SEND Area of Need

SEND AT VERNON PARK

- Physical/Sensory 2%
- SEMH 5%
- Cognition and Learning 33%
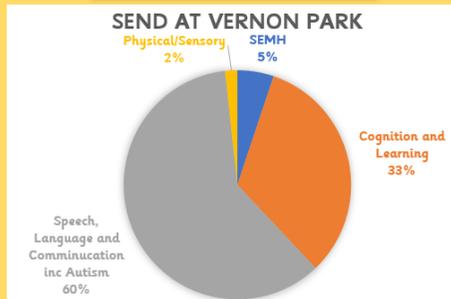- Speech, Language and Communication inc Autism 60%

SEND in a Nutshell

15th January 2024

Attendance

SEND : 92.3%

Whole School: 93%

At Vernon Park Primary School, we aim to provide all children, parents, carers and the wider school community with a safe, caring and inclusive environment where high quality learning experiences enable all children to be the best that they can be.

We strive to remove any barriers to learning that pupils may have, through high-quality teaching, learning tasks adapted appropriately including the use of learning breaks. As a school, we recognise all pupils may require further support to accelerate their learning and ensure they make progress. It is important to us that we work collaboratively with parents and agencies to ensure we provide the best quality of education to all our pupils

Our school values of Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience resonate through all areas of our school.
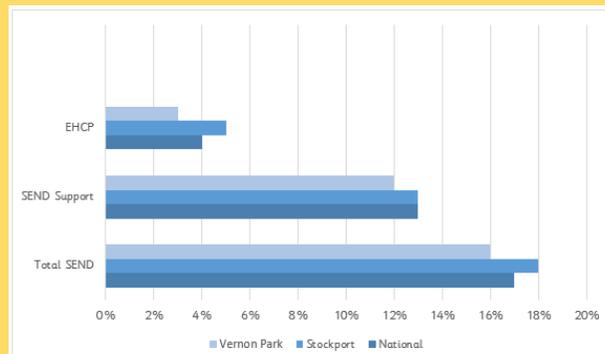
Mrs Mickle (Assistant Head Teacher and Inclusion Manager)

Pupils with EHCP and SEND Support

Total 58/ 328 Pupils = 18%

EHCP: 7 Pupils = 2% (4 more pending)

SEND Support: 51 Pupils = 16%

Chart categories: EHCP, SEND Support, Total SEND
Legend: Vernon Park, Stockport, National (0% – 20%)

Early Identification is key!

The 2014 SEND Code of Practice puts emphasis on the importance of early identification and schools' role within this: 'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (Section 6.14 of the Code)

If a teacher has concerns about a pupils' progress, they should speak to the parent at their earliest convenience. They should also inform the Inclusion Manager, outlining the strategies of support already in place for the pupil.

Once a child has received the universal offer and then progressed through the targeted offer, providing support additional to and different from their peers, a Support Plan for SEND will be created. This will include specific targets written by the class teacher in consultation with the parents/carers. A One Page Profile will also be developed by the child and the adults that know them the best. Pupils will be placed on school's SEND list and targets will be reviewed termly. The voice of all stakeholders will be recorded and then new targets will then be created.

We identify and assess pupils with SEND in a variety of ways.	We also use the following to inform our assessments: **Observations**
We know that children need additional help if: * Concerns are raised by parents/carers, teachers, or the pupil's previous school; * There is a distinct lack of progress in the child's learning; * There is a change in the pupil's social, emotional, mental health or behaviour; * The pupil asks for help.	* School based test results/teacher assessments * Information from parents/carers; * Information from the pupil; * Specialised assessments carried out by one of our external agencies; * Results from end of Key Stage assessments; * Discussions with the Class Teacher and Teaching Assistants.

SEN Support

Quality First Teacher for All

·Curriculum that has a determined focus on providing broad and balanced experiences for all our learners. ·Termly Pupil Progress meetings between The Inclusion Manager, SLT and Class Teachers to identify need and ensure support/interventions are timely and effective. ·High levels of inclusion for all children- with the addition of reasonable adjustments in the classroom. ·High quality teaching delivered by class teachers, providing opportunities for all learners to access education through adapted learning tasks, flexible grouping (where necessary), support and challenge. ·A focus on developing good wellbeing, confidence and achievement for all.

Four areas of needs as outlined in SEND CoP 2014

Cognition and Learning	Social, Emotional and Mental Health Needs	Communication and Interaction	Sensory and Physical
·Teaching resources are routinely evaluated to ensure they are accessible to all pupils. ·Small group targeted interventions lead by Teaching Assistants. ·Use of adaptive aids to reduce barriers to learning where possible, including use of laptops and Ipads. ·Advice and recommendations received by outside agencies· Support Plans and One Page Profiles	·Inclusion Manager and staff have had training in strategies and techniques on how to manage children with ADHD/Autism. ·Specific and targets support led by TAs and Pastoral Manager to support vulnerable pupils. ·Social stories ·Support Plans and One Page Profiles	·Support from Core/NHS and Buy-Back Speech and Language therapist ·Interventions and screening tools ·Support Plans and One Page Profiles	·ESSI support ·Occupational Therapy reports. ·Use of specialised equipment to aid with physical and sensory needs (writing equipment, fiddle tool) ·Fine and gross motor interventions ·Support Plans and One Page Profiles