

Section 1:

EHCP	SEN Support	Pupils on EF	Proposed app for Stat Ass from current cohort
7	84	3	1 currently in process 5 in earlier stages

Communication and Interaction		Cognition and Learning		SEMH		Sensory and/opr Physical Needs	
No x pupils with need	No x pupils with an EHCP	No x pupils with need	No x pupils with an EHCP	No x pupils with need	No x pupils with an EHCP	No x pupils with need	No x pupils with an EHCP
	2	1 <i>Emergency Funding</i>	4	1 1 <i>(Emergency Funding/ Joint Need)</i>		1 <i>(Emergency Funding/ Joint Need)</i>	1

Section 2:

Identifying pupils with SEND

We use a variety of ways to identify children who need extra help in school:

- We visit all children in their pre-school settings and in their homes prior to starting school in order to understand the needs of all pupils
- We measure children's progress closely and regularly through a variety of informal and formal assessments so we can quickly identify pupils who may benefit from extra support
- Class teachers meet regularly with the Senior Leadership Team and the SENDCo to discuss pupil progress and to identify support and intervention for pupils
- Outside agencies such as educational psychologists, speech and language therapists and occupational therapists often provide us with information about children who will need extra help
- Pupils themselves can ask for extra support and help
- Parents are encouraged to bring concerns or information about their child to their child's class teacher.

When an identification has been made, parents are involved from the outset in deciding the best route to take and designing the type of support. As part of this process, the school and parents decide whether an education, health & care plan (EHCP) is appropriate. If this is the

case, consultations will take place between parents, Manchester's SEND team and the SENDCo.

What happens once a pupil has been identified?

If it is considered that the child has needs that are additional to and different from the learning needs of others, the child will be added to our SEND list. An IEP (Individual Education Plan) will then be written which identifies the strengths, needs of the child and the steps that will be put in place to help the child in terms of who will do it, when and how. This information will be shared with the parent/carer.

The IEP will be reviewed by the class teacher and the progress and any subsequent changes to the provision discussed with the parent.

If support is required more urgently than an EHCP can be applied for, school may put in a request for Emergency Funding which provides support for one term whilst the EHCP is being processed.

Section 4 Implementation of the SEND system

Implementing cycles of Graduated response

EHCP applications/outcomes

SENDCo and Governor

If a child has an EHCP, their plan outlines the support that is required throughout the day to access learning effectively. This may mean that an adult has been identified by the school to work with the child for part(s) of all of the school day.

TAs are deployed within classes and year groups/phases to support groups of children where learning needs are similar.

In February 2020, an Additional Resource Centre (Charlie's ARC) was set up to support children with High Needs. The provision will support up to 12 children and will be staffed by TAs who specialise in SEND. Children may be in the ARC on a full-time basis, regular part-time or may spend time in there for a block of intervention teaching. It will also offer space and time for children to have time out and reflection if they are anxious in their usual class space. The SENDCo will oversee this provision and also teach the children 1:1.

There is currently 1 request for Statutory Assessment lodged with the SEN team, school and professionals are currently gathering information to further support the application.

We have 3 children who are in receipt of Emergency Funding and their applications for Statutory Assessment are underway.

There are potentially 5 more current pupils who are being monitored.

Last year, we submitted two applications, both of which were successful.

Governor Links

The link Governor is Samantha Preston.

During the initial visit, Samantha had a tour of the school to have SEN working areas highlighted. Procedures were discussed and a brief overview of data. The next meeting will discuss data in detail.

6. STAFF DEVELOPMENT

The SENDCo attends termly LA network meetings.

Later on in 2019-20 academic year, the SENDCo will complete advanced SENDCo training.

The SENDCo leads whole staff training and invites specialists in to deliver training.

Individual staff are trained by specialists to use specialist equipment or in strategies to meet the very specific individual needs of pupils.

The SENDCo is non-class based.

7. WORK WITH OUTSIDE AGENCIES

School currently works with the following professionals:

Physiotherapy (x 3)

Hearing Impaired Team

School Nurse

Health Visitors

Early Help

CAMHS

SpLD Teacher

Educational Psychologist

High Schools for Y6-7 Transition

Specialist SEN Music Teacher

Independent Advisory Support

Children with long term medical/learning needs and/or disability are regularly supported by professionals to ensure that they can access the curriculum and the school environment on a day to day basis.

Professionals are required to contribute to applications for Statutory Assessment and reports.

Additional information added: April 2020.

SaLT

School has a full-time therapist. A SaLT referral form is available to teachers to complete if they have concerns. The form asks teachers to identify their concerns and any strategies already carried out.

Therapy is carried out in several forms.

1:1 Therapy

The SaLT will meet with parent(s) and discuss the child's history and current needs and will discuss findings of the pre-therapy assessment. She will share the programme that has been written and how the parent(s) can contribute in the home. Therapy will then be carried out weekly and the targets will be included on the child's IEP and shared with the Teacher/Staff within the class. At the end of the (typically) 6 week programme, the IEP will be reviewed, parent(s) invited back in to discuss progress. The child will then be given a programme to follow in class.

Group Therapy

Some children will access a specific group programme which similarly, will run for approximately 6 weeks. This will concentrate on their interaction with their peers and developing their listening and attention skills.

In Class Advice

In some cases, strategies can be given to the class staff that can be incorporated into the everyday routines for the child(ren).

EHCP children

The therapist works closely with any children who have SaL needs as part of their plan. There may be 1:1 work or class strategies in place and these are reviewed regularly. The SaLT contributes to the Annual Review process by submitting a report and attending the review to meet the Parent(s).

If a child is having an EHCP applied for, assessments and information will be submitted by the Therapist if there are Speech and Language concerns. This information contributes to the final plan.

SpLD Teacher

School employs a Specific Learning Disabilities Teacher for one morning per week.

Teachers can complete her specific referral form that outlines the difficulties that the child/teacher is experiencing and the SpLD teacher will then discuss with the teacher and make a decision as to whether strategies can be applied in class or a specific assessment needs to be carried out.

The SpLD Teacher has carried out Dyslexia Training for the staff and teachers are encouraged to make their classrooms dyslexia friendly.

The Deputy Head and Y6 staff work with the Teacher to ensure that any child in their final year has the appropriate measures in place for their SATs. Preparation for this may take place during Year 5.