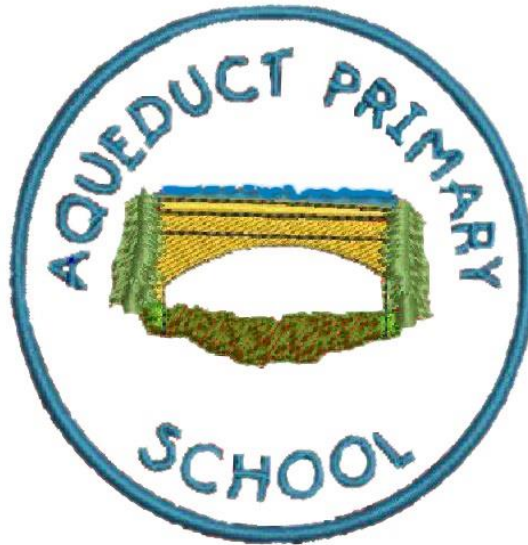


# Aqueduct Primary School

## SEND Information Report



Written/Reviewed	September 2023
Next Review Date	September 2024

### Our Strapline

*Building tomorrow, Leading the way ...*

### Our Values

Positivity, happiness, learning, kindness, safety and respect.

## SEND Information Report 2023-24

### What are the kinds of special education needs for which provision is made?

At Aqueduct Primary School, we are responsible for the progress and attainment of all learners. These learners include those with Special Educational Needs and Disabilities which may affect the way they learn and access our curriculum. These needs include; communication and interaction difficulties, cognition and learning difficulties, social, emotional and mental health difficulties and sensory & physical disabilities. They also include any children with health and care needs.

### What are the school's policies for the identification and assessment of pupils attending the school?

Our school's SENCo is Mrs Tammy Lockley. She is primarily in charge of the provision, identification and assessment of pupils attending the school.

Our school assesses each pupil's current skills and level of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers make regular assessments of progress for all pupils in pupil progress meetings. Here, children may be identified as making less than expected progress.

Children are identified as having a special educational need if:

- The child's progress is significantly slower than that of their peers starting at the same baseline.
- The child makes progress that fails to match or better the child's previous rate of progress.
- The child fails to close the attainment gap between the child and their peers.
- The attainment gap widens.

This report is written in accordance with the schools Special Educational Needs Policy, the Equality Plan and the Accessibility Plan. These ensure that our school curriculum offer is accessible by all children and that all children have access to a broad and balanced curriculum. They also ensure that all teaching staff adapt their classrooms, planning, teaching and support to promote good learning and progress. Our school's policies are in line with the statutory guidance given by the Department for Education including the SEND Code of Practice and the 'Supporting children with medical conditions in school' document (referenced below).

### What is the provision for pupils and how is it evaluated?

#### Class teacher input through Quality First Teaching.

For your child this means:

- That the teacher has high expectations for all pupils in their class
- That all teaching builds on prior learning and what they already can do and understand
- A range of styles of teaching are in place so that your child is fully involved in and accessing the learning. This may involve various observing, listening and practical learning. Children have access to resources in the classroom that will support their learning.
- Specific strategies/programs (which may be suggested by the SENCO or outside agencies), are in place to support your child to learn

- Class teachers complete an Assess, Plan, Do, Review (APDR) process for each child identified with SEND. They will constantly monitor their progress and needs and adapt teaching and learning to suit their needs as best as possible. These are evaluated twice yearly so that provision can be adapted where necessary.
- Your child's teacher will have tracked their progress and will share any concerns they have about your child regarding their learning that they feel may need more specialist support, intervention or advice

### TA input via the direction of the class teacher.

For your child this means:

- That the TA has high expectations for all pupils they support
- That all support is based on what your child's needs are and various teaching and learning styles will be practiced depending on the child
- Specific strategies or equipment (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn
- That the TA gives continuous feedback about your child's learning and progress in order to support the teacher's planning and assessment

TA deployment is managed by the Head Teacher, phase leader, class teachers and SENCo. This is regularly monitored and reviewed meaning any changes are made in line with the need of the pupils.

### Intervention group work within a smaller group of children.

**This includes:**

- Activities run in the classroom or outside that are additional to the normal curriculum offer. For example, additional writing support outside of the daily English lesson or additional reading/phonics.
- Activities run by a teacher and/or teaching assistant who has had training to run these group such as precision teaching, speedy reading or RWI.

### Evaluation

Children's progress and attainment is regular monitored by teachers. They are assessed termly and this data is analysed by the Senior Leadership team. Interventions are evaluated half-termly by the member of staff leading them to review their impact and adaptations are made if necessary.

Children's APDR's are completed each term to evaluate provision and make adaptations where necessary. This highlights progress made and ensures provision is relevant, up-to-date and has an impact.

### What is the provision for improving the emotional and social development of pupils with SEND?

In school we are lucky to have Mrs Batchelor, our Inclusion Support Manager. She holds regular intervention groups which target specific areas of social and emotional well-being, such as friendships, sharing, sibling relationships, anxiety and listening and attention. She also works alongside children in class.

Our Well-being lead is Miss Kerri Santopietro. She is supported by Mrs Jo Clarke in her role as qualified Senior Mental Health Lead. They ensure our curriculum supports positive mental well-being and receives regular up-to-date information regarding how best to support this in schools.

We have members of staff trained in the ELSA programme. This training allows the individuals to provide appropriate emotional support and intervention.

As well as this, the school has a character called 'Billy the Bear'. He is, in the first instance, our anti-bullying bear and provides written support to children. Children can contact him through email or a post box with their concerns and he responds to them. This started off as an anti-bullying support, however this role has adapted into supporting children's emotional and social development.

### What training do staff have in relation to the needs of the pupils?

Each year, the schools RAP (Raising attainment plan) identifies any areas where staff need additional training. This is monitored by the senior leadership team and Local Authority advisors. Training is then organised accordingly, and the appropriate staff are invited to attend.

All staff have attended Autism Education Trust training. This advised staff in how to make their classroom environments inclusive for children with autistic tendencies. It also helped adults to understand the main traits of somebody showing signs of autism and how to identify their main needs. We now feel that, as a staff, we can meet the emotional and learning needs of children who we identify as having autistic tendencies by having a consistent approach across the schools and calm responses to any challenging behaviour.

All members of KS1 staff were trained in Makaton. Makaton is a form of sign language that aids communication for all learners. It is a mixture of hand signals and printed symbols that children can use to help their understanding, speaking, listening and communication.

Our Inclusion Support Manager and additional TAs are Emotional Literacy Support Assistant (ELSA) trained.

All staff received Equality and Diversity training.

As well as this, staff took part in regular meetings with the SENCo to ensure that children's individual provision maps encourage accelerated progress and have targets that are measurable and achievable.

### What is the impact of the SEND support and provision provided?

At Aqueduct Primary School in the academic year 2022-2023, pupils with SEND made good progress. In KS1 - 80% - 100% of SEND pupils made good progress in reading, writing and maths. In lower KS2 - 80% of SEND pupils made good progress in reading, writing and maths. In upper KS2 - the picture varied. In year 5 (the year group with a significant number of SEND pupils, only 58% make good progress in writing and maths, but 86% made good progress in reading. In year 6 100% of pupils made good progress in reading, writing and maths. The year 5 pupils (currently now in year 6) will be a focus group for us to accelerate this year.

### How has the school developed their SEND provision?

The school underwent a SEND Review in the Autumn term of 2019. The recommendations of this review have been implemented over the last 3 academic years (Lockdown paused some developments due to closures) and has impacted the progress and learning of SEND pupils.

A key priority for school is to meet accelerated progress for children with SEND. This links with the work to monitor, track and evaluate the interventions for children with SEND. Teachers are creating their own intervention plans - as with the process of ADPRs - SENCo to moderate these to ensure that they are accurate and having an impact on progress.

The small group interventions and before and after school tuition has continued and in-class focus groups and teacher targeted interventions have allowed pupils to make good progress, whilst they are at school. Regular assessments have meant that children making limited progress have been quickly identified and

supported where necessary. For the last two years we were able to use additional Covid catch up funding to provide targeted 1:1 or small group support to identified pupils.

Staff have been able to participate in multiple CPD opportunities. Online learning for staff included: Engaging reluctant learners: Encouraging positive learning behaviours delivered by a member of the LSAT team, why are so many autistic girls missed in school? (Creative Education online course) and Speech and Language therapy training (Information carrying words, contrastive pairs, vocabulary and concepts etc.) dyslexia friendly training and adaptations to the curriculum. This has all meant that staff are not only aware of the needs of individuals, but the best ways to support and intervene in class. KS1 staff have received additional Makaton training and all new staff have been trained in line with existing staff.

The school also subscribes to the Future in Mind project delivered in Telford and Wrekin and the termly meetings are attended by Mrs Batchelor, our Inclusion Support Manager, who disseminates the resources and information to all staff.

Mrs Lockley is able to access a dyscalculia and dyslexia screen for any pupil in school and is used for early identification.

### How will equipment and facilities be provided to support pupils?

All children in school have access to equipment and resources to support them in their learning such as sound charts, number lines etc. These resources are available for the children to access themselves and they know where these are situated in the classroom.

For children with a specific learning need, we offer a variety of equipment that make our school and classroom inclusive to support engagement and progress. These include:

- sensory room with sounds/lights/tent/feely wall
- ear defenders
- pencil grips
- coloured overlays
- coloured page exercise books
- wobble cushions
- writing slope
- foot slope
- weighted blankets/cushions
- fiddle toys
- stair lift in main reception
- disabled toilets/facilities
- reading scanner pen
- electronic spelling dictionaries
- a range of apps accessible on the school Ipads

**Please also refer to our Accessibility Plan for further information.**

### What are the arrangements of consulting parents/carers of pupils and involving them in the education of their child?

Parents are invited to attend termly Parent/teacher consultations. In these meetings, the teacher will share with you your child's progress and give you opportunities to look through their books. You will also get to see their individual targets (APDR) and find out about the extra provision available for them in school.

## What are the arrangements for consulting pupils about, and involving them in, their education?

Pupils are involved in the creation of their own one-page profiles. These include their likes, dislikes and how best to support them. These are created with the child and the child is aware that the document lets adults know how best to help them in the classroom.

As well as this, a 'pupil view' is included on a child's APDR. This shows their own view of their abilities and learning at the start and end of the term.

## What are the arrangements made by the governing body for dealing with complaints from parents/carers in relation to the provision?

Our school complaints policy is available on the school website in the policy section. It is expected that before outlining a written complaint to the governing body, that the class teacher, school SENCo and Headteacher have been given the opportunity to address the concern.

## How do school staff and the governing body involve others -including health, social service, local authority service and voluntary organisations in meeting the needs of and pupils and in supporting their families?

Some external services can be accessed through an Early Help Assessment carried out by the Headteacher or SENCo. Other services can be accessed by families themselves and information can be found via the Local Offer. <https://www.telfordsend.org.uk/site/index.php>

Additional information about other services locally for parents and carers of children with SEND can be accessed through the SEND section of our website.

<http://www.aqueductprimary.co.uk/send/send-at-aqueduct/local-offer/>

## What are the school's arrangements for supporting pupils in transferring between phases of education?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition are as smooth as possible. This is for **all** children identified as having a special education need or disability, not just those with an educational health and care plan (EHCP).

- If your child is moving to another school:
  - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where necessary, a transition meeting will be held between the two schools
  - We will make sure that all records about your child are passed on as soon as possible.
  
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. APDRs are shared with the new teacher.
  - If your child would be helped by other equipment or intervention such as an information book or extra pre-visits to their new class, every effort will be made to facilitate these needs.
  - Any resources or equipment will move on with the child.

- In Year 6:
  - Mrs Lockley, phase leaders and class teachers endeavour to communicate with the SENCo of any secondary school receiving any of our SEND pupils to discuss the specific needs of your child. Families are always included in these meetings that usually involve the class teacher/s, SENCOs, families and sometimes the child.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## Where is the information on the Telford and Wrekin Local Offer published?

There are links to the local offer on our school website. You can also find it here:

[www.telfordsend.org.uk/localofferservices](http://www.telfordsend.org.uk/localofferservices).

We were also able to invite agencies from the local offer to our parent drop-in sessions. These included, Beam, PODs and IASS.

## Queries

If you have any queries or requests for policies or information relating to this report, contact Mrs Mann (SENCo) or Mrs Lockley (Headteacher) via the school phone number 01952 386210.

## References:

SEND Code of Practice: 0-25 years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Review: right support, right place, right time (Consultation document)

<https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

Supporting pupils with medical conditions in school

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have an up to date Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

<b>Designated Safeguarding Leads (DSL)</b>	
Louise Aubrey	Safeguarding linked Governor (Chair of Governors)
Tammy Lockley	Supervising DSL
Jo Clarke	Lead DSL (DHT)
Ash Palin	Deputy DSL (Assistant Head)
Cara Duppa	Deputy DSL (EYFS Lead)
Lisa Batchelor	Deputy DSL (Inclusion Support Manager)