



Values Education' is about understanding what is important to us individually, within our families and as a whole school community.

SEND Information Report

**(To be read in conjunction with the
schools Disability Equality Scheme &
Accessibility Plan)**

Author: V.Long SENCO
Issue Date: June 2023

To be reviewed: June 2024

Where possible we offer translation or explanation of written communication. Please contact the school office if you require forms/paperwork in any other format.

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

For more detail please read our Local Offer which is on the school website www.silsoeschool.co.uk, or please ask for a printed copy.

About Our School:

Silsoe VC Lower School provides for pupils with a range of special educational needs including those with:

- Communication and interaction needs; - this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; - this includes children who have general and specific learning difficulties.
- Social, Emotional and Mental Health needs: - this includes children with anxiety, depression, substance misuse and also includes children with ADD, ADHD and Attachment Disorder.
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Victoria Long for mainstream pupils and Mrs Sonia Shires for pupils in Conifer Class our Social Emotional and Mental Health Provision.

Our governor with responsibility for SEND is Mrs Mandy Reddick, she can be contacted via the school email or phone details above.

Policies and our local offer are available on this website

How Do We Identify and Give Extra Help to Students with SEND?

The school uses Central Bedfordshire Council's guidance. The guidance sets out:

- How we identify if a student has a special educational need.
- How we assess students and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each student's needs
- How we review progress and agree outcomes and involve you and your child in this.

How Do We Work With Parents and Students?

We will always contact parents if we have a concern that a pupil may have a special educational need.

We work closely with pupils with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by holding regular meetings, having discussions as part of parent consultations evenings and using phone calls/emails. These targets and reviews are recorded on SEND Support Plans.

There are also opportunities for parents and pupils to contribute to and be consulted on our policies on SEND and Equality. We do this through Governors/Parent Questionnaire's and pupil forums.

Adapting The Curriculum

We offer a broad and balanced curriculum for all students including those with SEND. Details are published on the school's website. The way we adapt this for students with SEND and disabled students is set out in the School Accessibility Plan.

We have highly targeted teaching groups in Maths and English in all classes. We use regular assessments to identify areas for development.

We have Teaching Assistants to support pupils in making accelerated progress in class across all curriculum areas.

We use our delegated budget and accessibility grants to adapt both the learning environment and the curriculum to meet the needs of the pupils with special educational needs and disabilities.

We use the Central Bedfordshire Graduated Approach (5-16) to ensure this is successful.

What Expertise Can We Offer?

Our Headteacher and our teacher in charge of the SEMH provision hold the National Award for SENCO qualification.

All staff have training in safeguarding.

All teaching staff have received training in the adoption of the new SEND Code of Practice 2014.

There are also members of staff who have trained in Team Teach de-escalation techniques

The majority of teaching staff have Little Wandle phonics training and one member of staff is a Specialist Leader in Education of Phonics.

Teaching assistants are trained to support the particular needs of the students they work with.

We also have access to a range of specialist support services including Educational Psychology, Child and Adolescent Mental Health Service (CAMHS), Therapy Services, Children's Social Care, Child Bereavement, Trauma and Emotional Wellbeing Service (CHUMS), and Speech and Language Therapy (SALT).

Information about these services and what they offer can be found on the local authority website under their local offer tab and also within our Local Offer on our Website.

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How Do We Know If SEND Provision Is Effective?

The progress of all students is tracked throughout with regular assessments, updated profiles and pupil progress review meetings with both the SENCO, Senior Leaders and the Head Teacher.

In addition, for students with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

We also maintain a range of additional records of progress including Pre-Key Stage Assessments for Key Stage One and Key Stage Two. Personal tracking grids are used in other areas for fine and gross motor skills, play and early learning skills, social skills and various aspects of speech and language.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEND is contained within the annual report of the Pupils and Curriculum subcommittee of the Governors.

How Are Students with SEND helped to access activities outside of the classroom?

All pupils are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

What Do we Do To Support The Wellbeing of Students With SEND?

All pupils have the opportunity to share their views with their teachers and their teaching assistants.

We also carry out regular child and parent surveys and questionnaires to look assess mental wellbeing and consider areas where individuals or larger groups may need support.

We take bullying very seriously. We help to prevent bullying of all students including those with SEND by the application of the Behaviour policy and the Anti-bullying policy and through PSHE and Values lessons in school.

Joining The School and Moving On

We welcome children with special educational needs or disabilities to join our school. We offer SEND coffee mornings and drop in sessions.

We encourage all new parents to visit the school before applying for a place. We offer open mornings/afternoons and can provide guided tours for parents while the school is operational.

Our admissions policy which is published on our website applies to all children whatever their needs or abilities. If needed, we can offer part-time places while children settle and then build up to full time at a pace that ensures the children's success.

We begin to prepare young people for transition into the next stage of their education through a rigorous system of liaison and information sharing and can be flexible in our arrangements so we can meet all individual needs.

Conifer Class – SEMH Provision.

Our school has an SEMH Provision (also known as one of Central Bedfordshire's ARPs; an Alternatively Resourced Provision) which is a specialist Provision for children with an EHCP where SEMH is their prime need. The Provision runs on Nurture Group principles, which is based on psychological research demonstrating that building secure, nurturing relationships with children is fundamental to enhancing their social, emotional, and mental health development. A child's ability to engage positively and successfully with learning depends on their feelings of safety and self-esteem so by focusing on their SEMH development first, progress in learning will soon follow.

The SEMH Provision is an eight place provision housed within our mainstream school. We encourage children to access the mainstream school as much as they can, in a capacity they can manage. A high number of adults support the children in developing their SEMH and learning.

Parents and professionals can request a place for a child in the Provision through the consultation process with the Local Authority.

The SENCO for the children in the SEMH Provision is Mrs. Sonia Shires.

Who To Contact

If you are concerned about your child, please contact your child's class teacher. We welcome feedback, about SEND provision. We aim to respond to any communications within 48 hours.

The SENCo has time allocated to this role Monday, Tuesday and Wednesday's. If you have a non urgent matter you can contact Mrs Long on SENCO@silsoelower.co.uk. For urgent matters please contact the school office on admin@silsoelower.co.uk or phone on 01525 860247.

The SENCo for our SEMH provision is Mrs Shires. You can contact her through the school office on admin@silsoelower.co.uk or phone on 01525 860247.

If you'd like impartial advice from Central Bedfordshire's parent partnership service contact CBC SEND Parent and Young Person Partnership Service (CBC SEND PYPPS) on 0300 300 8088. Their email address is: parent.partnership@centralbedfordshire.gov.uk

Central Bedfordshire's Local Offer contains lots of information for parents.

It can be accessed at:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page> and their email details are send.feedback@centralbedfordshire.gov.uk