact will be made with children and class teachers.

### School SENDCo will be contactable daily for children and parents.

### Resources can be printed and posted for children that don’t have access to printers.

### *Where is the Local Authority’s Local offer published?*

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>