SEND Report

SEND CO:- Clare Atkinson Date September 2023

1. **SEND Register Update**

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| Key Stage | Additional Support Children | Education, health and Care Plan | Total |
| Foundation Stage | 4 | 1 | 5 |
| Key Stage 1 | 7 | 1 | 8 |
| Key Stage 2 | 11 | 1 | 12 |
| Total number of children on register | 25 |
| Children receiving support but not on register | 56 |

Number of children removed from register in the last 12 months? 13

Number of children added onto the register in the last 12 months? 3

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1. **Attendance and exclusions of pupils on the SEND register.**

Percentage of persistent absences 10.8%

Percentage with 100% attendance 2%

Percentage of fixed term exclusions 0%

Percentage of permanent exclusions 0%

1. **Agencies who have offered interventions and support in the previous year.**

Hearing Impaired Unit

Educational Psychologist

Small Steps

Occupational Therapy

Speech and Language

Physiotherapy

A range of clinical specialist from North Tees Hospital Trust.

Dyslexia Support

The National Autistic Trust

Child and Adolescent Mental Health Services

RVI Newcastle

Dietician

School nurse

Visual Impaired service

Social work team

Early Help

Down’s Syndrome North East

Makaton.org

Trail Blazer/Alliance Phycology

Alice House

SENDIASS

1. **The effectiveness of partnerships with parents/carers**

Percentages of parental complaints relating to SEND 0%

Due to Covid, parents have not been returning written comments regarding their level of satisfaction with SEND within school; however, anecdotally parents are happy with the progress that their children are making and the support that they are receiving.

1. **Admissions Arrangements**

Admission for children with a specific SEND need are addressed through the Local Authority’s admissions arrangements. Children can be allocated a specific place if it is required within an Education and Health Care Plan. All of the children who are currently on the SEND register came into school through the standard admissions procedure.

1. **Access Facilities Within School**

Within school we have the following resources to support children access the building and facilities:-

Ramps to access doorways into school.

Disabled toilets located in Foundation Stage, KS1 and KS2.

Additional support (as advised by OT) in specific classroom toilet facilities.

Changing facilities.

A lift to access the upper floor of KS2.

A shower.

Quiet rooms

Dark spaces and sensory areas

Rooms which are carpeted and have suitable acoustics for children with a hearing impairment

Resources for children with a visual impairment.

Risk Assessments carried out for specific activities to ensure that all children can access activities.

The school has an Accessibility Plan which relates to Paragraph 3 of Schedule 10 of the Equality Act.

There is an Intimate Care Policy to support children with physical needs.

1. **Equality of Treatment**

The school prides itself with the way all children are treated as equals. There are a range of resources to help children access the curriculum and staff plan learning experiences with the individual needs of the child at the heart of the learning.

Children are provided with a range of support plans:-

Co-ordinated Support Plans

Health Support Plans

Education and Health Care Plan

Provision Maps

SEND Passports

It is recognised that while some children have a specific SEND need in one area of the curriculum, they might be more gifted in other areas.

Each child is an individual and is treated as such.

1. **SEND Link Governor comments on the strengths and weaknesses in SEND policy and provision existing within the school.**

There is effective planning for pupils identified as SEND at Fens at a strategic level by the SEN Co-ordinator and at a classroom level by teachers and teaching assistants. Consideration of increased support is evident were complexities or larger numbers exist in the cohort demonstrating how there is a direct response to meet needs. The curriculum is tailored and makes best use of support resources from SEND students to access learning, attain and make appropriate progress.

1. **OFSTED May 2023**

Leaders are quick to identify and respond to the additional needs of pupils with SEND. Teachers think carefully about how to meet their needs so that these pupils can progress well through the curriculum. Staff work effectively with a range of external partners to ensure that pupils with SEND receive high-quality support in a timely manner. Pupils with SEND enjoy learning alongside their peers. They achieve well.

Leaders have designed a broad, ambitious curriculum for all pupils, including pupils with special educational needs and disabilities (SEND). Leaders have considered how each subject builds from the early years to Year 6. This helps pupils to make links across their learning. Leaders make sure that teachers have the subject knowledge and resources they need in order to teach well.