



## SEND Information Report

**2022 - 23**

Ecclesall Primary School SEND Information Report  
2022-23

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

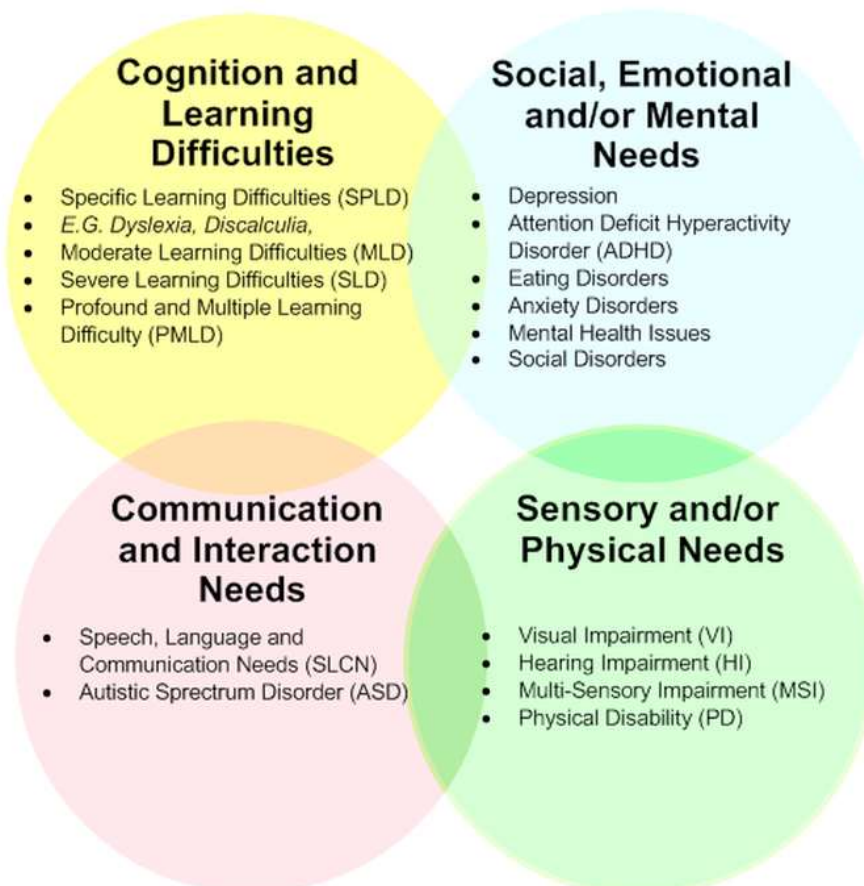
ADD, ADHD, Autistic Spectrum, Attachment Disorder, Dyslexic Tendencies, Development Co-ordination Disorders, Learning difficulties, PDA, Social, Emotional and Mental Health difficulties, Speech and Language difficulties (including DLD), Medical needs/long term illness, Physical Disability/mobility issues, Vision Impairment and Hearing Impairment.

2. Procedure for identifying children with SEND and assessing their needs.

It is important that a pupil's SEND is identified as early as possible. The Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and /or physical needs

These categories provide an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Ecclesall Primary School we seek to identify the needs of pupils by considering the needs of the 'whole child'.



### **Before a child starts at school**

Our foundation stage teachers and teaching assistants meet each child at home prior to their start and talk to parents. Staff will ask specific questions about any additional support their child may have received or be receiving and give an opportunity for parents to outline any concerns they may have. In addition all pre-school settings and nurseries are visited by foundation stage staff, children are observed and discussions are held with the staff. Where SEN is already identified, staff from Ecclesall Primary School will attend any reviews prior to the child starting school.

All our staff undertake training to ensure that they have up to date knowledge of working with children with SEND.

### **Other professionals maybe involved:**

- Educational Psychologist
- Specialist Autism Team
- Specialist ADHD team
- Speech and Language Therapists
- Consultants from Ryegate Children's Centre (NHS)
- Occupational Therapists/Physiotherapists
- 0-5 Team
- Vision and Hearing Support Services

### **In School**

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible.

### **This could be through:**

- Teacher observation and assessments
- Discussions with parents
- Pupil Progress Meeting discussions with the senior leadership team
- Advice from outside agencies
- Information passed on from previous schools/settings

The class teacher will have a discussion with the parents and the teacher may complete an 'Initial Concern Form' add any concerns to our CPOMS system (computerised information recording system). The SENCo will gather together information about the pupil, consult the Sheffield Support Grid ([SSG](#)) around identification and provision, and will work with the staff/parents involved to decide on any action that needs to be taken.

### **Parent**

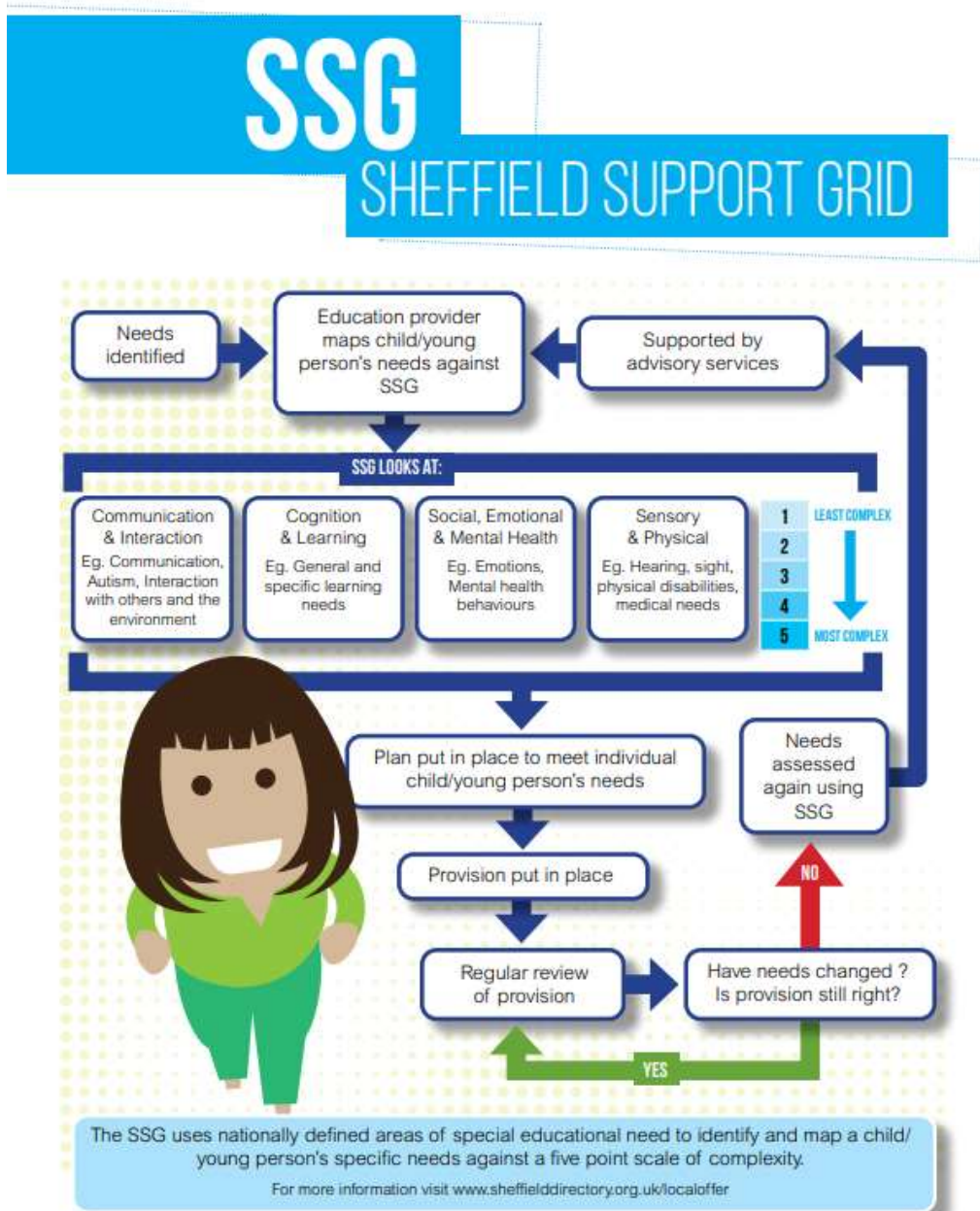
- Information provided by parents
- Discussion with parents

Staff at Ecclesall Primary School recognise that parents know their children best and we are keen to discuss with them concerns or observations they have about their own children. We pride

ourselves on our good relationships with parents and well established channels of communication including: phone calls, parents making appointments at the end of the school day, and email. We regularly seek parent feedback to continue to improve.

**Children who enter mid-year or after foundation year:**

- Staff and SENCo liaise with staff from the previous school
- Staff may visit the child in the previous school
- All paper work is transferred to Ecclesall Primary School on admission of pupil.



3. SENDCO/SEND Governor details;

SENDCO:

Ms Joanna Kay

[senco@ecclesall.sheffield.sch.uk](mailto:senco@ecclesall.sheffield.sch.uk)

0114 266 3137

SEND Governor:

Chair of Governors: Mr Kevin Corke

Via school office: [enquiries@ecclesall.sheffield.sch.uk](mailto:enquiries@ecclesall.sheffield.sch.uk)

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

Parents and carers are invited to termly review meetings to discuss their child's progress against SMART targets. The child's teacher, SENCO, and where appropriate TA and outside agencies will also be invited. The meetings follow the assess-plan-do-review approach. The meetings are person-centred and look at the 'whole child', covering what is working well, areas of difficulty and next steps. The pupil's views, parents views and school's views will all be discussed. Minutes will taken so targets can be reviewed in the next meeting.

5. Consulting children with SEND and involving them in their education.

Where appropriate, pupils are invited to attend the review meetings. If not appropriate pupil's views are included through capturing comments they have made to parents and staff or through a 'one page profile' detailing their likes/dislikes/ambitions and support that works well for them.

6. Assessing and reviewing children's progress towards outcomes.

Progress towards outcomes is reviewed by the class teacher throughout the year using the Assess, Plan, Do and Review cycle. Termly pupil progress meetings are also held with the School's Senior Leadership Team. In meetings with parents, either parent consultations or SEN reviews the provision is evaluated and tweaked if needed.

Annual reviews are held for any pupil with an EHCP. These meeting where appropriate will include involvement from any outside agencies involved with the pupil or family.



## 7. Transition support.

There is a comprehensive package for pupils joining the Foundation classes. Pupils are visited in their nurseries/pre-school (where possible) and at home by the class teacher and teaching assistant. The SENDCO also attends transition review meetings at nurseries/pre-school (where appropriate) and liaises with the SENDCO there about their needs.

Pupils joining or leaving the school part way through the primary stages have their information shared via liaison with the relevant SENDCO/member of staff at their previous/destination school.

There are opportunities for staff to discuss the children before their transition to the next class and where possible new teachers attend review meetings in the Summer term. Additional transition opportunities are put into place for those children who may need it.

There are a number of transition dates put in place for Year 6 pupils to attend their chosen secondary school or receive additional transition support as needed. A review meeting is arranged between the SENDCO, parents and the secondary SENDCO and all relevant information is passed on.

## 8. The approach to teaching children needing SEND support.

In line with the SEN Code of Practice (September 2014), the school promotes high quality teaching, the use of teaching assistants, interventions and an inclusive learning environment for all.

For those children who require support that is additional to or different from the differentiated approaches and learning arrangements in class, further interventions, strategies and support may be arranged with involvement from other agencies.

## 9. How adaptations are made to the curriculum and the learning environment of children with SEND.

The curriculum is adapted to meet the needs of all our pupils through quality first teaching. Learning environments are stimulating and relevant to the current topic in each class as well as providing areas for individual needs and resources to support all children's access to the curriculum.

## 10. The expertise and training of staff to support children with SEND, including how specialist expertise will be secured.

There has been whole staff training in a number of areas including identifying and supporting Dyslexia in class, Autism Education Trust level 1 and 2, Speech and Language training (including shape coding) and other specific interventions.

Individual staff have also attended various training sessions on these areas: phonics, VIP, NIP, LEAP, PECs training, fine motor skills, dyslexia, autism, PDA, Lego Therapy, 1<sup>st</sup> class at number and success at arithmetic.

A professional development program is in place for all staff and we work closely with outside agencies to develop practice within the school.

Termly meetings are held with outside agencies e.g. Educational Psychologist, Learning support and Speech and language to review and plan visits and assessments.

The SENDCO meets half termly with the SWIP group of local SENDCOs to discuss and develop consistencies across the local schools and consider ways to further enhance SEND provision.

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

We evaluate the effectiveness of SEND provision with all involved with the child e.g. the child, the parent and class teacher in parent's meetings. The SLT, class teacher and teaching assistants in pupil progress meetings. The parent, child, class teacher, teaching assistant and SENDCO during review meetings as well as outside agencies during reviews and report writing. In addition we regularly seek both pupil and parent voice and consult with governors.

#### 12. How children with SEND are enabled to engage in activities available with children in school who do not have SEND.

Pupils needing SEND support are involved in / invited to all activities available at the school both during and after- school. Risk assessments are written with their needs included and considered for trips and outside activities. Their SEND 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 individual needs of the SEND pupils.

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

We are part of the Healthy Minds project and there is a heavy focus on emotional wellbeing.

Some of our teaching assistants are trained so that they can work on 1:1 basis with pupils who need emotional and social support. We also run social skills group and therapy for pupils to develop their social and emotional skills. We offer a lunchtime club for those children who find playtime more difficult to cope with or who have physical needs. We work closely with MAST (Multi Agency Support Team) and an intervention worker from their team is able to provide parental advice, signposts services or referrals for more intensive support.

#### 14. Children with EHCP.

Where school or parents feel the need for a statutory assessment an EHCP can be applied for through the Local Authority.

All children who were previously on statements have now been transferred to Education Health Care Plans (EHC Plan).

Further information about EHC Plans can found via the SEND Local Offer:

<https://static1.squarespace.com/static/5e71ee12744c0d5faca33bca/t/5f281467885c1c045ab61e57/1596462202853/EHC+Plans>

[https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=10\\_2](https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=10_2)

The SEND Assessment and Placement Team

Sheffield City Council

North Wing, Level 5

Moorfoot Building

Sheffield S1 4PL

Email: [ed-SENDsupportteam@sheffield.gov.uk](mailto:ed-SENDsupportteam@sheffield.gov.uk)

#### 15. Access to the schools buildings.

All school buildings are wheelchair accessible and the school provides both disabled changing and toilet facilities.

## 16. Who to contact.

If you have any queries regarding concerns over your child's education, the first point of contact would be the class teacher. Following on from that a discussion can be arranged with a member of the SEND team.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice>

For further information about the authorities Local offer please see:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

Or for independent SEND information and advice please contact:

[Sheffield SEND Disability Information, Advice and Support](#)

(Formally known as the Parent Partnership Service)

Floor 4, Redvers House

Union Street

Sheffield

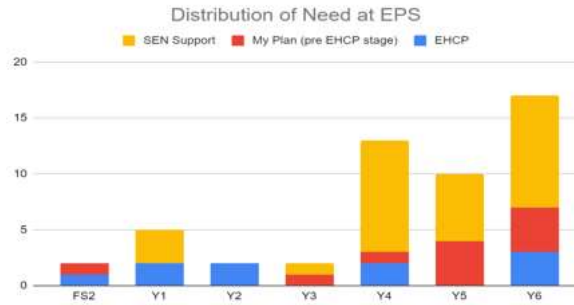
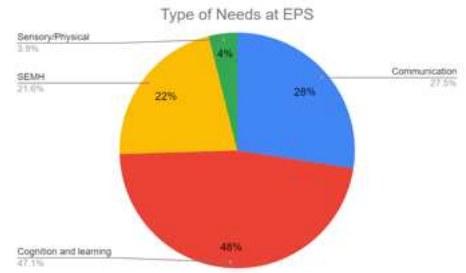
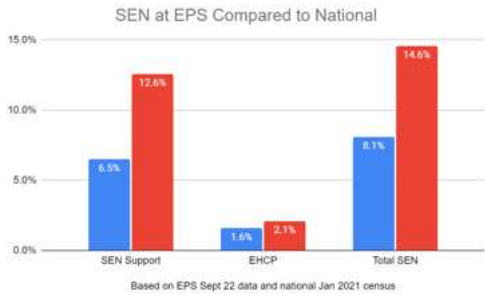
S1 2JQ

Email: [disabilityinformationservices@sheffield.gov.uk](mailto:disabilityinformationservices@sheffield.gov.uk)

### [Review Date](#)

April 2024





#### Strengths

- Inclusive culture (evidence: pupil voice and staff voice)
- Positive relationships with parents and outside agencies (see parent voice), working with parents
- Identification of needs
- Supporting the needs of the whole child (SEMH provision and life skills etc)
- Supporting high level of EHCP needs

#### Areas for development

- To further develop graduated provision in line with needs; wave 1 (QFT), wave 2 (Lego and SEMH), wave 3 (sunflower), including use of IT to support needs.
- All children to have relevant tight targets which feed into assess-plan-do-review cycle to enable all children to make good progress.
- Training: precision teaching, SEMH, trauma informed schools, QFT