



SEND Information Report 2024-25

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1. Aims

At Paxcroft Primary School, we take an inclusive approach and our aim is that through a differentiated approach and efficient use of resources, all children with Special Educational Needs and/ or Disabilities are able to participate in activities consistent with the efficient education of their peers.

We believe:

- In providing every possible opportunity to develop the full potential of all children.
- All children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate - and full access to the EYFS and National Curriculum.
- All children are valued and their self-esteem promoted.
- Close partnership with parents and carers - who play an active and valued role in their child's education – is the best way to ensure children are successful in their learning.

2. Legislation and guidance

In line with the *Special Educational Needs and Disability Code of Practice: 0 – 25 Years*, January 2015 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) all schools have a duty to publish information on their website about the implementation of their policy for children with Special Educational Needs and Disabilities (SEND).

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This will provide part of the 'Wiltshire Local Offer' which provides information and guidance on Special Educational Needs and Disabilities (SEND) support and services that are available for parents, carers and young people and how they can access them.

For more information about this visit: <http://www.wiltshire.gov.uk/local-offer>

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCO is Kate Lilley.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Our SENDCo is contactable via the school in writing at:

Paxcroft Primary School

Ashton Street

Trowbridge

Wiltshire

BA14 7EB

Or via the school telephone on: 01225 762244

Or via the office email: admin@paxcroft.wilts.sch.uk

4.2 The SEND governor

Our SEND Governor is:

Samantha Coggans

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If the class teacher has any concerns about a child's attainment or progress, he/she will contact the child's parents to discuss the best way to support their child.

Should concerns continue, the class teacher will discuss these with the SENDCo and agree the best way forward.

If appropriate, class teachers will complete the Wiltshire 'Graduated Response to SEND Support' document – this gives guidance regarding procedures and strategies and helps to inform decisions as to whether children should be placed on the SEND Register. Parents will then be invited into school to discuss next steps with the class teacher and SENDCo.

If necessary, the child will be added to the SEND Register at the 'SEN Support' level.

The child will be added to the class provision map and specific targets will be set – this will be in the form of a Learner Passport (LP) or a My Support Plan (MSP).

Targets and provision will be reviewed by the class teacher on a termly basis, progress will be closely monitored and additional support put into place as necessary. Parents will be consulted and kept informed with formal reviews happening three times yearly.

Should the class teacher or SENDCo have further concerns, or require extra support and advice, a meeting will be held with parents and – with parental consent - a referral may be made to an outside agency who can support with the identification and assessment of individual needs e.g. Speech & Language Therapist, Educational Psychologist.

Whilst most children will have their SEND needs met at 'SEN Support' level, a small number may require an Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and possible funding in order to meet the identified learning outcomes. This Assessment may lead to an Education, Health and Care Plan (EHCP). This will take the form of a statutory 'My Plan' - where specific targets and suggested provision are identified. There will also be a formal Annual Review Meeting to review progress and current needs as well as regular informal reviews of their targets.

5.3 Consulting and involving pupils and parents

Parents are able to meet with the class teacher at any point during the year, as well as attend the twice-yearly Parent Consultation Meetings.

If your child has specific SEND targets, a 'My Support Plan' or an Education, Health and Care Plan/ 'My Plan', then an extended Parent Consultation Meeting is arranged to review the plans in place, along with an additional Transition Meeting in the Summer term.

Where outside agencies are involved (e.g. the Specialist SEN Team or the Educational Psychologist), parents may be invited in to speak to the SEND professional, they will receive copies of their reports and will be offered the opportunity to discuss them with the SENDCo and/or class teacher.

Class teachers discuss children's targets with them and, where they are able, children have a say in their own target setting and target review.

Children will be fully involved in the development and review of their SEND targets, 'My Support Plan' - if at SEN support level - or with their 'My Plan' - if they have an Education, Health and Care Plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Parents will be invited into school to formally review targets on the My Support Plan three times a year. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

Starting in Reception:

Children come into school for three visits in the summer term.

To support children with SEND, we hold 'transition meetings' in the summer term with the SENDCo, class teacher, parents, representatives from the pre-school setting and any other professionals who are supporting the child or family.

A new child to the school – starting in another year group:

Parents and children are encouraged to visit the school before starting. During this visit, parents will meet with a member of the senior leadership team.

To support children with SEND, parents may also meet with the SENDCo before the child starts, to discuss their needs.

Children may spend a morning or a day with their new class before they 'officially' join the school.

We liaise with the child's previous school to discuss strategies and support that has been effective in the past.

Moving classes from one year, to the next:

All children spend a morning with their new class teacher.

Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and make a photobook of their new classroom, teacher, teaching assistant and anything else they may find important – they take this home for the Summer Holiday.

Teachers meet with previous class teachers and share information and strategies for meeting the needs of all children.

Transition to secondary school:

The SENDCo meets with a member of the secondary school's SEND team to discuss learning and pastoral needs.

All children spend time at the secondary school. Arrangements can be made for children with SEND to visit more often; these are called extra transition visits.

For children with Education, Health and Care Plans, the secondary school SENDCo will be invited to attend the Y5 transition annual review and/or the Y6 annual review.

Moving to a new school:

We ensure that all relevant paperwork is forwarded to the new school.

Where necessary, the SENDCo will liaise with SENDCo of the new school to ensure they are well informed of a child's individual needs.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

High quality teaching, differentiated for groups or for individuals, is the first step in supporting pupils. Using assessment outcomes, challenging but achievable targets are set for each child.

Where necessary, specific resources and strategies are used to support children, both individually and in groups; for example: laptops, a visual timetable, writing frames or pencil grips.

Teaching assistants are allocated carefully, according to their skills and experience, with some becoming specialised in certain areas or with certain interventions.

Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles.

Children are encouraged to challenge their own learning by accepting appropriate levels of learning tasks or by choosing their own challenging activity.

Regardless of whether a child has SEND or not, as an inclusive school, we have the philosophy and expectation that all children will reach their full potential.

However, we realise that for children who have SEND, we may need to adapt our provision so that they can access learning needed to reach their potential. We do this in various different ways:

Support that is always available:

- PSHE lessons to promote social skills and social development.
- Collective Worship takes place daily which includes a weekly Celebration Assembly.
- Reward systems that promote and celebrate social development, as well as other achievements. (Please see our Behaviour and Anti-bullying Policy for further details)
- Opportunities to talk with a class teacher or teaching assistant 1:1

Support that may be put into place at various points:

- The adaptation of plans to identify smaller individual targets
- Enlarging print for certain texts
- Providing visual cues and timetables so children can build independence in their learning
- Withdrawing children from class – for short sessions – so that any gaps in learning can be addressed
- Providing extra adult support within the classroom setting
- Liaising with outside agencies to receive support and advice
- Changing buildings and furniture if necessary, so that children can access the full school site
- Social skills groups (including time with our Emotional Literacy Support Assistant - ELSA), where we explicitly teach skills such as turn-taking, sharing and managing feelings
- 1:1 or small-group support with the class teacher or specific teaching assistant
- Use of social stories
- Small-group interventions

It is important to remember that one-size does not fit all children with SEND therefore, support and provision is decided upon on an individual basis. We will always try to involve parents, carers and children in agreeing what provision is best for them.

5.7 Training

We have regular staff meetings to ensure all staff are kept up to date with SEND developments. Staff have the opportunity to meet with members of SSENS (Specialist Special Educational Needs Service) during 'SEN Surgeries'.

Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course.

If we admit a child for whom specialist training is needed, eg. EpiPen use, training is provided as soon as possible from the relevant therapist.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress

- Holding reviews with parents

5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

As an inclusive school, all children have access to the full range of opportunities that we provide. All children are encouraged to take part in school trips and activities. Risk assessments are carried out and where necessary, procedures are put in place to enable all children to participate.

5.10 Support for improving emotional and social development

We believe that children achieve best when they are happy.

We celebrate the children's successes and provide them with positive learning experiences.

We understand that sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

Our teaching assistant team and ELSA provide further support for children with low self-esteem and emotional needs.

We have a zero-tolerance approach to bullying.

5.11 Working with other agencies

- Speech and Language Therapists
- Educational Psychologist
- SSENS (Specialist Special Educational Needs Service)
- Behaviour Support Team
- EMAS (Ethnic Minority Achievement Service)
- Physical Impairment Service
- Visual and Hearing Impairment Services
- CAMHS (Child & Adolescent Mental Health Service)
- Social Care Team
- Occupational Therapy
- School Nurse

5.12 Concerns about SEND provision

In the first instance, contact your child's class teacher.

Should you wish to discuss your concerns further, you should contact the SENDCo or Headteacher.

In the unlikely event that your concern is not resolved, then please follow the procedures as set out in our Complaints Policy.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Head teacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to these other policies:

- Accessibility plan
- Behaviour and Anti-Bullying
- Equality information
- SEN