



Special Educational Needs & Disabilities

## SEND Information Report 2023/24

### 1. The types of special educational needs that are provided for are:

General Learning difficulties, Specific Learning Difficulties, Moderate Learning Difficulties, Social, Emotional and Mental Health, Autistic Spectrum Disorders, Speech, Language and Communication Needs, Visual Impairment, Hearing Impairment, Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Medical needs.

### 2. Policies for identifying children and young people with SEND and assessing their needs.

Identification is through class teacher observations, Senior SENDCo and Inclusion lead, whole school SENDCo or IR SENDCo observations and achievement meetings, which are held every term. Teachers can complete a referral for children to Malin Bridge's SEND team via share point. Parents may also inform school if they have any concerns about their child, either via the class teacher or meeting with the SENDCo's. Referrals can be made by the teaching assistants in school which have all attended training relating to ASD and ADHD. They have also had training in several interventions including phonics and reading, drawing and talking, Zones of Regulation, Lego therapy. We have a speech and language teaching assistant and a teaching assistant who has had Autism training. The Educational Psychologist, Autism team, ADHD nurse, MAST and the statutory Speech and Language service can also make referrals. Parents considering a Ryegate referral need to contact their own GP with a letter of support from school.

### 3. SENDCo 's details

|  |   |  |
|--|---|--|
| Sarah Collingham – Senior SENDCo / Inclusion lead<br><a href="mailto:scollingham@chorustrust.org">scollingham@chorustrust.org</a><br>01142341379 | Lauren May-Whole School SENDCo<br><a href="mailto:lmay@chorustrust.org">lmay@chorustrust.org</a><br>01142341379 | Sarah Greenwood - IR SENDCo<br><a href="mailto:sgreenwood@chorustrust.org">sgreenwood@chorustrust.org</a><br>01142341379 |
|--|---|--|

### 4. Consultation parents of children with SEND and involving them in their child's education.

Parents and carers are invited to a SEND meeting every term to discuss their child's education. Outcomes and provision are discussed at these meetings and progress is reviewed. The child will have either have a Learner Profile, but the majority will have a School Support Plan. The School Support Plans are reviewed prior to and then shared during these meetings. Some children we have an Extended Support Plan and others will have an EHCP. When needed, other professionals will be invited to these meetings. Children with an EHCP also have an annual review to review the outcomes set out in the plan.

## 5. Consulting young people with SEND and involving them in their education.

We have two SEND registers, the legal SEND register and then a concerns register for pupils we are monitoring. Pupils' opinions are actively sort on a day-to-day basis by the adults who are working with them to engage them with the learning process. Learner Profiles or School Support Plans are being used throughout the school, for all pupils on the SEND register. The first stage of the School Support Plan or Learner Profile is completed with the pupil to gather their views and aspirations using a variety of methods to gain pupil voice. During the Extended Support Plan and EHCP process pupils, who are able to, are encouraged to share their views and help set new targets. Pupils with an Educational Health Care Plan are encouraged to share their opinions during the annual review process.

## 6. Assessing and reviewing children and young people's progress towards outcomes.

Progress and achievement are reviewed by the Headteacher, Deputy Headteacher, Phase leaders, SENDCo's and class teacher every term during achievement meetings. Before these meetings and during the meeting assessment information is analysed. Intervention impact is recorded by the teaching assistants and reported to the SENCo's. This is then discussed during termly conversations with parents/carers. The SEND intervention map is reviewed every half term and adjustments are made when necessary according to individual needs.

## 7. Transition support

Pupils starting in FS1 are offered an induction session. There is a comprehensive package for pupils joining the FS2. Pupils are visited in their nurseries and will meet their new teacher. Parents are invited to a meeting at Malin Bridge Primary School and then pupils are invited to attend the 'stay and play' session during the summer term prior to pupils starting school in September. There is a short phased starting program during September to allow a smooth transition into school.

Pupils joining or leaving Malin Bridge Primary School part way through the Primary stages have their information shared through transition sessions with the relevant SENDCo/member of staff at their previous /destination school.

Pupils in Year six leaving for secondary school attend day visits prior to them leaving Malin Bridge Primary School at their allocated school. The SENDCo/ Health and Wellbeing manger also liaise with the secondary SENDCos and passes on any relevant information. Pupils with significant needs will have a personalised transition package which may include additional visits.

## 8. The approach to teaching children and young people.

In line with the new code of practice, Malin Bridge Primary School promotes High Quality First teaching in class. We aim to support SEND pupils in class through the use of differentiated activities and resources, by developing independence, working in Kagan groups or pairs and with the strategic support of teaching assistants. Pupils may access interventions outside of the classroom, with a teaching assistant or an outside agency, to focus on the skills that need to be developed.

## 9. How adaptations are made to the curriculum and the learning environment for children with SEND

The curriculum is adapted to meet the needs of all our pupils. Teachers carefully plan exciting and engaging topics and lessons based on pupil's interests. Class teachers use a variety of adapted methods to ensure that all pupils are given learning tasks that are appropriate for them. At Malin Bridge Primary School we have designated areas where pupils can learn in groups and on a 1:1 basis. Learning environments are stimulating and relevant to the current topic in each class. They consist of a balance of learning walls and examples of children's learning. Outdoor Learning and Active Learning is high on the agenda as well as all pupils being encouraged to accessing off site engaging experiences.

## 10. The expertise and training of staff to support children with SEND, including how specialist expertise will be secured.

There has been whole staff training in a number of areas including SEND needs, Numicon, School Support Plan writing, Dyslexia, working memory and Autism. Teaching assistants have also attended various training sessions on the following areas: Speech and Language, stammering, Autism, alphabet Arc, letters and sounds, precision teaching, fine motor and gross motor skills, Math's, dyslexia, Zones of Regulation, Lego Therapy, Birmingham toolkit, Team Teach, THRIVE, trauma informed schools and social stories. Our Assessment specialist teaching assistants have had additional training on delivering, and then analysing cognitive and reasoning assessments. A professional development program is in place for all staff and we work closely with outside agencies to develop our practice.

## 11. Evaluation the effectiveness of the provision made for children with SEND.

We evaluate the effectiveness of SEND provision with various stakeholders e.g. The Headteacher or Deputy Headteacher, a SENDCo and class teacher during achievement meetings and also during SEND School Support meetings with the parents, class teacher, teaching assistant and a SENDCo.

The SENCo's carry out drop ins on the teaching assistants on a termly basis and monitors then evaluates the assessment information inputted into the Intervention Map.

Outside agencies also evaluate the effectiveness of the provision during review meetings and through report writing. The SENDCo meets with the SEND link Governor on a termly basis to discuss the effectiveness of the provision and reports to full governors on a yearly basis.

## 12. Steps taken to prevent pupils with SEND from being treated less favourably than others.

Termly meetings between parents, teachers and the SENDCo allow for a thorough discussion to ensure that pupil outcomes set and being worked towards are suited to the needs of the individual, focusing on the pupil reaching their full potential. During these meetings pupils' views will be heard and acted upon. The curriculum is adapted for pupils with SEND needs, so that all pupils can access the curriculum at their own level. Staff ensure that all pupils are able to attend all learning events both inside and outside of school e.g., trips and residential visits by sharing information about any special educational needs and putting in a plan to support these children. All risk assessments for visits consider the needs of pupils identified. These plans are shared, and support is put into place.

## 13. How children and young people with SEN are enabled to engage in activities available with young people in the Academy who do not have SEN.

Pupils with SEND are included in all activities available at Malin Bridge Primary School. Risk assessments are written with their needs included and considered for trips and outside activities. Their SEND requirements are shared with external staff if they attend after school clubs so strategies can be put in place to accommodate them. If necessary, activities are adapted to suit individual needs of the SEND pupils.

#### **14. Support for improving emotional and social development.**

At Malin Bridge Primary School we employ a Health and Wellbeing manager who is the designated Safeguarding lead.

Malin Bridge is also a Healthy Minds School and the IR SENCo has attended the trauma informed schools training and is now a trauma informed practitioner. We also have a Clinical lead CBT therapist and an Education Mental Health practitioner who work with several children. Teaching assistants also run the Zones of Regulation intervention for pupils who struggle to cope socially and emotionally. We also contact agencies such as MAST with a view to support pupils with emotional or medical needs.

#### **15. How the school involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations.**

The school will involve other agencies when they are needed. Referrals can be made to the school's , Educational Psychologist, Autism team, ADHD nurse, MAST, statutory Speech and Language. Parents considering a Ryegate referral need to contact their own GP with a letter of support from school. The school welcomes any advice and support from outside agencies. Outside agencies are invited to termly SEND meetings with parents.

#### **16. Arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

Complaints about the provision of children with SEND should be addressed to the Headteacher.

#### **17. Information should be easily accessible by young people and parents.**

This report is available on the website and a hard copy can be obtained from the school office on request.

#### **18. Local offer**

The local offer can be found on the below link.

[http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=LBgJdeiXZIM&localofferchannel=3\\_4](http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=LBgJdeiXZIM&localofferchannel=3_4)