

Alkborough Primary School SEND Information Report

November 2024

Review date

November 2025

SENDCO: Miss H Kennedy -contact admin@alkboroughps.co.uk

Head teacher: Miss J Ashton head.alkborough@northlincs.gov.uk

SEND Governor: John Niland

Contact: 01724 720301

Dedicated SEN time: 1:00pm - 3:30pm

North Lincolnshire's SEND Local Offer website:

<http://www.northlincslocaloffer.com/>

In preparing this report we have included the voice of staff, parents and children as collected through termly review meetings for pupils

with SEND, parent questionnaires and termly pupil progress meetings and have included their comments and remarks throughout this report.

SEND (Special Educational needs and/or Disability) is defined in the Code of Practice as having a learning difficulty or disability that calls for special educational provision to be made for an individual.

Children have learning difficulties if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

At Alkborough Primary School we strive to provide provision for all children with SEND (Under the Code of Practice, 2015).

Alkborough Primary School is an inclusive school, where every child matters. We embrace the fact that the needs of every child are different, and we aim to address them and support each child's development in the most appropriate way possible.

In November 2024, we had 14.5% of pupils who are on the SEND register and receiving additional support and had one pupil with an Educational, Health and Care Plan.

At the end of Key stage 2 in 2024 our SEND children performed higher than national rates for SEN children.

Our SEN attendance is in line with non-SEND, and we continue to have no SEND or non-SEND expulsions.

SEND is categorised into the four the following four areas of need:

1. Communication and Interaction e.g. speech, language and communication needs (SLCN), autism spectrum disorder (ASD).
2. Cognition and Learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
3. Social, Emotional and Mental Health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
4. Sensory and/or Physical needs e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP)

Our approach as a school:

This SEND Information document helps us to regularly review and record what we offer to EVERY child in our care.

It also identifies what we additionally offer to meet the needs of our SEND pupils. We have high expectations amongst our staff about the quality of teaching and the application of a differentiated and personalised approach to teaching and learning throughout the whole curriculum.

We make it a point to discuss aspirations with ALL our learners. Pupils have a say in their learning and progress throughout the school year through: Pupil Profiles, pupil interviews, in lessons and during Parents Evenings.

Identification and assessment of children with SEND

Throughout a child's learning journey, a child may have a learning need. These may be identified by school staff, by outside agencies working with the child or by parents/carers. To identify these as early as possible, we encourage parents/carers to share information and concerns with us. If a child is new to our school, we liaise with their previous school or setting.

We use accurate and focused assessments, as well as standardised testing, to identify any concerns. Additional and different assessment tools may be required when children are making less than expected progress. This can be characterised by progress which:

- 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.

Progress in areas other than attainment is also considered, for example where a child needs to make additional progress with social needs to be fully integrated into school life or make a successful transition to Secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties. Information about incidents occurring will be gathered by staff and logged on cpoms to analyse and consider any patterns of behaviour. An intervention will be devised considering all information gathered. Some children will go on to have a thrive online assessment then a subsequent action plan produced. In some cases, specialist help, and support may be sought from the complex behaviour team or an Educational Psychologist.

Parents/carers are informed if school staff consider that their child requires additional support. In consultation with the parent/carer, it may be decided that the child needs to be placed on the Special Educational Needs Register.

Underpinning ALL our provision in school is the graduated **approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Where pupils are identified as having a SEND need, they are assessed on an ongoing basis by their class teacher who can ask for advice and support from our SENDCo as required. Assessments can be formative day to day assessments or more formal checklists or summative assessments. These are used to inform the plan going forward for each child.

Plan: All children are provided with high quality teaching. Children with special needs have Individual Education Plans (Pupil Profiles) put in place, outlining targets and strategies to support the child. Plans are prepared and reviewed in collaboration with the class teacher, the SENDCo, TAs and parents. Pupil Profiles are reviewed regularly (termly) with the child and shared with parents. The school SENDCO works in partnership with the SEND team and other professionals.

Do: We have high aspirations for all our pupils and through the delivery of quality first teaching and high-quality interventions we work to close the gap for our SEND pupils.

Review: Provision is reviewed by class teachers termly through pupil progress meetings with the SLT. Termly review meetings with parents also take place.

SEN needs and how we support:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- Quality First Teaching that utilises different teaching styles and learning approaches to meet the children's needs.
- Use of visuals to ensure clear non - verbal communication, now and next cards, visual timetables, workstations for pupils and use of timers.
- Support by Learning support assistants and teachers to implement programmes designed by Speech and Language therapists. This is normally delivered on a one-one basis.
- A qualified speech therapist has been attending school on a weekly basis, for half a term, to offer support and sessions for an individual child.
- If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral after carrying out a speech and language assessment using the SALT toolkit.
- Intervention to support the development of language and support children with difficulties around social interaction - Time to Talk, Thrive (social and emotional wellbeing sessions).
- Support accessed from Speech and Language Therapy Services, Educational Psychologist, CAMHS, Behaviour support team, ASET (Autism Spectrum education team)
- Sensory breaks and sensory circuits are used across school as needed for individuals or small groups.

2. Cognition and Learning

- Quality First Teaching that utilises different teaching styles and learning approaches to meet the children's needs.
- Targeted intervention from teachers and support staff both in and out of class - this can be small group or one to one work.
- Some current interventions used in school are: Twinkl Phonics interventions, Precision Teaching, Toe by Toe, Strides Ahead, Write from the Start handwriting scheme.
- Specialist resources to enable access to the curriculum e.g. coloured overlays, pencil grips and tablets such as iPad for recording.
- As a school we seek the advice and support of outside agencies such as health agencies, Educational Psychologist and Children's Services to identify and support pupils with specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.

3. Social, emotional and mental health

- We have a Whole School Approach to mental health and well-being. Our SENDCo is also the wellbeing champion in school and now a licensed Thrive practitioner. We work closely with the With Me In Mind service (local Mental Health team for our area)
- Members of staff such as the class teacher, TAs and wellbeing champion/SENDCo are readily available for all pupils who wish to discuss issues and concerns.
- To support staff with the emotional and social development of children, we can seek specialist advice from an Educational Psychologist, colleagues at CAMHS, ASET and the Complex Behaviour team.

4. Sensory and/or physical needs

- School continues to work to ensure accessibility to school in line with current legislation please refer to the school's Accessibility Plan. We have wheelchair access. There is a disabled toilet which can accommodate wheelchairs and support individuals with a disability. The use of computers and iPads enable all children to have access to new technologies to support their learning.
- School provides specialist resources - grab rails in toilets, ramps, pencil grips, stress toys, fidgets, weighted blankets, ear defenders as well as adapting and enlarging resources and information for pupils.

- Staff have identified and are recognising how to support children with sensory processing difficulties and additional resources have been sourced such as peanut balls, wobble boards, weight bearing gym balls and resistance bands which are used during the delivery of sensory circuits for identified children. We will continue to work to improve our sensory resources as appropriate to the pupils we have in school. This is an ongoing situation, and we will adapt and meet the needs of individual pupils as and when necessary.
- School can access support from the school nursing team

We offer a wide range of activities within school to support pupils' social and emotional development such as school visits, educational trips, links with the community and a residential trip in Year 5 and 6. In 2023 we started our academic year with a whole school wellbeing trip to take part in physical outdoor play and activities. This gave all children in school the opportunity to build resilience, work as part of a team and problem solve.

School has a Positive Behaviour policy which is known, used and adhered to by all staff across the school.

Children who need specific support with their behaviour will be identified and support offered. Our SENDCo is a licensed thrive practitioner ([Whole School Approach to Mental Health and Wellbeing | The Thrive Approach](#)) and works with staff in school to complete whole class thrive assessments and group/individual action plans to support children's social and emotional wellbeing.

Medical Needs

The school has a Medical/Medicine policy which supports parents/carers with the management of their child's medication within school and staff regularly undergo training in key areas such as asthma, diabetes and the use of Epi-pens. Any child with medical conditions has an Individual Health Plan in school; this is developed in partnership with parents.

If a child comes into school with a specific need, the school nurse will provide advice and guidance for staff. The school also has trained first aiders within school, one of whom is the main designated first aider. At least one 1st aider will be present on any visit outside of school.

Staff development

Alkborough School employs staff trained to educate and care for children throughout their primary years.

Staff are trained regularly in key areas of the curriculum and in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems.

School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include Speech and Language, CAMHS, Educational Psychologist, Behaviour Support, ASET team (autism), Early Intervention, Social Services, Paediatricians, Children's Centres and the School Nurse.

STAFF EXPERTISE and TRAINING

We are committed to developing the ongoing expertise of our staff. Our newly appointed SENDCo completed the SENDCo qualification in 2021. She is working closely with lead teachers from the local authority and other SENDCos in the area to continue to develop her skills, knowledge and expertise to best support the children in our school.

The SENDCo has provided training and support to staff around new support plans and provision mapping, as well as providing opportunities for support staff to attend additional training throughout the year around -

- Neurodiversity and championing a strengths-based approach in the classroom combined with Quality First Teaching
- EN Code of Practice and the Graduated Approach
- BST-Building relationships with children and young people and using de-escalation strategies.
- Supporting children and young people in the classroom, Quality First Teaching strategies.

The Headteacher, class teachers and teaching assistants are up to date with Team Teach positive behaviour training, which focuses on dealing with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships between teachers and pupils.

We will be looking to further develop the training needs of all staff throughout the year to ensure they are best equipped to support and develop the children in their care.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

A teaching assistant is employed in each class every morning to support children in class and deliver interventions either on a 1-1 basis or in small groups. We also have one teaching assistant that is also employed in an afternoon to offer further support. Our very experienced Early Years Manager supports the learning and development of the Nursery and Reception children as well as delivering phonics interventions to KS1 children.

Finance

This year all children are supported within school and this is financed from within the usual school budget including EHCP funding. Within school we have a range of skills and strengths across the staff team, as well as utilising funding to provide necessary resources and interventions to aid our learners.

External Agencies -

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- ✓ Pupils have received 1-1 or small group support to meet their individual needs.
- ✓ Differentiation / adaptation
- ✓ High quality first teaching
- ✓ Support for parents (EHPs, Nurture / behaviour plans)
- ✓ Profiles, ASET plans, EHP, EHCP

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

For SEN children entering or leaving our school, transition plans are followed to ensure that everyone involved is informed and prepared. On entry to our school this will involve an initial meeting with the new pupils and parents/carers to ensure they are happy, and any needs and provision is discussed. Parents/carers and new pupils are always offered the opportunity to look around the school prior to their start date. Information will be gathered from previous schools and external agencies to fully understand any additional needs a pupil has prior to their start date. If a child has additional needs, the SENDCo will also meet with the family and / or previous settings, where it is appropriate, to make plans for a smooth transition. This often includes transition booklets, additional visits, etc.

When children leave our school, we work with the receiving school to ensure that the transition is as seamless as possible.

In preparation for this, we ensure that we:

- Liaise with other Nursery & child minder providers
- Have taster sessions for Nursery pupils
- Liaise with secondary school transition tutors and SENDCos
- Involve pupils in transition days
- Sort extra transition days / time for pupils with additional needs
- Put in place transition Plans for pupils with additional needs (on Pupil Profiles, EHCPs etc)
- Have discussions with parents and relevant staff regarding the individual needs of pupils

We closely monitor children and young people's destination data.

Complaints

Any complaints about the school and it's SEND provision should be made using the school's complaints procedure. This can be found in the **school's Complaints policy** on the school website at:

www.alkboroughps.co.uk

Admission arrangements

Please refer to the information contained in our school prospectus and in the LA Admissions Policy. The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies.

The school's Admission policy can also be found on the school website.

www.alkboroughps.co.uk

If you are considering sending your child to Alkborough Primary School, you can ring the school on 01724 720301 to make an appointment with the Headteacher to arrange a visit to the school. During the visit you will be given a tour of the school. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- € Ensure that the vision for SEND links with the whole school vision.
- € SEND identification data is used to plan strategically e.g., CPD and provision.
- € The processes for identifying and subsequently placing pupils on the school's SEND register are rigorous, clear, and understood by all staff.
- € Embed new Assess, Plan, Do, Review plans and provision mapping, which have appropriate targets which are both time related and measurable (SMART).

Relevant school policies underpinning this SEND Information Report include:

- SEND policy
- Equality and Diversity Policy
- Medical Policy
- Positive Behaviour Policy
- Accessibility Plan
- Remote learning Policy

- Admissions Policy

Legislative Acts considered when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the Headteacher or SENDCO.

SENDCO: Miss H Kennedy - admin@alkboroughps.co.uk

Head teacher: Miss J Ashton - head.alkborough@northlincs.gov.uk

Contact: 01724 720301

Date presented to/approved by Governing Body: