



SEND INFORMATION REPORT 2020/2021

This report should be read in conjunction with the SEND policy, inclusion policy and admissions policy.

This report was compiled on **September 2021**

This report will be reviewed on **September 2022**

Introduction

The Governors, Headteacher and staff at Landscape Primary School, in partnership with the Local Authority, aim to work together with parents and carers to provide a broad and balanced education to meet the individual needs of every child.

To achieve this, the children are taught within the National Curriculum framework so that every child is challenged appropriately in order to achieve their individual potential. We stress the importance of respecting each other and trying our best in everything we do. At Landscape Primary School, we aim to secure the highest achievement attainable for each child and in addition, provide them with a nurturing, caring and secure environment where they are supported with their individual emotional needs and stage of development.

Each child will be encouraged to grow, in the fullest sense, and develop his or her potential by participating fully, as far as he or she is able, in the life of the school.

What kinds of special educational needs are provided for at Landscape Primary School?

Landscape Primary School is a fully inclusive mainstream school which ensures all pupils achieve their potential (personally, socially, emotionally and academically) in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or special educational need. Pupils with special educational needs and/or disabilities engage in the extended day activities of the school (including physical activities) together with pupils who do not have special educational needs through appropriate support, specialist equipment, risk assessments and environmental adaptations.

Personalised provision is currently made in school for pupils with a wide range of needs, including;

- Cognition and Learning: moderate learning difficulties; specific learning difficulties [dyslexia, dyspraxia]
- Sensory and/or Physical: hearing impairment; sensory processing difficulties; epilepsy
- Speech, Language and Communication and Interaction: Autistic Spectrum Disorder; speech and language
- Social, Emotional and Mental health: behaviours involving loss/separation; life changes; trauma

Who is the Special Educational Needs and Disability Co-ordinator (SENDCo)?

Katie Hughes is the SENDCo at Landscore Primary School. She can be contacted on 01363 772018 or sendco@landscore-primary.devon.sch.uk

How do we identify pupils who may have a special educational need or disability?

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities, differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to agree appropriate support and next steps.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents or carers.

Parents are involved at all stages of the process and, at times, may be the first to bring a concern to the attention of the school.

What are the arrangements for assessing and reviewing the progress of pupils with SEND?

Assessments for pupils with special educational needs and/or disabilities is the responsibility of the whole staff – all teachers are teachers of SEND pupils.

Levels of attainment are assessed and monitored for all pupils to build on previous learning and experiences and to provide an effective curriculum. This process of assessment gives clear indicators to any learning difficulties and ensures on-going observation and feedback to form the basis for planning the next steps of each pupil's learning.

The SENDCO will work with teachers to ensure children with SEND are making sufficient progress and, where this is identified as not happening, look at providing further support e.g. further assessment from outside agencies and professionals.

What is the school's approach to teaching pupils and meeting their needs?

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning through enhanced provision. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach – assess, plan, do, review.

Resources will be allocated to support children with identified needs. Each year provision will be mapped to show how we allocate human resources to each year group; this will be reviewed regularly and may change during the academic year, responding to the changing needs within classes. Support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention in groups, or for individuals. Specialist equipment, books or other resources that may help the pupil will be purchased as required.

How do we evaluate the effectiveness of our provision?

Self-review is a fundamental principle of the school in all areas of school life. To evaluate the provision of SEND we:

- Review the SEND provision map to measure progress/achievement.
- Evaluate the effectiveness of individual plans and targets.
- Evaluate the steps taken to ensure equality of opportunity.
- Use assessment information from intervention teachers.
- Use external assessment information.
- Meet with parents, pupils and teachers regularly.
- Discuss provision with the Governing Body and report any letters/inspection reports received.

It is the responsibility of the SENDCO to evaluate the effectiveness of SEND provision and report to the Headteacher and Governing Body.

Links to Policies

This report should be viewed alongside these supporting policies:

- SEND Policy