



**Stradbroke Primary School**

**SEND Information Report 2021-2022**

1	What kinds of special education needs are provided for?	<p>Currently we provide for children who have a variety of needs which fall under the following areas of need:</p> <ol style="list-style-type: none"> <li>1.Communication and Integration (Speech and Language &amp; Social Communication difficulties, including Autism Spectrum Disorder)</li> <li>2. Cognition and Learning (Learning and Specific learning difficulties)</li> <li>3.Social, Emotional and Mental Health (Emotional Regulation, including sensory needs linked to Autism &amp; Mental health); and</li> <li>4.Sensory and/or Physical (visual, Hearing, physical and medical)</li> </ol> <p>We also have a number of children who are being assessed for Special Education Needs and Disabilities (SEND) but do not yet have a diagnosis. In addition, we provide support for children with a variety of medical needs.</p> <p>Stradbroke Primary school also has a 19 place Integrated Resource, designed and equipped for children with Moderate Learning Difficulties, that serves 23 children with Severe and Complex needs. All these children have an <b>Education Health and Care Plan (EHCP)</b>.</p>
2	How does the school identify children with special educational needs?	<p>Children may be identified as having particular needs at various points before or during their journey through Stradbroke Primary School. At any point, parents/carers, staff or other educational or medical professionals may raise their concerns about a child's needs with the SENDCo (there is a "Cause for Concern" proforma readily accessible for the use of staff to assist with this).</p> <p>Early identification of a need/s is key to planning and delivering the provision required for children to reach their potential. Individual diagnostic assessments are used for children where there are concerns in order to help build a full picture of a child's strengths and needs. The SENDCo may require outside professionals to support with the identification of need, and in this case referrals are made with parental consent.</p> <p>Even if parents/carers or staff have not raised concerns, the rigorous scrutiny of progress reviews</p>



		<p>with management within the school provides an indication of which children may be struggling. This is not a replacement for direct observation by trained staff – their qualitative assessment is able to recognise needs falling into categories other than simply a child’s cognition and learning.</p> <p>Termly Pupil Progress meetings are held for every class; these provide an arena where staff are expected to discuss children who may have needs that affect them in one of the four broad areas (above), the initial support that has been provided, and how effective the support/provision has been.</p> <p>Outside agencies may also inform Stradbroke of concerns they have about children who they work with, or of confirmed needs. This can only happen when parental/carer consent has been given.</p> <p>All of these means of identification of potential need lead into our standard ‘assess, plan, do, review’ cycle, discussed in more detail below.</p> <p>The aim of formally identifying a pupil with a SEN/D is to help school ensure that effective provision is put in place to reduce/remove barriers to learning. It also allows the school to support the child to achieve their potential and prepare them for life beyond their time at Stradbroke.</p> <p>Some children arrive at Stradbroke Primary School with their SEND needs already identified from their previous setting and therefore we continue to provide appropriate support and provision.</p> <p>The named, qualified, SENDCo at Stradbroke Primary School is Miss Ambler. She can be contacted on 0114 2399320 or <a href="mailto:enquiries@stradbroke.sheffield.sch.uk">enquiries@stradbroke.sheffield.sch.uk</a>. Miss Ambler is also the lead within the school’s Integrated Resource. This is a provision designed and equipped for children with moderate learning difficulties. The SENDSARS team is responsible for placing children within the Integrated Resource and this can only be done so when a child has an EHCP.</p>
3	How many children in the school have special educational needs?	<p><b>SEND Support</b></p> <p>There are approximately 102 children with SEN Support status. As noted below, this is a more fluid status and so the precise number will fluctuate slightly across the year.</p>



		<p><b>Education Health Care Plans</b></p> <p>There are currently 23 children with an Educational Health Care Plan (EHCP) in the Integrated Resource and 4 children with an EHCP in the mainstream. There are also several other children who are in the process of applying for an EHCP.</p> <p>Therefore, approximately 27% of children at Stradbroke are on the SEN Register.</p>
4	<p>What are the arrangements for consulting parents/carers of children with SEND and involving them in their child's education?</p>	<p>All children with SEND have 3 reviews per year where we discuss with parents/carers the progress their child has made against previous outcomes set and together set new outcomes. We strive to include parents/carers view points and preferences when setting outcomes or considering whether additional interventions are needed. These meetings are usually with the SENDCo/ Inclusion Manager/KS2 SEND teacher and the class teacher. The minutes of these meetings are also given to parents/carers within 14 working days. We appreciate the effort parents go to to attend these meetings and we enjoy working collaboratively with them.</p> <p>We use One Page Profiles for some children, which include parent's views on how they would like their child to be supported, as well as the things that are important to their child. Please speak our SENDCo if you feel that a One Page Profile may suit your child.</p> <p>Should the initial support and subsequent One Page Profile be felt to not sufficiently provide for a child's needs, parents/carers and/or the school may suggest drawing information together to write a comprehensive My Plan.</p> <p>After this, if further support is still felt necessary, the process of applying for an EHCP or an alternate provision may be considered.</p> <p>The process of parent/carer consultation does not end when a plan is produced; plans are kept under constant review and parent/carer involvement is crucial to this.</p> <p>The SEND meetings discussed above are in addition to the termly parent's evenings, which provide another opportunity for parents/carers to discuss and celebrate their child's progress. They are also welcome to arrange an appointment in school at any point</p>



		<p>throughout the year to discuss their child. Further information about SEND is also shared through the Stradbroke Primary website which parents/carers can access at any time.</p>
5	<p>What are the arrangements for consulting young people with SEND and involving them in their education?</p>	<p>Pupil Voice (where the pupils involved in specific areas are asked for their feedback and suggestions) is a key part of assessing the provision at Stradbroke. Pupils with SEND are represented upon the School Council to ensure that their views are heard. The teaching process at Stradbroke also provides an arena for continuous, informal feedback from pupils to teaching staff, allowing them to reflect upon their learning and identify where they need further support. It is no less valuable if they do not realise that this is what they are doing. Pupils' views are collected for their review notes. They are invited to their EHCP meeting or My Plan meeting if it is appropriate and they want to do so. If not, the child's view is gathered before the meeting so it can then be discussed. Staff in the Integrated Resource continuously observe and note the children's preferences and interests, with an especial emphasis on doing so for those children whose language is not yet developed enough to verbally express them. We work closely with families, who know their child best, through the regular dialogue discussed above.</p>
6	<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>In addition to the schools tracking of progress for individual subjects, we follow the graduated response (as detailed in the SEND policy 2021) where we <b>assess, plan, do</b> and <b>review</b> the programme for each individual child, increasing or decreasing the SEND support as determined by their progress. We use the Sheffield Support Grid tool to help us ensure that we are doing everything that we need to for an individual child and know which additional assessments tools can be supportive depending on the child's need. We also work with outside professionals for advice and collaboration. The Engagement Model is the new statutory assessment tool for teachers to use for pupils working below the standard of national curriculum tests. At Stradbroke, we also use other useful resources dependent on the child's needs. E.g. Locke and Beech, The Birmingham Toolkit, Learning Assessments, Boxall Profiles. In addition to these, in the Integrated Resource we use BSquared and the Intensive Interaction Tracker.</p>



7	<p>How many children have met the exit criteria and no longer need this support?</p>	<p>SEND can be a fluid state; some children may need support for their entire time at Stradbroke Primary School, while others may make rapid progress and exit the SEND register. In the latter case, their attainments may catch up with their peers and they may no longer require SEND support. We liaise with parents/carers to decide whether support is to be continued at the same level.</p> <p>Children continue to be closely monitored even if they are removed from the SEND register.</p> <p>During 2020-21, 2 children met the exit criteria and were removed from the SEND register with parent/carer consent.</p>
8	<p>What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?</p>	<p>Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. We work closely with parents/carers and the current setting to ensure a positive transition process which allows the pupil to feel as comfortable as possible about coming to Stradbroke.</p> <p>For learners with SEND, wherever possible the SENDCo or Inclusion Manager will also go and visit the pupil in their current setting. The SENDCo or relevant professional will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner.</p> <p>Learners are prepared to move onto Secondary School following the Family of Schools transition programme, which can be amended to suit individuals and their SEND. All Y6 pupils have a transition meeting; for those with SEND, the relevant secondary SENDCo is invited to attend this review with the parent/carer present so that all information regarding their child is successfully handed over. Where secondary schools can provide additional transition days for our most vulnerable pupils, we highly recommend that families access this.</p> <p>When children transition from the Integrated resource, the Integrated Resource Leader ensure as many transitions days are arranged as required and the IR Lead will invite the Special Setting's SENDCo to attend the transition meeting. This again allows parent/carers</p>



		<p>to be part of the transition process and allows them to be confident that the new setting has all the relevant information regarding their child.</p> <p>For any child transitioning into or out of Stradbroke Primary School, the SENDCo will ensure that a copy of their SEN file will be transferred securely to the child's new setting.</p>
9	What is the approach to teaching children with SEND?	<p>We strive to be as inclusive as possible at Stradbroke Primary School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully to ensure that children with SEND are challenged appropriately and have the correct support/provision to be successful. Teaching and learning is adapted to meet every learner's needs and this can be done in a variety of ways. This could include providing an increased level of adult support, different learning activities, access to specific resources etc. and this is highlighted on the class teacher's planning along with targets for the children with SEND. Some children with SEND receive specific provision through interventions - this can be ongoing or for a block of support. The class teacher remains responsible for each child's learning and progress whether the child is in or out of the classroom for their intervention.</p> <p>Class teachers are given copies of all relevant reports from outside professionals, again to aid them with the choice of strategies to support individuals.</p> <p>All class teachers are involved in the SEND reviews therefore there are opportunities for all those involved in the child to support with target setting, and identifying the provision and resources required for each child to be successful.</p> <p>For when children with SEND progress to KS2, we have recently appointed a teacher of SEND to support class teachers with planning and implementing provision, particularly for children working at a Pre- Key Stage level, where a more tailored approach is required.</p>
10	What adaptations are made to the curriculum and learning environment of children with SEND?	<p>The SENDCo and class teacher, together with parents/carers, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary.</p>



		<p>The school ensures that all lessons are appropriately differentiated and sequenced so that the curriculum meets the needs of all learners with SEND.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We use the Birmingham Toolkit and Locke and Beech profiles where appropriate, helping staff highlight areas where a child might need support and celebrate their strengths.</p> <p>We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. speech and language support, fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy.</p>
11	How does school ensure that staff have the relevant training to support children with SEN?	<p>Stradbroke Primary School ensures that all staff have access to a variety of training over each school year and will share expertise through the Locality Family of Schools and/or the IR (Integrated Resource) network meetings when needed.</p> <p>The SENDCo attends regular conferences and training for SEND and delivers this to staff accordingly, also with the support of outside professionals.</p> <p>We plan this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents/carers about how they would like their child to be supported.</p> <p>In addition to the above, Teachers and Support Staff are secured places on training that directly link to the special educational need and/or disability for the individuals they are directly teaching.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<p>The SENDCo and SLT prepare termly updates on the effectiveness of the SEND provision for governors via analysing pupil progress data and intervention data. The day-to-day SEND provision for individuals is monitored termly via individual SEND meetings with parents/carers, and the SENDCo also holds meetings with the support staff termly to ensure children accessing interventions are making positive progress. If there are indications that children are not making expected progress (for them) support staff discuss this as soon as they have concerns with the class teacher and SENDCo.</p> <p>Annual parent questionnaires are completed to gather views from all parents/carers. Feedback is taken at SEND review meetings from parents/carers and learners. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing</p>



		<p>everything expected for individual pupils. The termly SEND review meetings are designed to facilitate the review and, if necessary, alteration of the provision individuals require and receive.</p> <p>EHCPs stipulate the support provided for certain individual pupils, and the Annual Review is the formal setting for evaluation of these. We bring together all the reports from outside professionals, arrange and host the Annual Review meetings, and provide the Local Authority with a fully documented recommendation for what form the future provision for each child should take.</p> <p>The Senior Leadership Team and Governors set and review targets for performance and monitor delivery through sub-committees and reports, in addition to the termly SEND Link Governor meetings. The school works with outside professionals, such as our School Improvement Partner, to ensure we have access to expert and external advice for the whole school, including the Integrated Resource.</p>
13	<p>How do you ensure learners with SEND are included in non-classroom based activities?</p>	<p>Within the school, there is an expectation that learners with identified SEND are able to access the same activities as other children (where safe to do so). Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included.</p> <p>Close consultation with parents/carers when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p> <p>Where necessary school will make physical adaptations to allow learners with SEND to be included.</p> <p>Where possible, the school encourages children with SEND to participate in additional activities in and out of school so they are having the opportunity to showcase their areas of strength.</p>
14	<p>What support is available for improving social and emotional development?</p>	<p>All children in school work on Social and Emotional Aspects of Learning (SEAL), which is taught indirectly throughout daily lessons, where children are working in a variety of ways (collaboratively, providing peer support) as well as through more direct approaches, such as the Philosophy for Children programme which is on a weekly basis. Children have commented upon how useful and enjoyable this is for them. School assemblies also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, input for Y5 and Y6 children from the</p>



		<p>Child Line charity and NSPCC, as well as whole-school events such as sales for Children In Need, Show Racism the Red Card to promote anti-racism and bigotry. We also promote residential trips in Y2 and Y6 to support team building, self-confidence and independence. Where a child requires a higher level of support than this, school will plan a programme of support written around an individual child's needs. This may take the form of an intervention such as Lego Therapy, the FRIENDS programme, or the 5-point scale. Where additional intervention is required on an individual basis, the school's learning mentor will provide a block of support and work with the family.</p> <p>Where necessary and possible, the school accesses Locality funding to allow a trained counsellor to work with families in need of more specialist support than educational professionals can ordinarily provide.</p> <p>Professional development meetings are held for all staff regarding Healthy Minds and Trauma Informed so that it remains at the forefront in allowing children to be successful learners.</p>
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