



# Steeple Morden Primary School

## SEN Report

The aim of this report is to give parents information about how we support children's learning in our school.

### **How are the schools resources allocated and matched to pupils?**

### **How are decisions made about how much support each child will receive?**

Our Primary School is an inclusive school and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. Children's needs are identified in the termly pupil progress meetings and resources are allocated according to need.

As appropriate, children are allocated to intervention groups. All the interventions at our school are delivered by staff trained in running these groups. The provision in these groups is overseen by our class teachers, Assistant Heads or SENCo.

The effectiveness of every intervention run in school is monitored by the use of assessments at the beginning of the support work. Interventions are then modified, if necessary, in light of these assessments. A whole school provision map is updated termly. This document tracks the support being offered throughout the school and is updated every term in discussions between the special needs coordinator, class teachers and head teacher. Smaller group work is planned for children of all abilities.

### **How does the school know if pupils need extra help?**

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the head teacher and every class teacher.

If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Parent's evenings are held in the autumn and spring terms and parents receive a written report in the summer term, however if there are any concerns about a child's progress between these times teachers will contact the child's parents.

The children are involved in their progress towards targets in numeracy and literacy. The literacy targets are very specific and are in their Literacy books.

### **What training have staff who are supporting children with SEND had or are receiving?**

Our school has a special needs coordinator (SENCo) who is responsible for advising class teachers about the provision they make for children with SEND (special educational needs and disabilities), and for overseeing our whole school provision. The SENCO directs the SEN TA and supports class TA's. We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

### **How is the curriculum matched to meet children's needs?**

Classroom based strategies to ensure all teaching is as good as it can possibly be.

A range of free clubs are offered before, during and after school.

#### Access to a supportive environment

- Use of appropriate visual timetables
- Pre-teaching of strategies and vocabulary
- Access to a laptop/ computer
- Specialist equipment to enable children to access lessons
- A dyslexia friendly environment

#### Provision to facilitate/support access to the curriculum

- Small group support from a TA/ class teacher
- One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed)
- Individualised curriculum where necessary
- Provision of quiet workstations to enable children to focus
- Support for children to enable them to participate in school trips/ residential visits

#### Strategies/support to develop independent learning

- Use of visual timetables, checklists, personalised success criteria
- Visual support e.g. sequenced pictures, mind maps etc
- Scaffolding e.g. writing frames, story maps, task plans to provide a support structure to help children to complete a task.
- 'Chunking' activities (i.e. grouping information together into meaningful groups)
- 'Dyslexia friendly' classrooms e.g. word mats
- Accessible resources readily available in the classroom that children can fetch if they need them.

- Use of step in, step out support to encourage independence
- Extension challenges for more able learners

### Strategies to support specific areas of need

#### Strategies to support/develop literacy inc. reading

- 1:1, small groups and Reading Clubs
- Small group targeted literacy support to boost reading , writing and spelling (Literacy Tracks) throughout the school
- Use of SEN friendly resources
- Programs of work tailored to the needs of children with severe SEN
- Use of writing slopes, pencil grips and wedge cushions
- Extra opportunities to practice reading to a range of adults.

#### Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Withdrawal in a small group for targeted intervention customised to the particular group of children
- Use of practical resources e.g. Numicon
- Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding.
- Teaching groups and Booster Activities

#### Strategies/programmes to support speech and language

- Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support)
- Implementation of their programmes by TAs trained in supporting speech and language.
- Support from a member of staff trained in speech and language strategies
- Small group interventions to help develop children' speaking and listening skills (e.g. Talking Partners/ Spirals/ Talking Maths programmes)

**What specialist services or expertise are available at or accessed by the school?**

We regularly work with a range of professionals including Educational Psychologists, Specialist Teachers and Speech Therapists. We also access to strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

**What support is there to support my child's overall well-being?**

We believe that children need to be happy and feel secure to make progress, and have a range of provision available to support children's wellbeing:

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) and social skills

- Individualised programmes of support implemented consistently by all staff
- Counselling (including Allyance services)
- Referral to appropriate outside agencies e.g. CAMHS (should the child meet their thresholds)
- Referral to the school nursing service.
- Social stories – using a purpose written story to explain and explore a social situation and different people responses to it to develop children's understanding of that situation
- Individual Social Skills programmes/support including strategies to enhance self-esteem

Strategies to support and/or modify behaviour

- Use of school's behaviour policy and PSHE (personal, social and health education) policy
- Anger management/ use of quiet areas and time out.
- Home /school link books
- Regular meetings with parents
- Behaviour plans to ensure a joint home-school approach
- Support/supervision at less structured times of the day e.g. break and lunch times.

**How will I know how my child is doing?****How will I be involved in discussions about and planning for my child's education?****How will you help me to support my child's learning?**

We believe that good communication between home and school is essential for us to work effectively together to support every child.

We have a range of means of communication with parents, including:

- telephone
- email

- face to face meetings
- home school communication books

**How does the school support a child in starting school and moving on?**

We work to ensure smooth transition from pre-school into school and from primary school into secondary school, and between classes while within the school. This includes visits from school staff to the child's current class/ setting and series of visits for the child to their new class and specific individual programmes of transition activities.

**What should I do if I think my child has SEN?**

**Who can parents contact for further information?**

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENCo or head teacher.