

**SEND information report 2023-2024**

**1.1 Areas of Need:**

Mobberley C of E Primary School currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and/or physical needs

**1.2 Identifying pupils with SEN and assessing their needs**

**Identification, Assessment and Provision**

In order to help children with special educational needs, Mobberley C of E Primary School will adopt a graduated response, which is led and co-ordinated by the SENDCO working with and supporting individual practitioners in the setting as outlined in “The Code of Practice (2014)” <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a First Concerns or SEN Support Plan. The SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted after this time the child may be added to the school First Concerns or SEND register with parental permission. The class teacher after discussion with the SENDco will then provide additional interventions that are additional to those provided as part of the school’s differentiated curriculum and the child will be given individual learning targets which will be worked on regularly throughout the week. These targets will be monitored by the class teacher and teaching assistants in collaboration. The teacher and TA will review these with the young person and the Class teacher/or SENDco will review these formally with the parents and new targets will be set when appropriate.

Plans are reviewed and shared with parents termly by the class teacher and this is overseen by the SENDco.

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

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

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.

**At Mobberley C of E Primary School we screen pupil for possible SEND at various points in their school journey. The screening procedures we use and when are:**

**Reception** – On entry; all pupils are screened using the Early Years Profile EY2P.

**Reception – Year 2** All pupils are assessed for reading fluency using Little Wandle assessments half termly. The lowest 20% at each point are put on to the Little Wandle Keep Up or Catch Up Intervention.

**Y 1** – Phonics Screening takes place in May – children who do not pass the screening are put on additional Little Wandle Catch Up Interventions on entry to Year 2.

**Y2 – Y6** – children identified as having difficulties with reading and spelling are screened for dyslexia by the SENDco using GL Ready Lucid software.

**R – Y6:** Children identified as having SEMH difficulties may be assessed using the Strengths and Difficulties questionnaire or Spence Anxiety Scale.

**1.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil 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

Notes of these early discussions will be added to the pupil’s first concerns plan.

We notify parents if it is decided that a pupil will require a SEND support plan and parents will be asked to sign and return a letter of agreement.

The SENDco holds termly phone calls with all SEND Support and EHCP parents.

**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 assess pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment or 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
* Advice from external support services, if relevant

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.

Where the pupils have more complex or significant SEND a SEND Support **assess, plan, do, review** plan will be completed by the class teacher in consultation with the SENDco and shared with parents**.**

**1.5 Supporting pupils moving between phases and preparing for adulthood**

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

We support transition in the following ways:

* Personalised Social Stories
* Additional visits to the pupils next phase in education
* Meeting with new schools where appropriate to share information
* Transferring all information held to new school
* SENDco meeting with High School

**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.

Quality First Teaching (QFT) and/or Ordinarily Available Inclusive Provision (OAIP) is our first step in responding to all pupils, including those pupils who have SEND.

SEND pupils will also be supported with their learning in the following ways:

* Activities may be differentiated for individual pupils.
* Additional scaffolding for SEND pupils may be given e.g. writing frames
* Resources to support their learning be given e.g. wordbanks, concrete math’s equipment, visual resources
* Pre teaching new learning and vocabulary.
* Personalised resources e.g. laptop, writing slope, grip pencil
* Teacher or TA support in class
* Additional interventions 1:1 or in small groups

**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, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended resources, 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.
* Personalising the curriculum that is taught.

**1.8 Additional support for learning**

Mobberley C of E Primary School currently has 3 general teaching assistants working across the school. We also have 5 children with EHCPs and full time TA support.

We have teaching assistants specifically trained to deliver interventions such as:

* ELSA
* Nessy
* Word Wasp
* Toe by Toe
* Little Wandle Keep Up
* Little Wandle Catch Up
* SALT
* Lego Therapy

Teaching assistants will support pupils on a 1:1 basis when they are in receipt of an EHCP and they have complex SEND. The amount of 1:1 support they are given will differ depending on the pupils needs.

Teaching assistants will support pupils in small groups during the morning sessions in English and Maths.

**1.9 Expertise and training of staff**

Our Mobberley C of E Primary School SENDCO, Clare Bentzien, has completed her NASEN Qualification for SEND and has eight years’ experience as a SENDco. She has worked as a class teacher in KS1 at Mobberley Primary School for twelve years.

Clare Bentzien has her allocated SENDco time every Monday afternoon.

Each year the SENDco looks at relevant training and teachers and TAs receive training based on the needs of the school and the pupils. All training is reported in the governors reports which is shared on the school website.

**2.0 Securing equipment and facilities**

Some SEND resources are stored in a cupboard in the main building in the cupboards in the corridor. SEND resources are also in every class to support pupils with their learning.

SEND iPads and laptops are secured in the practical area safely and are the responsibility of either the pupil’s 1:1 or the class teacher if the pupil does not have a 1:1.

We have a disabled bathroom in the main building and in the infant building. Our school is on one level and is wheelchair accessible.

**2.1 Evaluating the effectiveness of SEND provision**

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

* Reviewing pupils’ individual progress towards their goals each term
* Regularly reviewing the impact of interventions
* Using pupil questionnaires
* Monitoring by the SENDCO and/or SLT
* Using provision maps
* Holding annual reviews for pupils with EHCPs
* SENDco reports to the SEND governor three times a year
* SENDco hosts calls with all parents of children on the SEND register three times a year – to feedback progress and also listen to parent voice

**2.2 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils regardless of their SEND; including our before-and after-school clubs.

All SEND pupils are encouraged to go on our residential trip in year 6, 1:1 TAs also attend.

All SEND pupils are encouraged to take part in all activities available to them e.g. sports day/school shows/special workshops/church services.

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

Arrangements for the admission of SEND and disabled pupils is in line with our agreed admissions policy.

To support pupils with disabilities we have an accessibility policy which covers:

* + Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
	+ Improving the availability of accessible information to disabled pupils

**2.3 Support for improving emotional and social development**

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

* All classes teach My Happy Mind to support emotional and wellbeing development.
* All classes teach using the Jigsaw curriculum for PSHRE
* There are two Wellbeing Ambassadors in each year group.
* Pupils with SEND are encouraged to represent the school (Ethos Team, School Council, Head of Houses)
* All classes have an emotion check in wall (How I’m feeling today…) where the children can indicate their feelings and class teachers are responsible for checking in with children throughout the day
* All classes have ‘Calm Down’ baskets with fidget toys and breathing exercises to follow
* All class teachers and TAs adopt a ‘Growth Mindset’ approach – praising for effort and resilience, rather than attainment.
* We have a zero-tolerance approach to bullying.
* We have two ELSA (Emotional Literacy Support Assisstant) specialists, Mrs Knowles and Mrs Ashworth - who run informal drop ins for all children as well as formal bespoke 1:1 interventions
* We celebrate and raise awareness of neuro-diversity during key world dates (Dyslexia Week, Autism Awareness, Mental Health Awareness)

**2.4 Working with other agencies**

At Mobberley C of E Primary School we work with the following agencies to provide support for pupils with SEND:

* Educational Psychologist
* CEAT
* Speech and Language Therapist
* Occupational Therapist
* Early Help
* CAMHs
* Cheshire Young Carers
* Play therapy

**2.5 Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance and then if the complainant is not satisfied this is then escalated to the SENDCO and/or headteacher. If a satisfactory resolution is not found 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

**2.6 Contact details of support services for parents of pupils with SEND**

Support services available in Cheshire to support parent with SEND are:

CAMHS: <https://mft.nhs.uk/rmch/services/camhs/>

Young Minds: <https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/>

**Livewell:** [**https://www.livewell.cheshirewestandchester.gov.uk/**](https://www.livewell.cheshirewestandchester.gov.uk/)

**Cheshire SEN Toolkit:** [**https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx**](https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx)

**2.7 The local authority local offer**

Mobberley C of E Primary School Local Offer is published here: <http://www.mobberley.cheshire.sch.uk/parents/policies/>

Our local authority’s local offer is published here: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

**2.8 Links with other policies and documents**

This policy links to the following documents which can be found on the school website:

* Accessibility plan
* Behaviour policy
* Anti-bullying policy
* SEND Policy
* Safeguarding policy

**2.9 Contact details for SENDco**

Mrs. Clare Bentzien

Email: cbentzien@mobberley.cheshire.sch.uk

Telephone: 01625 800 920

*This SEND information report will be reviewed by* ***Mrs Clare Bentzien*** *at least once a year and be shared with the full governing body. The SEND information report will be published on the school SEND page on the website:* [*http://www.mobberley.cheshire.sch.uk/parents/send-2/*](http://www.mobberley.cheshire.sch.uk/parents/send-2/)