



Scholar Green Primary and Nursery School

Special Educational Needs and Disability (SEND)

Annual Report- November 2022

Introduction

The Special Education Needs and Disability co-ordinator (SENDCO) is our Deputy Headteacher, Mrs Caroline Yarwood, and the named governor for SEND at Scholar Green is Mrs Anne Lock. We also have a Designated Senior Mental Health Lead, Mrs Jayne Ashworth, who is employed in a vital fulltime role supporting SEMH in school.

Number of Children with SEND (2021-22)

Number of children on roll	Number of children on the SEND register	Number of children at First Concern	Number of children at SEN Support	Number of needs assessment requests	Number of children with complex needs (EHCP)
231	12	22	10	2	2

Number of Children with SEND (2022-23) November update

Number of children on roll	Number of children on the SEND register	Number of children at First Concern	Number of children at SEN Support	Number of needs assessment requests	Number of children with complex needs (EHCP)
236	22	10	19	3	3

SEND Policy

Scholar Green Primary and Nursery School's SEND policy was reviewed, updated and agreed by Governors in October 2022.

SEND Toolkit

In the first instance of SEND, the Cheshire East Toolkit is referenced and supports all stakeholders in determining the initial level of SEND (four categories: first concerns, SEND Support, Complex and Specialist) and which interventions/strategies may support the child's development. Children who are placed at First Concerns level are not placed on the SEND register but are closely monitored through case studies. All information and resources can be found on the Cheshire East SEND and Disability website <https://www.cheshireeast.gov.uk/livewell/>.

Staffing Structure

Level	Number	Full Time Equivalent
Senior Leaders	2	2.0
Teachers	10	9.4
Nursery Teaching Assistants (Ratios-1:8 3/4yo's, 1:4 2yo's) *1 12 hrs EHCP, 1 1:1 child out of EYFS	5*	4.6
Main School Teaching Assistants	6	5.1
SEND Teaching Assistants (1:1)	2	2.0 (52.5)

Designated Senior Mental Health Lead (DSMHL)	1	1.0
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Staff Training and Development

Staff have participated in range of CPD opportunities. Dependent on the children's identified needs, CPD is placed where needed to upskill/empower those that are supporting the children. Focus has been placed on adaptive teaching to further strength the quality first teaching. Training within the area of communication and language, SALT and PECS has been a key area for our staff working within the Early Years to support our children with communication and interaction needs.

External Agencies

The use of outside agencies supports our school in gaining appropriate advice and seeking the best outcomes for our SEND pupils. Although we are a Cheshire East School, due the geographical positioning of our school, we have many children who are registered with a doctor within Staffordshire. Being close to the boarder and having several children out of catchment also means we have to work with three NHS trusts for services such as SALT, OT, community paediatrician and health visitors (North-West Region: East Cheshire NHS trust, Mid-Cheshire Hospital Foundation Trust and Midlands Region: NHS Staffordshire and Stoke-On-Trent). This is a barrier that provides a real challenge in accessing the correct service for our families. We have accessed the services of the following services over the past year:

- EP (Educational Psychologist)
- CEAT (Cheshire East Autism Team)
- SALT (Speech and Language Therapy) from three NHS trusts across two regions
- School Nurse/ Health Visitor team across two regions
- OT (Occupational Therapy)
- Community Paediatrician from three NHS trusts
- Early Years SEND Team
- Early Years Complex Needs Team
- Sensory Inclusion Team
- Inclusion Quality Team
- Wheelchair services
- ADHD services
- CAMHS (Cheshire and Wirral Partnership Foundation Trust)

Parents as Partners

We believe that pupil's families are a key stakeholder in the education of their child. We actively seek the views of our families, so that trusting partnerships can be formed working towards one goal of supporting the child. Parents are welcomed to speak to class teachers, in the first instance, if they have any concerns regarding SEND and their child. The school's SENDCO will support the class teacher, as well as meeting with parents to guide them through the SEND process. Contact is maintained with parents through conversations, meetings, telephone calls and emails and their views are recorded at each stage of the consultation.

Assessment, Recording and Reporting of Pupils with SEND

All of our pupils are provided with opportunities to demonstrate what they know and what they can do. We help pupils to understand what they need to do next to develop. Pupils identified at SEND support level will have specific paperwork which will clearly state the child's SMART targets (small, measurable, achievable, relatable targets) addressing their specific needs. Targets are shared between all stakeholders and reviewed regularly. Specific assessments may be required in order to fully understand the barriers to the child's learning. These are logged and will help to set SMART targets and key strategies to support pupils.

Interventions Used

We have a range of interventions available at Scholar Green. These can be employed once a child's barrier/s have been identified. They may be suggested by a professional or identified by the SENDCO using the Toolkit. Some examples of interventions employed by school are:

- Beat Dyslexia
- Toe by Toe
- A Therapeutic Treasure Box
- Socially Speaking
- Time to Talk
- Phonics Hot Listing (Read.Write.Inc.)
- Spelling Wasp
- WellComm- A Speech and Language Toolkit for Screening and Intervention
- Black Sheep Press Speech and Language Packages
- Lunch club

Some children often require bespoke packages of work and Mrs Yarwood supports the teaching/ support staff in developing these. We may also use advice from outside agencies to support us with this. Within school, there is a Gold Standard approach to the inclusive teaching of all children (quality first teaching/ adaptive teaching) which we ensure we have used before any obvious barriers to learning are addressed. For example, visual timetables, changing the background colours of screens, success criteria's and lists and visual prompts, scribing, employing the use of technology, spell checkers, ACE dictionaries, provision for sensory diets, to name but a few.

Specialist Resources

At Scholar Green we really value the importance of our children's mental health and wellbeing. We have a fulltime designated senior mental health lead (DSMHL), Mrs Jayne Ashworth, who works closely with Mrs Yarwood to support our children to be mentally healthy, as well as academically. Mrs Ashworth will also link with professionals/ outside agencies and use specific interventions to support the children.

The Hub is an area within our school which provides a safe and quiet space for some children who require time out, brain breaks, sensory breaks or any social, emotional support. Many interventions are conducted in this space as well as catering for those children who can find the general running of a classroom overwhelming. There is a sensory room, which doubles as quiet space, a quiet room and Mrs Ashworth's base. The children know that they can access the support offered in here when needed.