

Davenham C of E Primary School SEN Information Report

Academic Year 2021-2022

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SEN Governor: Kathryn Alexander

SEN Code of Practice	Provision at Davenham C of E Primary School
What kinds of special educational needs do we make provision for?	<p>We have provision for children who can be accommodated effectively within a mainstream primary school within the four areas of need identified in the code of practice;</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health difficulties• Sensory and/or Physical needs <p>Not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision are identified as having SEN. Class Teachers use a wide range of strategies to differentiate for vulnerable learners in their classes who do not have a specific SEN in addition to those that do.</p>
How do we identify children with SEN and assess their needs?	<p>The SENCO (current post holder Jessica Ollier) SLT and class teachers use data and knowledge of pupils to identify those who may have barriers affecting their progress and achievement.</p> <p>The SENCO consults regularly with class teachers, support staff, parents, pupils and any external agencies involved in order to assess levels of need.</p> <p>School operates a graduated response to SEN, involving assessment, individual targets, review and regular contact with all persons involved in enabling SEN pupils to reach their potential.</p> <p>If parents feel that their child has SEN, they can raise any concerns with the class teacher. The teacher will then consult the SENCO who will start an assessment process as and when appropriate.</p>
How do we consult parents of children with SEN and involve them in their child's education?	<p>Termly parent consultation meetings with class teachers.</p> <p>Parents of children with an Individual Pupil Profile are included in the termly evaluation of targets with their class teacher. They are fully informed of new termly targets as they are put in place. The SENCO is available to be present should the parents request it.</p> <p>The SENCO is available to meet with parents of any child with identified SEN as appropriate for their level of need at any point in the term.</p> <p>Annual written reports are provided to parents at the end of summer term.</p> <p>Parents of children with an EHCP are invited to attend and share views at annual and interim review meetings.</p>

	<p>Cheshire West and Chester Information Advice and Support Service (IASS) helps parents and carers who have a child with difficulties with learning and or a disability and children and young people who have a learning difficulty and or a disability from birth to 25 years. The service is confidential and offers impartial advice and information.</p> <p>https://cyp.iassnetwork.org.uk/service/information-advice-and-support-service/</p>
<p>How do we consult with young people with SEN and involve them in their education?</p>	<p>Children are involved in setting personal targets, and evaluating progress towards them as appropriate for their age.</p> <p>Children are consulted in the writing of termly profile targets in an age appropriate way.</p> <p>Children with an EHCP are invited to share views for annual review meetings and their views are recorded in reports. We ask them to come and share their opinions in person if appropriate and if they wish to.</p> <p>For children with SEMH needs, wishes and feelings are collected in an age appropriate way.</p>
<p>How do we assess and review children's progress towards outcomes, including opportunities available to work with parents and children as part of this assessment and review?</p>	<p>As noted above, children and parents are fully consulted and involved in the assessing and reviewing process. They are made aware of progress being made towards individualised targets in the termly review meeting and in the writing of new targets.</p> <p>The SLT, SENCO and class teachers track the progress of all children (including those with SEN) in reading, writing, numeracy and foundation subjects. Children who are identified as not making at least satisfactory progress from their starting points (and taking into account their specific needs), are highlighted and provision put in place to address areas of concern. If they are already receiving additional support and/or intervention, this is also reviewed termly.</p>
<p>How do you support children in moving between phases of education?</p>	<p>The SENCO consults with SENCOS and Inclusion Managers at receiving High Schools to ensure a smooth transition and consistency of approaches used to support identified SEN children. Additional transition arrangements are made for pupils who require it.</p> <p>A handover process takes place with Early Years Providers for any child joining the school in Reception if a SEN has already been highlighted.</p>
<p>Which approaches do you use to teach children with SEN?</p>	<p>The school uses a wide range of strategies to support individual SEN children, so strategies and support can be tailored and differentiated to meet their specific needs. These include; the training of staff in using different learning strategies and understanding of specific needs, differentiated resources in settings, timetable accommodations and intervention programmes that will help.</p> <p>Details of interventions and approaches used can be found in our SEN Policy. Interventions include; in-class support, small group intervention and 1:1</p>

	<p>intervention. Interventions are recorded on a termly provision map. This changes regularly in response to needs at that time.</p>
<p>How do you adapt the curriculum and learning environment for children with SEN?</p>	<p>The curriculum is differentiated to allow all pupils to access it. A broad and balanced curriculum is very important to us and we ensure that interventions take place at appropriate times so that pupils with SEN are able to fully access all subjects.</p> <p>The SENCO and class teacher consult with external agencies (e.g occupational therapists, visual/hearing specialists, speech and language therapists) to ensure that learning environments are adapted to meet specific needs. Examples include; setting out furniture, visual timetables, specialist equipment if required and programmes that will help.</p>
<p>How do you train staff to support children with SEN, including how specialist expertise will be secured?</p>	<p>Staff training is arranged to ensure that staff are confident in working with children with SEN in school.</p> <p>The school holds a record of SEN related training.</p> <p>There is provision in the budget for SEN training.</p> <p>Annual appraisals of staff take place; these include the identification of any training needs.</p> <p>The SENCO organises external training for staff e.g. work with behaviour consultants, the autism team, medical needs training, ADHD training and Speech & Language.</p> <p>The SENCO attends regular cluster meetings to ensure continued professional development.</p> <p>The SENCO runs in-house staff training on a variety of interventions and class based methods of support.</p>
<p>How do you evaluate the effectiveness of the provision made for children with SEN?</p>	<p>Our provision is evaluated using an assess, plan, do, review cycle. We review all interventions to ensure they are as effective as possible.</p> <p>Additional evaluation relating to provision is incorporated into;</p> <ul style="list-style-type: none"> • The review of individual pupil profiles • Regular monitoring by SENCO of agreed strategies and practice in the classroom by teachers and TAs. • Regular meetings with SLT, SEN Governor and other key staff involved in delivery of provision.
<p>How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?</p>	<p>The school has a strong inclusive ethos. Class teachers (who know the children well) and the SENCO assess the needs of each individual child with SEN and put actions in place to remove barriers to learning and to enable them to access the full curriculum.</p> <p>Examples include; differentiated learning activities within lessons, use of specialist equipment or additional adults to help support individual pupils if appropriate.</p>

<p>What support is available for improving emotional and social development?</p>	<p>The school has a number of systems in place to support children’s social and emotional development. These include:</p> <ul style="list-style-type: none"> • School has 3 trained ELSAs (Emotional Literacy Support Assistant) who see children across the school. Support is offered to those highlighted by class teachers, SENCO or the ELSA’s themselves. • Our SENCO liaises with specialist support agencies to provide targeted support eg. CAMHS, autism team, behaviour consultants, educational psychologist, school health. • Each class receive curriculum time in RSE, E- Safety and age appropriate advice on anti-bullying and healthy lifestyles (through Science). • External groups may also come in to run workshops and assemblies for information. • Special events such as Anti-Bullying Week and Mental Health Awareness Week involve all pupils across the school.
<p>How does the school involve other bodies in meeting children’s SEN and supporting their families?</p>	<p>The SENCO liaises with a range of external agencies for advice, and involvement in delivering personalised programmes of need, e.g. Health and Social Care, LA support services, voluntary sector organisations.</p> <p>The school also signposts families to local services to support families. The Local Authority Offer also provides useful information about support available. To access Cheshire West and Chester’s Local Offer, press Ctrl and click here:</p> <p>https://livewell.cheshirewestandchester.gov.uk/</p>