

# SEN information report – May 2024

## 1.1 The kinds of SEN that are provided for

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

Communication and interaction, for example, autistic spectrum disorder-condition and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

## 1.2 Identifying pupils with SEN and assessing their needs

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

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

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 pupil 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.

## 1.3 Consulting and involving pupils and parents

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

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and 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 pupil's own views (if age appropriate)

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

### **1.5 Supporting pupils moving between phases**

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

If appropriate the school's SENCo will meet/talk to the next school's SENCO

Extra visit may be arranged and the SENCo will support the parents to approach the new school to discuss their child

### **1.6 Our approach to teaching pupils with SEN**

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

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

We will also provide the following interventions:

Speech/Language Link

Lego Therapy

Time to Talk

Socially Speaking

Drawing and Talking

~~Plus 1~~

~~Power of 2~~

Maths pre-teaching

Live Interventions

Sentence structure groups

Clever Fingers

Phonics

1-1 reading

Number intervention

Sensory Circuits

Spelling

Comprehension

Times tables

Arithmetic

Spelling programme linked to Super Sonic Phonic Friends

Rollama  
Precision teaching  
Worry book  
Handwriting  
~~Lucid Comprehension~~  
TT Rockstars  
Fluent in 5  
Maths reasoning

## 1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.

Adapting our resources and staffing

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

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

## 1.8 Additional support for learning

We have a number of ~~teaching assistants and HLTAs~~ staff who are trained to support children such as de-escalation, transition anxiety, precision teaching, DLD and ASC training ~~drawing and talking and sensory circuits~~ by external trainers. As well as internal coaching to develop staff's skills ~~Support staff have access to training which is needed or~~

Teaching assistants will support pupils on a 1:1 basis when the child is unable to access the learning of the class

Teaching assistants will support pupils in small groups when they need a slightly different approach to the rest of the class

We work with the following agencies, and follow advice given through reports, to provide support for pupils with SEN:

Speech and Language Assistant  
Paediatricians  
Private Specialist Teachers/Educational Psychologists  
Occupation/Physiotherapists  
Specialist Teachers

## 1.9 Expertise and training of staff

Our SENCO ~~is new to role but~~ is an experienced teacher in all age phases.

She is allocated weekly time to fulfill her role

She has completed the SENCo accreditation course

We have a team teaching assistants, ~~some~~ most of which are higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in autism, de-escalation, DLD, transition anxiety, precision teaching, teaching of reading ~~questioning skills, phonics, speech and language~~ as well as school based training.

### **1.10 Securing equipment and facilities**

If a child needing equipment was to join the school we would ensure that this was in place from the NHS before the child started the school.

### **1.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after 12 weeks

- Using pupil questionnaires

- Monitoring by the SENCO

- Using ~~provision maps~~ personalised plans to measure progress

- Holding annual reviews for pupils with EHCPs

### **1.12 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 pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Marchant's Hill.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

### **1.13 Support for improving emotional and social development**

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

- Pupils with SEN are encouraged to be part of the school council/Sports Leaders/House Leaders/Members of the Eco-committee

- Pupils with SEN are given support to fill in pupil questionnaires

We have a zero tolerance approach to bullying.

### **1.14 Working with other agencies**

We work with the following agencies, and follow advice given through reports, to provide support for pupils with SEN:

- Speech and Language Assistant

- Paediatricians

- Private Specialist Teachers/Educational Psychologists

- Occupation/Physiotherapists

- Specialist Teachers

### **1.15 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 pupils 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

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

<https://wearebeams.org.uk/>

### **1.17 Contact details for raising concerns**

The class teacher in the first instance and then the Headteacher Mrs. Charlotte Scott

### **1.18 The local authority local offer**

Our local authority's local offer is published here:

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