

## SEND Information Report 2020-21



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

Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Learning difficulties, Emotional and Behavioural difficulties, Sensory/Attachment needs, Language difficulties, Dyslexia, Dyspraxia, Autistic spectrum disorder, moderate learning difficulties.

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

Identification of SEN is through class teacher observations and pupil progress meetings, which are held regularly. Parents may also inform school if they have any concerns about their child, either via the class teacher or meeting with one of the SENCos (Special Educational Needs Coordinator). Referrals can be made through school to an Educational Psychologist, the Autism team, the ADHD nurse, MAST and Speech and Language therapy. Parents considering a Ryegate referral need to contact their own GP with a letter of support from school.

### 3. SENCo details

Karen Cashmore (KS1) – [kcashmore@marlcliffe.sheffield.sch.uk](mailto:kcashmore@marlcliffe.sheffield.sch.uk) Tel: 0114 2344329  
 Roanne Stacey (KS2) – [rstacey@marlcliffe.sheffield.sch.uk](mailto:rstacey@marlcliffe.sheffield.sch.uk) Tel: 0114 2344329

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

Parents and carers are invited to a meeting every term to discuss their child's education. Two of these will be Parent Evenings, but parents of children on the SEND register will be given extra time at these meetings. The third meeting will be during the school day and will be with the class teacher and SENCo. Outcomes and provision are discussed at these meetings and progress is reviewed. SEND Plans are shared during these meetings. When needed, other professionals will also be invited.

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

All pupils on the SEND register complete a one page pupil profile with an adult in school. This gives their opinion about their learning strengths and weaknesses. Pupils who have an Educational and Health Care Plan (EHCP) are asked for their opinion during the annual review process.

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

Progress is reviewed by a member of the SLT and the class teacher regularly through pupil progress meetings. Progress through learning interventions is recorded by the teaching assistant and reported to the class teacher and SENCo. This progress is then discussed during the termly conversations with parents/carers. The SEND provision map is reviewed every term and adjustments are made when necessary.

### 7. Transition support

When children start FS2 (Reception class) they are visited in their nurseries by their new teacher. Parents are invited to an information meeting at Marlcliffe Primary School and pupils are invited to attend two sessions during the summer term, prior to starting school in September. There is a phased starting program during September to allow a smooth

transition into school. Pupils in year six leaving for secondary school attend day visits prior to them leaving Marlcliffe Primary School. The SENCO and Y6 team also liaise with the secondary SENCO's and pass on any relevant information. Pupils with significant needs will have a personalised transition package. Children transitioning within school will spend two afternoons with their new class and teacher towards the end of the summer term, prior to their move. Any vulnerable or anxious children may be given more opportunities to get to know their new teachers.

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

In line with the code of practice, Marlcliffe Primary School promotes high quality first teaching in class. We aim to support SEND pupils in class through the use of teaching assistants and differentiated activities. If a child has a specific learning difficulty they may be supported by an intervention carried out by the class teacher or a teaching assistant, under the supervision of the class teacher.

### **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. Class teachers use a variety of differentiated methods to ensure that all pupils are given learning tasks that are appropriate for them. 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. There are group rooms and learning pods in school for children working in intervention groups or 1-1 with an adult.

### **10. The expertise and training of staff to support children with SEND.**

There has been whole staff training in a number of areas including the new SEND Code of Practice, dyslexia, autism, epilepsy, children's mental health, attachment and bereavement. Curriculum training for teachers makes it clear how tasks can be adapted or scaffolded in Literacy or maths lessons to meet the needs of SEN children. Teaching assistants have also attended various training sessions both in school and with outside agencies. TAs are observed delivering interventions and given areas to improve to ensure all time is well used, and that the intervention is appropriate and valuable. The school SENCOs have had additional training from an outside agency on delivering, and then analysing a dyslexic traits screening assessment. The SENCOs work closely with the Locality SEN lead and have attended a substantial amount of SEN training with other SENCOs from the local area. Good practice is shared; the moderation process for the Sheffield Support Grid ensures that judgements about the levels of need for individual children, is consistent across Sheffield schools. From April 2018 the SENCO role has been shared. The new SENCO will be given the opportunity to attend relevant training and will be supported in future to complete the National SENCO qualification.

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

We evaluate the effectiveness of SEND provision through tracking the progress of SEN children against the targets on their SEN plans. We also track their progress data in line with all children in school. We evaluate our provision with various stakeholders e.g. a member of SLT and class teacher in pupil progress meetings, the parents, the pupil where appropriate,

class teacher, teaching assistant and SENCO in reviews. Outside agencies also evaluate the effectiveness of the provision during review meetings and through report writing.

## **12. How children and young people with SEN are enabled to engage in activities.**

Pupils with SEN are included in all activities available at Marlcliffe Primary School. Risk assessments are written with their needs considered and included for trips and outside activities. Their SEN 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 the individual needs of the SEN pupils.

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

In recent years we have seen rising numbers of children who are affected by external factors like drugs, alcohol misuse and domestic violence at home. We have supported children in school with mental health issues (some supported by children's mental health services,) including self-harm, eating disorders and behavioural issues at home. We use the CPOMS electronic recording system to record even minor concerns so a picture can be built up over time of any patterns of behaviour, observations from class teachers or concerns over a child's well-being. We have a full time learning mentor, Mrs Sherren Barratt. Her role is to offer emotional support to both parents and carers, and pupils. She runs social skills groups for pupils who struggle to cope socially and emotionally. She works one to one with a number of children who have problems with anxiety or anger. We can make quick and easy referrals to agencies such as MAST for family support with a view to supporting pupils with emotional or medical needs.

Through the PSHCE curriculum teachers cover many topics which can support emotional and social development. All the teachers have received training in attachment disorders and have an awareness of how to make vulnerable pupils feel more secure in school. The FS2 teachers have received training on creating safe environments for children starting school.