



SEN (D) Information Report Spring Term 2024

Sharples Primary School is a highly inclusive school, which supports a number of pupils with SEND, both those with EHCPs and those receiving additional support at school level.

There are currently 40 children on the Special Needs register; this is broadly in line with national average. There are currently 13 children in school with Education Health Care Plans; two in Year 6, five in Year 6, one in Year 4, two in Year 3, two in Year 2, none in Year one, none in Reception and none in Nursery. School is in the process of completing 4 statutory assessment requests for children in Nursery, Reception and Year 2.

Numbers of children/young people with SEN (D) within the school

Key for Areas of Need:

A - Cognition and Learning (C&L)

B - Speech, Language and Communication (SLCN) Needs

C - Social, Emotional and Mental Health Difficulties (SE&MHD)

D - Physical Difficulties (PD)

Medical Needs

There are currently several children with varying medical needs, including asthma, on roll. These include allergies needing an epipen, visual & hearing impairments and other health conditions. Some of these pupils are not on the SEN register as their needs do not impact on them educationally. Specialist nursing staff e.g. for epilepsy, diabetes etc. come into school to offer training to key staff or, in some cases, may attend an Annual Review. The majority of these children have a pupil based risk assessment in place, linked to their specific identified needs.

Partnerships with outside agencies

Other agencies continue to support many of the children on the SEN register. Ladywood Outreach, Aspire Behaviour Support, Speech and Language Therapy, School nurse, Occupational Therapy, MHST and the Educational Psychologist are all in school on a regular basis and work with parents, children and staff to meet individual children's needs. Pupil premium money continues to be used to accelerate learning and to provide personalised intervention programmes across school.

Transition for Pupils with SEND

The School liaises closely regarding assessment information of pupils to ensure that transfer from home or pre-school provider to Sharples EYFS, from Reception to KS1, KS1 to KS2 and KS2 to KS3 is made as easy as possible for pupils with additional needs.

To ensure smooth transition additional visits to the school are arranged for pupils entering; for current Y6 children with SEND to KS3, additional visits to their high school are arranged during the

Summer Term. Some pupils may also be invited to participate in transition projects like those led by the local Speech and Language Service or Ladywood Outreach. Provision maps and Annual Reviews for children with EHCPs in Year 6, are attended by the KS3 SENCo or a representative from the pupil's chosen secondary school where possible. All pupil records are handed over in advance of pupils commencing KS3. At times it is helpful for some pupils e.g. with communication and interaction (C & L) difficulties, or other difficulties such as anxiety conditions, to have phased transfer to a new class or Key Stage to ease the transition process. This may take the form of extra visits with their TA to meet their new teacher and classroom, and making a booklet with photographs ahead of transfer.

Developments for SEND pupils

The SENCo has spent time reviewing learning and behaviour strategies for individual pupils and putting learning plans in place. He has also audited all paperwork for the academic year, including provision maps and interventions. The focus this term for the SENCo continues to be to ensure that provision for all SEND pupils is appropriate and of a very good quality. This has involved liaising with staff and many services in order to meet the complex needs of the pupils on the register. The Mental Health and Wellbeing Leader has continued to support staff in managing children with significant Social and Emotional Needs and coordinating the provision/staffing for the MHST. The SENCo has worked closely with the teacher in charge of VI this term to ensure that provision is of the highest quality and a full, extensive curriculum for the children taught exclusively in the resource base has been produced and implemented successfully. The SENCo is currently working with the teacher in charge of VI to complete a request for statutory assessment for a child in Reception. This term, the SENCo has continued to plan for interventions and research the best practice in interventions for areas such as dyslexia and generalised cognition and learning. He has implemented some new interventions this term and continues to seek the interventions with proven impact and good value for money. The school team have worked together to support transition for this academic year. There are a high number of SEND pupils in the new Reception cohort. One pupil has been placed on a part-timetable to support their integration into a mainstream primary school setting and statutory assessment is pending for this child.

The SENCo plans to spend the term continuing to audit safety and interaction at unstructured times in school. This will involve further staff training and a focus on developing behaviour management strategies and playground games across school. It will involve training a new group of children for play leaders and lunchtime hall leaders. He is confident that the safety of children is the absolute priority of staff and all staff will support the 'play' initiative where games/new skills are being modelled daily.

The SENCo and VI Lead continue to represent the school's resourced provision at LA meetings focussing on the improvements of SEND provision in Bolton via the RP network. The group have focussed on sharing best practice within the borough and how to improve RP. The VI Resource Base has been subject to a very successful QA visit by the LA which has demonstrated the high standards of education on offer for VI children at Sharples Primary School.