



# SEN Information Report

Approved by:	Governors	Date: May 2024
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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the vision, values and broader aims of our school’s arrangements for pupils with SEN and disabilities.

Stivichall Primary school is an inclusive school. We pride ourselves on structuring our school, our classrooms, our learning environments and our lessons so that all our students can learn and make progress. Our team is dedicated to getting to know our children and their families in order to support each child on their individual journey through the school. These relationships support our robust system of early identification of need. From time to time, some children will require additional support for a period of a few weeks, months or even longer to meet their needs. We work with children and their families to ensure appropriate support is put in place and regularly reviewed.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the

same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Leah Franckeiss

#### **The Role of the SENDCO**

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs
- liaising with parents / carers of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensure that documents and records are kept and shared with staff and parents / carers and are available where needed
- completing and maintaining the Special Educational Needs and Disability Register
- making sure relevant referrals have been made

### **4.2 The role of the SEN governor**

- to monitor and support the SENDCO and Senior Leadership in the implementation of the SEND Policy and SEND Information Report.
- to inform Governors of any issues regarding the implementation of the SEND policy.

### **4.3 The role of the headteacher**

The headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 The role of the Class teacher**

- providing quality first teaching to all pupils, including those identified as having SEND
- identifying each child's needs and levels of attainment and progress
- advising parents / carers of any concerns

- raising concerns for children that they are worried about, completing initial concern forms and discussing concerns with the SENDCO
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including holding SEND meetings, setting and reviewing targets at least three times a year.
- ensuring individual needs of SEND pupils are met through targeted intervention where necessary and implementing strategies that have been suggested by the SENDCO or external specialists
- analysing and reporting on progress of pupils with SEND at Pupil progress meetings
- plan and prepare work for children to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all children
- fulfil any other duties as required of the class teacher as stated in the SEND Code of Practice 2015

## 5. SEN information report

### 5.1 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, Asperger’s Syndrome, speech 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 and multiple learning difficulties

### 5.2 Stivichall Primary School SEND Support overview: The graduated approach

Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the SENDCO (Special Educational Needs and Disability Co-ordinator) as soon as they have concerns about any of their pupils. We then follow the SEND stage graduated approach documented below and the **Assess, Plan, Do, Review** cycle. A concern might relate to a child’s low attainment, making less than expected progress, behaviour or social, emotional or mental health needs.

Register	SEN stage	Description of stage and actions required	Responsibility
Not on SEN support register	Stage T (Teacher)	<ul style="list-style-type: none"> <li>• Teachers use a range of classroom <b>assessments</b> to identify pupils of concern and relevant targets e.g. assessment for learning, summative assessments, WellComm, phonics screen, knight of timestables, reading schemes.</li> <li>• Teachers then <b>Plan</b> to support those children through quality first teaching e.g. differentiated work, additional/differentiated resources</li> <li>• Additional classroom support/interventions may be implemented. (see non-exhaustive list below)</li> <li>• The provision being made for these children is regularly <b>reviewed</b> as well as their progress towards targets.</li> </ul>	Class teacher child
	Stage 1	<ul style="list-style-type: none"> <li>• If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents</li> <li>• Additional support/interventions may be <b>planned</b>.</li> </ul>	Class Teacher SENDCO Parents

		<ul style="list-style-type: none"> <li>The child's progress and any interventions will be monitored and <b>reviewed</b> carefully for impact by class teacher and SENDCO.</li> <li>Referrals may be made to external agencies for <b>assessment</b> and additional support. (list below)</li> <li>Additional in-school <b>assessments</b> may be carried out. (list below)</li> <li>For speech and language concerns – if the issues relate solely to speech, the child will stay at stage 1.</li> </ul>	child
Added to SEN support register. Parents notified and involved to termly reviews	Stage 2 A child has SEN if they have a learning difficulty or a disability which calls for specialist provision to be made.	<ul style="list-style-type: none"> <li>Following a <b>review</b> of Stage 1 and of the child's learning, SEMH or social needs, if concerns persist and the pupil is requiring support which is additional to and different from standard quality first teaching they will be moved to stage 2.</li> <li>Referrals may be made to external agencies for <b>assessment</b> and additional support. (list below)</li> <li>Additional in-school <b>assessments</b> may be carried out. (list below)</li> <li>Teacher, parents, child and SENDCO will set SMART targets and <b>plan</b> relevant provision and interventions.</li> <li>Targets may be captured in a Dyslexia Plan, a Speech and Language Plan, an Individual Education Plan or a My Support Plan. These will be <b>reviewed</b> termly with parents.</li> <li>Any child who has a formal diagnosis e.g. ASD, ADHD, Dyslexia will be added to the SEN register</li> </ul>	Class teacher SENDCO Parents Child
Request for statutory assessment of SEND	Stage 3 EHCP	<ul style="list-style-type: none"> <li>For some children, stage 2 support will not be adequate to enable them to make expected progress towards their targets.</li> <li>Following an evidenced 3 cycles of SEN support, the school may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an <b>assessment</b> of needs within a 20 week window. The child, parents and school are fully involved in this process. Needs will be identified, targets set and <b>plans</b> made for provision to meet these needs.</li> <li>These children will continue to be supported by an IEP which is <b>reviewed</b> on a termly basis and will have a statutory annual <b>review</b> of their EHCP</li> </ul>	Local authority SENDCO Class teacher Parent Child

External Agencies	In-school assessments	In-school interventions
<p><b>Complex communications Team (CCT)</b> The Complex Communication Team are a team of experienced teachers who specialise in supporting children with autism, ADHD or who present with social communication difficulties. They observe in school and offer advice and strategies to support children and teachers.</p>	<p><b>Speech and Language –</b>  We have a range of in-house assessments including: BPVS, Renfrew, Language link, WellComm, CTOPP which can assess a child's receptive and expressive language ability and identify those who require additional support.</p>	<p><b>S&amp;L</b>  Nuffield Early Language Intervention (NELI), Personalised SALT therapy sessions, Talking Partners, Memory magic</p>

<p><b>Educational Psychology Service (EPS)</b> provides a specialised response to children whose progress in educational settings is presenting serious concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick children’s specific needs and support with targets and provision planning.</p>	<p><b>Literacy assessments</b></p> <p>GL Dyslexia screener Vernon graded word spelling test New Salford sentence reading test Phonics screen</p>	<p><b>Literacy</b></p> <p>Dyslexia support Precision Teach SOS spellings Toe by Toe spellings Dyslexia reading schemes: totem/dandelion/wildcats Fast track phonics No nonsense phonics Additional reading</p>
<p><b>Dyslexia West Midlands</b> The team conduct our dyslexia assessments and provide practical advice in the form of a report.</p>	<p><b>Numeracy assessments</b></p> <p>Sandwell numeracy assessment – to identify specific gaps in numeracy</p> <p>Knights of the times tables Numbersense</p>	<p><b>Numeracy</b></p> <p>Precision Teach Number sense First class @ number</p>
<p><b>NHS - Speech and language therapy (SALT)</b> Children whose progress is a concern following 12 weeks in-school intervention are referred to NHS SALT.</p> <p><b>NHS – Occupational Therapy (OT)</b> Children with fine or gross motor concerns or sensory needs may be referred to OT</p>	<p><b>SEMH assessments</b></p> <p>Dimensions tool –to identify a child’s social, emotional and mental health needs and signpost professionals and parents to locally available support.</p> <p>The Coventry grid – used to assist distinguishing between ASD and attachment needs</p>	<p><b>SEMH</b></p> <p>A range of bespoke groups supporting: friendships, self esteem, social interaction: Talk about, Time to talk, emotion coaching, zones of regulation, CBT</p>
<p><b>RISE</b></p> <p>This is a group of NHS services which support emotional wellbeing and mental health including: <b>Primary Mental Health (CAMHS)</b> services and the <b>Neuro developmental team</b> who assess for ASD and ADHD.</p>	<p>Sensory Screener – used to support the creation of sensory diets and to identify the sensory needs of children.</p>	<p><b>Sensory/Motor skills</b></p> <p>Handwriting Sensory diets/movement breaks Fine motor skills</p>

### 5.3 Supporting pupils moving between phases and preparing for adulthood

We are very aware that moving to a new class or school can be a time of worry and anxiety for children and their families.

If your child has SEND, we will discuss transition arrangements with you during the summer term. All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of term. Some children may benefit from extra transition support and this will be based on individual needs. For example some children may benefit from spending extra time with their new teacher, additional classroom visits and supportive information to take home for the summer holidays. Staff will have transition meetings with the next class teacher to ensure appropriate information is shared about each individual child and more detailed information about children with SEND. Any targets, assessments and other relevant information is passed on to the next teacher.

Where transition is to a new school, transition meetings are put in place with the new school and information regarding the child’s individual needs is shared. Visits to the new school are put in place where possible and appropriate.

For transition to secondary school, the SENDCO will meet with the secondary school SENDCO to discuss the child’s individual needs and transitional arrangements will be made based on the level of need.

## 5.4 Adaptations to the curriculum and learning environment

In addition to the high quality teaching provided by class teachers and the range of in-house assessments and interventions detailed in the table above, we make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, standing desks and attention aids

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

This SEN Information Report sits alongside our Accessibility Plan.

## 5.5 Additional support for learning

Our wonderful specialist learning team includes staff who are trained to support children with, speech, language and communication needs, Autism and specific learning difficulties such as dyslexia. This team is supported by our Inclusion Teaching Assistants who have experience working with children with a vast array of SEN including ASD, Down Syndrome, ADD and ADHD.

Children are supported in a range of ways based on identified needs. Some children receive periods of 1:1 support, others are supported in small groups whilst most are supported in whole-class teaching sessions by class and year group TAs.

## 5.6 Expertise and training of staff

All staff attend training on various SEND areas throughout the year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the school's approach for children with SEND.

Teachers and support staff attend training run by outside agencies that are relevant to the needs of the children they are working with.

The SENDCO works very closely with specialists who provide advice and direct support regularly. In the past year, staff have accessed a range of training courses including, Speech. Language and Communication, Autism, Precision Teach, Numbersense, Trauma informed Practice and anxiety.

## 5.7 Disabled Access and Provision

At Stivichall Primary we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any child who has specific long or short term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO, subject leaders and the Senior Leadership team.

For further information please see our Accessibility Plan.

Our Equality information and Objectives demonstrate how we comply with the Public Sector Equality Duty.

View [Coventry's Accessibility Strategy](#).

## 5.8 Securing equipment and facilities

Our SENDCO works very closely with specialist agencies and services who loan or supply specialist equipment to support a learning difficulty, for example OT (Occupational Therapy) may loan resources and equipment to improve posture and writing etc. The Sensory and Physical Support Service look at specific needs and may loan equipment to support where necessary. The Local Authority will provide specialist equipment such as wheelchairs, standing frames and so on when they are prescribed by a health professional. There are a number of other support services available for families of children with SEND and disabilities.

Please contact our SENDCO for further information.

### **5.9 Complaints about SEN provision**

If you have any complaints about this policy or SEND in general, please contact [school@stivichall.coventry.sch.uk](mailto:school@stivichall.coventry.sch.uk) or telephone 02476419555.

A copy of the full complaints procedure is available on the school website.

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

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any schools. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions. ([Click here](#))  
Short breaks – This service provides activities, games and trips for children with SEND and disabilities which are free of charge. ([Click here](#))

Carers Trust (Heart of England) – This is a support service for young carers who have a family member with a disability ([Click here](#))

#### **External Agencies Available.**

[Sensory Support](#)

[Early Help and Family Hubs](#)

[Child and Adolescent Mental health Service CAMHS](#)

[Complex Communication Team CCT](#)

[Educational Psychology Service EPS](#)

[Vibes](#)

[Short Breaks](#)

[Social, Emotional, Mental Health and Learning SEMHL](#)

[Speech and Language Therapy SALT](#)

[Ethnic Minority Achievement Service](#)

[Nurse](#)

### **5.11 The local authority local offer**

The Local Authority has a Local Offer website and information about services that may be available to you. ([Click here](#))

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents

Accessibility plan

Behaviour policy

Equality information and objectives

Supporting pupils with medical conditions policy