

SEND Information Report 2024-2025

1	Provision	<p>We currently provide for children with additional needs across the following broad areas: Physical & Sensory, Communication & Interaction, Cognition & Learning and Social, Emotional & Mental Health.</p> <p>We have a number of children who are being assessed for additional needs, yet are awaiting a formal diagnosis.</p>
2	Identification	<p>Some children arrive at our school with their needs clearly identified from their previous setting.</p> <p>Every pupil's progress is closely monitored through regular meetings and consultations with parents/carers. This enables us to identify additional needs and we use specialist assessments, including using specialist agencies and support services including Speech and Language Therapy, Educational Psychology, Autism Outreach, Tweendykes Outreach, the sensory processing service and the School Nursing Team.</p> <p>Concerns raised by parents are discussed, recorded and acted upon; the pupil is then monitored by the SENCo, following the graduated response approach. The school's SENCo is Rachael Hardie</p>
3	Pupil Numbers	<p>There are currently 60 children on the SEN register (please be aware that this is a fluid document, so numbers fluctuate as pupils are added to/removed from the register)</p> <p>There are currently 21 pupils with an Education, Health & Care Plan (EHCP) 10 of these access The Orchard Resource Base - a dedicated 'Hub' provision. The Resource Base is a Local Authority commissioned provision for children with an EHCP. Admission to the Resource Base is via consultation with the Local Authority.</p>
4	Parents & Carers	<p>We welcome parents/carers into school and fully encourage involvement.</p> <p>All pupils with SEND have at least 3 reviews per year where progress made against targets set is discussed with parents/carers and new targets are agreed. This includes two paren/carer consultation evenings. We aim to include parents'/carers' views and preferences when setting these targets and where necessary we will create a personalised plan. In addition, pupils may have additional reviews as and when required and parents/carers are invited to contact the school to discuss their child at any point during the year. There is a dedicated SEND email: ingssen@thrivetrust.uk, which is monitored by the SENCO daily.</p>
5	Pupil Involvement	<p>Wherever possible, pupils are involved in the target setting process. Pupils are encouraged to know their targets and should know who is going to do what in order to support them to meet their targets. Pupils' views are sought and they agree to the targets as set.</p>
6	Assessing & Reviewing	<p>The school follows the graduated response as detailed in our SEND Policy where we assess, plan, deliver and then review the programme for each pupil, increasing (where possible) or decreasing the level of support as determined by their progress.</p> <p>Pupil progress meetings are held three times a year with the class teacher and members of the Senior Leadership Team. During these, the progress and support in place is discussed and reviewed against progress made.</p> <p>The Governing Body is given detailed reports of progress and support.</p>

7	Exit Criteria	SEND can be transient; some pupils may need support for their entire time at school, others may make good progress so that their attainment is in line with their peers and they no longer require support. We liaise with parents to decide whether support is to be continued. If it is decided that a child no longer needs support then they will be removed from the SEND Register and monitored under the normal school processes.
8	Moving Between Phases and Preparing for Post-16	<p>New starters in our Foundation Stage attend a number of transition sessions prior to starting. The start is staggered, building from a few hours to a full day over two weeks.</p> <p>For pupils with SEND, the SENCo and EYFS Leader attend transition meetings to gather as much information as possible in order to put support in place. Information gathered is passed on to all relevant school staff to help prepare to meet the pupil's needs. Staff will meet with any agency involved.</p> <p>Pupils are supported to move onto secondary school via meetings with the SENCOs from the school, this is where information is shared. The Local Authority also has a joint transition process which all schools follow in order to support the transition of vulnerable pupils and those with SEND.</p>
9	Teaching	<p>We strive to be an inclusive school by all measures. We treat each pupil as an individual, taking into account their specific needs. Teachers plan lessons carefully so pupils with SEND can access. Elements of the curriculum have been adapted to ensure that all pupils are given the same opportunity curriculum and to ensure they are not restricted in their learning. Within this, differentiation is provided in a number of ways including Quality First Teaching, adult support, adaptations for learning and access to specific resources.</p> <p>Some pupils with SEND receive additional support via interventions, these can be ongoing (prior or catch up learning) or for a block of support (structured interventions).</p> <p>Teachers are directly involved in the SEND reviews (or their comments are included) alongside parents and pupils</p>
10	Adaptations	<p>Teachers plan the education programme, or the adjustments, following the advice and recommendations from any supporting agencies.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, these can include fine motor skills group, gross motor skills group, friendship group and RWI, Fresh Start and Fast Track programmes. We also make adjustments to the school to accommodate all learners, to provide a purposeful and productive learning environment.</p> <p>All pupils attending The Resource Base have an EHCP and places are allocated by the Local Authority.</p>
11	Staff Training	<p>All staff have access to a range of training throughout the school year, both in-house and provided externally. All staff are asked to disseminate information and share expertise gained if attending an external course.</p> <p>We invite specialists into school to support and train staff on an ongoing basis and utilise information from parents/carers about how they would like their child to be supported.</p>
12	Evaluation	<p>The Senior Leadership Team monitors and evaluates provision via learning walks, work scrutiny and lesson drop ins.</p> <p>The SENCO oversees termly reviews of IEPs.</p>
13	Wider Curriculum	<p>Activities are fully accessible to pupils with SEND so that every learner is included.</p> <p>Close consultation with home is made when planning trips and activities so that the school can assist learners with SEND to access trips and activities, including providing additional adult support when necessary.</p> <p>Where possible, school will make physical adaptations to allow learners to be included.</p>
14	Social &	School assemblies also cover a broad range of aspects and themed activities such as Anti-Bullying

	Emotional Development	<p>Week, there are themes and campaigns to raise awareness, enhance knowledge and further pupil understanding. The school collects donations for charities e.g. Children In Need.</p> <p>We have staff trained to deliver Emotional Literacy and staff dedicated to pupil wellbeing. Where a pupil requires a higher level of support than this, specialist agencies such as MIND and CAMHS are requested.</p>
15	Agencies	<p>Each pupil's needs are managed on an individual basis, with school involving agencies as and when appropriate. School has excellent links with a wide range of professionals offering a wide range of support to families. We involve other agencies in agreement with parents and as part of our graduated response</p>