



**Policy Title**                      **SEND Report 2022-2024**

**Created:**                              March 2022

## **1. Introduction**

This is our schools information report about how we work with and support children who may have additional needs. Our school is aware of and supports the local authority local offer. This can be accessed by parents and carers at: [Northamptonshire Local Offer](#).

Our Governor for Inclusion is: Karen Smith  
Our Inclusion Leader is: Laura Holland

## **2. At Simon de Senlis we hope that:**

By working in partnership through innovation, creativity and challenge, our children will become successful motivated citizens who are equipped to face the challenges of the future regardless of disability or additional needs.

## **3. How do we ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service, behaviour support services
- Health diagnosis through a Paediatrician
- Liaison with previous school or setting, if applicable.

## **4. What should a parent do if they think their child may have special educational needs?**

- Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the Inclusion Leader.
- We pride ourselves on building positive, open and honest relationships with parents and you can arrange to speak to us at any mutually convenient time.



## **5. Who will explain my child's needs and progress to me?**

- The class teacher will report to parents at least on a termly basis (this could be as part of a Termly Learning Conference evening) to discuss your child's needs, support and progress.
- Appointments can be made to speak to the Inclusion Leader or any other member of staff at any point.

## **6. How will school support my child?**

- The Inclusion Leader, Phase Leaders and Head teacher oversee all support and progress of any child requiring additional help across the school.
- The class teacher will monitor, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made by using effective differentiation.
- The teachers will regularly plan, review and assess a child's needs and see if further intervention is needed.
- Children who are part of the SEND register are given an Individual Education Plan, which we name Personal Precision Plans (PPP), with targets that are Specific, Measurable, Achievable, Realistic and Time bound. These are reviewed by the class teacher along with the child 3 times a year.
- The class teacher in conjunction with the Inclusion Leader and/or Phase Leader will plan any interventions and the teacher will work with these individuals/groups. There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary.
- The regularity of these sessions will be explained to parents when the support starts.
- If more targeted support is required then teaching assistants will be directed in using specific interventions working alongside the teacher at each step.
- If children require specific programmes e.g. speech and language, social and emotional support, physiotherapy or occupational therapy then these will be set up by the teacher in conjunction with professionals with the help of teaching assistants.
- If any child requires individualised social and emotional support due to bereavement, anxiety or other issues then a programme will be devised to help and may be implemented by Hannah Garrard - the Family Support Worker and Nurture Lead.

## **7. How are the Governors involved and what are their responsibilities?**

- The Head teacher, in consultation with the Inclusion Leader, reports to the Governors every term to inform them about the progress of all children in school, including those with special educational needs or disabilities; this does not refer to individual children and confidentiality is maintained at all times.  
Karen Smith, is responsible for Inclusion and meets regularly with the Inclusion Leader. They also report to the Governors as part of the Safeguarding and Health & Safety Committee to keep them informed.



- The Governors agree priorities for spending within the special educational needs delegated budget with the overall aim that all children receive the support they need in order to make progress and achieve Age Related Expectations.

**8. How do teachers match the curriculum to an individual child's needs?**

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own level. We also support children to deepen their own learning at their level via specific use of resources, questioning and collaboration with other children.

**9. How are the school's resources allocated and matched to children's special educational needs?**

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.
- Specific resources for individual needs, in consultation with professionals, will be provided for children when necessary.

**10. How is the decision made about what type and how much support my child will receive?**

- The class teacher and the Inclusion Leader will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential, consultation with professionals will support these decisions.
- If a child requires a high level of support to meet their needs, the Inclusion Leader may apply for High Needs Funding to support those needs in school. Some children may require a Request for a Statutory assessment to meet their additional needs. This will be completed in conjunction with parents, carers, The Local Authority and professionals involved with the child.

**11. How does the school judge whether the support has had an impact?**

- By reviewing children's targets termly on PPPs (where needed) and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.



- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers and the Senior Leadership Team.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress and outside professionals are no longer required.

#### **12. How will you help me to support my child's learning?**

- The class teacher or the Inclusion Leader can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the Special Educational Needs register they will have a PPP which will have individual targets. You will be given a copy of this and discussed where necessary. The targets set are SMART (specific, measurable, achievable, realistic, time bound) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies e.g. a speech and language therapist, Educational Psychologist etc. will be shared with you so that strategies can be implemented at home and school.

#### **13. How do you measure my child's progress?**

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including ongoing teacher assessments and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's PPP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

#### **14. How will my child be able to contribute their views?**

- Children will discuss their targets with their class teacher and will add their views on their own learning to their PPP.



- If your child has an Education, Health Care Plan their views will be sought at the review stage through a Have Your Say document.
- Children will take part in Termly Learning Conferences twice a year with their parents and class teacher. Here they will talk about their achievements and the next steps required to support progress.

**15. What specialist services and expertise are accessed by the school?**

- Educational Psychology
- Visually impaired service
- Hearing impaired service
- Speech and language therapy
- Physiotherapy
- Community Paediatricians
- Target Autism
- CAMHS (Children & Adolescent Mental Health Service)
- Occupational therapy (Thrive and NHS services)
- Specialist Support Service
- School Nursing Team



**16. How will my child be included?**

- All children are included in all aspects of school life including school trips and residential, either with their class or within the SU, as long as it is safe to do so.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative arrangements will be made.
- The school environment is fully accessible for all children. The Disability Equality Plan demonstrates ways in which we support and overcome any barriers.

**17. How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to transfer to their new school. We would also visit them in their current setting if appropriate.
- When children are preparing to leave us for secondary school, we arrange visits for them. Some children may take part in additional visits to their new secondary school based on individual needs.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education Health Care Plan and is changing to a new school we will arrange a review meeting with relevant staff and yourselves from the receiving school.

Simon de Senlis has an Inclusion policy written in line with the SEND new code of practice.

This information report will be reviewed annually.