

## Report for Governors 2024-25

SENCOs and Designated Safeguarding Deputies: Lauren Stevenson (working days Mon/Tues/Thurs/Fri) and Tracie Hancox (part time)

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SEN Governor: Samantha Taylor

Aims as outlined in school SEND Policy	What is being done to meet the aim?
<p>to create an environment that meets the special educational needs of each child.</p>	<p>We make any reasonable adjustments necessary for the child to have full access to a broad and balanced curriculum and all other aspects of school life eg</p> <ul style="list-style-type: none"> <li>• See Accessibility Plan for details- available upon request</li> <li>• quiet rooms for small group/ 1:1 working</li> <li>• any physical aids needed for those affected by medical conditions</li> <li>• using visual timetables for children who benefit from routine and structure</li> <li>• providing extra staff support for those who require it</li> <li>• modifying the classroom provision to ensure full access ie work stations</li> <li>• social groups for vulnerable children at break and lunch times</li> <li>• behaviour reward systems</li> <li>• personalised resources to ensure full access to the curriculum eg netbooks where necessary, pencil grips, coloured books for Dyslexic pupils etc</li> </ul>
<p>to ensure that the special educational needs of children are identified, assessed, monitored and provided for.</p>	<ul style="list-style-type: none"> <li>• Identification takes place in a number of ways eg observations of teaching staff or others, observations by parents/ carers child need, diagnosis through related conditions by other professionals</li> <li>• Assessment, depending on the need can either be completed or started by the SENCo with information from the class teacher or by SENCo/ other professional such as GP making a referral</li> <li>• Monitoring to measure effectiveness of interventions is carried out by SENCo, teaching staff and other professionals involved and also by parents/ carers at review meetings. The pupil's opinion is also considered in all of these situations</li> <li>• Provision is implemented by SENCo and teaching staff as well as any other professionals working with the child eg SALT, Staff CPD to develop understanding of SEN and how needs can be met</li> <li>• The SENCo and teaching staff use the Sheffield Support Grid to identify needs and subsequent provision for SEN pupils. This information is moderated by the locality lead SENCOs.</li> </ul>
<p>to promote the development of social, emotional and mental</p>	<p>This is ongoing through general school activities such as assemblies and circle time/ SEAL and through the promotion of the British Values.</p>

<p>health including self confidence and self-esteem in all children.</p>	<p>The Good to Be Green reward system also contributes to the aim of developing every child's confidence and feeling of self-worth. Where there are issues in this area, parents are informed and an informal meeting is held with SENCo/ SLT/ LM/ class teacher to address the issue</p>
<p>to identify the roles and responsibilities of staff in providing for children's special educational needs.</p>	<p>TLRs appointed to manage and improve key subject areas Regular observations of teachers and TAs are conducted in order to identify strengths and areas for development and act on these Staff CPD to develop understanding of SEN and how needs can be met The SENCo works closely with the city-wide SENCos to ensure processes are up to date and accurate</p>
<p>to enable all children to have full access to all elements of the school curriculum.</p>	<p>Any reasonable adjustments are made to the environment in order to promote an inclusive classroom/ school building. The curriculum is adapted where necessary to meet the needs of all pupils and varied teaching styles are used to give pupils the best chance to learn. Where it is appropriate, pupils may receive additional support from a teaching assistant in order to fully access the curriculum or other parts of the school day. Where it is felt that pupils are falling behind with age related expectations, they may access personalised learning intervention programmes, which are monitored and assessed for effectiveness, in order to close the gap.</p>
<p>to maintain close working relationships with outside agencies.</p>	<p>SENCo is in regular contact with other professionals eg SALT, FIS, Ryegate, CAMHS, LSS etc in order to ensure up to date information is held by all parties and to facilitate the joined up working of all parties to provide the best provision/support for every pupil. The SENCO and other safeguarding team members also have regular contact with eg social care, FIS etc.</p>
<p>to maintain an efficient system of record keeping and communication.</p>	<p>SENCo keeps evidence of all interventions with registers and entry/ exit data SENCo keeps evidence of all visits from SALT/LSS and this is shared with relevant staff/parents SENCo has regular contact with TAs and this is evidenced in meeting minutes. Communication with staff is also done through emails/ pigeon hole and other face to face meets during the week SENCo attends SLT or shares relevant information with SLT through other means</p>
<p>to ensure that parents and carers are supported in playing a significant part in contributing to their child's education.</p>	<p>SENCo and other members of staff have regular contact with parents/ carers and this is increased when the need arises eg through safeguarding/ arranging and gaining consent for additional provision etc Parents/ carers also have access to members of the office at all times through the week and can make appointments to meet with relevant staff where the need arises Parents/ carers have also been invited to educational workshops/ parents evenings and been given parent questionnaires regarding their child's education and welfare</p>
<p>to ensure that children have a voice in this process.</p>	<p>School council ensures that pupils have a voice and represent their class Pupils have also been part of surveys and questionnaires about learning and school life in general and this is acted upon accordingly Where the child has SEN, his/her views are sought for reviews and decisions that will affect them.</p>

<p>The kinds of SEND catered for at Ecclesfield</p>	<p>Ecclesfield caters for many pupils with additional learning needs and/or disabilities- The kinds of needs children present with fall into one or more of four categories</p> <ul style="list-style-type: none"> <li>• Cognition and learning</li> <li>• Social, Emotional and Mental Health (SEMH)</li> <li>• Communication and Language</li> <li>• Sensory and Physical</li> </ul> <p>Of those on the SEN register, the largest area of need is Communication and Language (including ASD), closing followed by cognition and learning difficulties</p>
<p>Complaints</p>	<p>In the event that parent/ carers should need to complain, the usual school complaints policy should be followed.</p>

**Requirements as outlined by the SEND Code of Practise 2014:**

**Reasonable adjustments-** see first point in table above and Accessibility Plan which is available upon request.

**Website and local offer-** the website has been updated to give more information to parents/carers about the type of support that is offered at Ecclesfield. It also signposts parents/carers to other agencies/ services that may be of benefit. The Local Offer is up to date and can be accessed via the school website.

**Quality First Teaching-** this is monitored through regular observations. Staff are given the opportunity to develop their skills and understanding through regular CPD events. This is then monitored by SLT/ SENCo. The SENCo regularly ‘drops in’ to classes to informally observe the child’s learning and environment and has regular informal discussion with staff in order to ensure the child’s needs are being met.

**Pupil voice-** child centred approach: school council provides a voice for pupils. SENCo facilitates pupil questionnaires and conducts surveys which are then shared with relevant staff in order to improve practise. Classes also have worry boxes where children are encouraged to share their worries and have them addressed. The SENCo and Learning Mentors are ‘on call’ to deal with any issues that arise on an ad hoc basis and allow time for pupils to talk if they need/ want it.

**Parental involvement-** the SENCo has regular contact with parents of children with SEND- this is to share information/ gain consent/ hold reviews etc. The safeguarding team also have regular contact with parents/ carers to ensure the welfare of all pupils. Communication is done in a variety of ways eg phone, letter, face to face, newsletter etc

**Transition-** transition is carefully planned for all children but extra transition is in place for children with SEND- this could be in the form of extra visits to new class or school, transition booklets, photographs etc. Preparation for adulthood is also considered and children are encouraged to be independent and learn the skills that they will need for adult/ young adult life.

**Collaborative working between education, health and care-** the SENCo has regular contact with outside agencies and this is with the involvement of parents/carers. The safeguarding team have regular contact with health professionals. CPD is also delivered by professionals from other agencies in order to share best practise and promote joined-up working. Parents/carers, as well as educational settings can now request assessment for an EHC Plan.