



Purley CofE Primary School

SEND Information Report

These pages set out our provision for children with special educational needs and disabilities (SEND).

School based Provision for those with Special Needs

Purley CofE Primary School provides additional support for children whose difficulties include:

- Communication and social interaction impairments such as speech and language difficulties and neurological disorders such as autistic spectrum disorder (ASD).
- Cognition and Learning needs such as literacy and numeracy difficulties including dyslexia and difficulties associated with Developmental Co – ordination Disorder (DCD)
- Social, Emotional and Mental Health needs
- Sensory and/or physical needs such as visual and hearing impairments and disabilities such as cerebral palsy as these conditions may affect their learning.



Our Acting Special Educational Needs Co – Ordinator (SENDCo) is Mrs Amy Holland (also Headteacher). She can be contacted via the school office – 01189 842384 or office@purley.w-berks.sch.uk

Our governor with responsibility for SEND is Anne Bolland.

Our Inclusion Policy can be found on our website.

Identifying Need

The school works within the framework of the Special Educational Needs Code of Practice 2014 which can be found here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The school takes a graduated approach to providing support. Concerns may be raised by class teachers and teaching assistants through observation and assessment. Parents and carers may also have concerns about their child's progress and these concerns are taken seriously. Initially, after discussion with the SENCo, adjustments will be made within the first quality teaching framework and the pupil's learning environment. This means that pupils who are experiencing difficulties will be supported within the lesson so that they can access the curriculum. The pupil's response is carefully monitored. The next step may be to provide some intervention in the form of teacher or teaching assistant led small groupwork and sometimes individual specialist teaching. This support is reviewed regularly to see if progress is being made.

Occasionally, where needs are persistent, a pupil is referred for specialist external assessment. Depending on need, they may be referred to services provided by the local authority or health providers such as the Speech and Language Service or Children and Adolescent Mental Health Service (CAMHS), for example. Where identified needs are persistent, complex and severe, an Educational Health Care Plan (EHCP) may be applied for. Schools apply to the local authority for EHCPs, though parents and carers also have the right to do so independently. An EHCP brings extra funding to allow extra provision and the ability to access learning.

Those identified with SEND are placed on the school's SEND Register. This is kept under review by the SENCo.

Working with Families

We will always contact parents and carers to discuss any concerns the school may have with regard to special needs. When a pupil needs support additional to or different from the majority of their peers, their provision and progress is captured on a Support and Achievement Plan (SAP). This is a personal working document to which parents and carers, and the pupil are encouraged to make contributions. It describes the support being given, the pupil's personal targets and the progress made towards those targets. It is reviewed three times per year in a meeting with teachers, and parents and carers. The pupil's views are sought and are reflected in the document. Meetings to review progress are held termly. We also liaise with parents via email and phone calls.

Adapting the Curriculum

The school offers a broad and balanced curriculum for all children. Where there are difficulties, the school will always endeavour to make adjustments allowing all pupils to access the curriculum and experience the full extent of the Purley learning environment, including educational visits, events and residential trips. Risk assessments will be undertaken in accordance with the duties under the Equalities Act 2010.

Classrooms aim to be fully inclusive meaning that approaches to teaching and learning automatically facilitate a variety of learning styles and needs. If a pupil requires learning aids or adult support in class, then this will be provided.

Expertise within the School

The school has an excellent team of teaching assistants who support teaching staff in their efforts to ensure that no child is left behind and has full access to learning. They each bring considerable skills in and out of the classroom and this includes teaching assistants with experience in delivering reading, writing and numeracy interventions and teaching assistants who are trained to deliver emotional literacy support (ELSA) on an individual basis.

Individual teaching assistants and teachers regularly undertake training so that the needs of our pupils can be met. For example, one of our Foundation Stage teaching assistants has

recently gained a Level 3 qualification in Early Years Education and the SENCo is currently studying for the National Professional Qualification in Special Needs Coordination.

The school also makes use of the various local authority support services on offer such as:

- Educational Psychology
- Cognition and Learning Team
- Autism Team
- Early Years Inclusion Team
- Sensory Consortium
- Behaviour Support Team
- Child Adolescent and Mental Health Services (CAMHS)

Mental Health, Well Being and Social Development.

Children must feel safe in order to learn. Our pupils understand that every adult's "Number one job is to keep us safe". A child's well – being, mental health and social development are important and this is carefully monitored. Depending on the extent of the difficulties, the pupil may begin to receive in house ELSA sessions on a one to one basis, or may also be referred to external services for a more detailed assessment.

We buy into the Emotional Health Academy (EHA) Service from West Berkshire. Emotional Health Workers from the EHA work in our school to support children with a wide range of issues, in one-to-one sessions, small groups or full classes. They also provide services for parents and staff.

As a small school, adults know the children and families very well and difficulties of this nature are usually identified in the early stages. We listen to the views and concerns of all our pupils including those with SEND. Please see our Behaviour and Mental Health Policy available on the website.

Ensuring our SEND Provision is Effective

The Senior Leadership Team (SLT) has a rigorous process for monitoring teaching and learning and All outcomes for all children, including vulnerable children such as those with SEND. For those pupils who cannot access the curriculum for their year group, they are assessed using other criteria, such as 'out of year' outcomes. Standardised testing is also used to track progress. Small steps of progress are measured through monitoring and reviewing SAPs. In EYFS, teachers will assess pupils using the Early Learning Goals. Reviewing progress also informs planning and the assess, plan, do, review cycle is embedded into the school's assessment culture.

Activities and Events Outside School – Local Offer

Information about activities and events for disabled children and those with SEND in West Berkshire can be found here:

<https://www.westberks.gov.uk/article/42837/Special-Educational-Needs-and-Disability-SEND-Local-Offer>

Parents and carers may find the following organisation helpful when trying to support their children with SEND:

<https://westberkssendiass.info/>