



## Scholar Green Primary and Nursery School

### Special Educational Needs and Disability (SEND)

Annual Report- November 2024

#### Introduction

The Special Education Needs and Disability co-ordinator (SENDCO) is our Deputy Headteacher, Mrs Caroline Yarwood alongside our Designated Senior SEND TA, Miss Linda Hope, 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 role supporting SEMH and safeguarding within school.

#### Number of Children with SEND (2022-2024)

Number of children on roll Inc. Nursery	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)
218	31	8	29	3 (7)	2

#### Number of Children with SEND (2024-2025) November update

Number of children on roll Inc. Nursery	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)
212 (219 Jan'25)	27	3	24	7 (8)	3

#### SEND Policy

Scholar Green Primary and Nursery School's SEND policy was reviewed, updated and agreed by Governors in September 2024.

#### SEND Toolkit

In the first instance of SEND, the Cheshire East Toolkit for Inclusion 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 and provision maps. All information and resources can be found on the Cheshire East SEND and Disability website <https://www.cheshireeast.gov.uk/livewell/>. Where children are requiring additional to or different from their peers, they will be placed on the code of practice to ensure the required resources are allocated with a view to remove barriers to learning and allow our children to achieve their potential in the best way possible.

#### Staffing Structure

Level	Number	Full Time Equivalent
Senior Leaders	3	2.8
Teachers	8	8
Nursery Teaching Assistants	5*	4.8

(Ratios-1:8 3/4yo's, 1:4 2yo's)		
Main School Teaching Assistants	4	3.6
SEND Teaching Assistants (1:1)	5	4 (130 hours)
Designated Senior Mental Health Lead (DSMHL)	1	1.0

Since the last report we have had five consultations sent through to our school requesting as to whether we can meet the need of further children with EHCP plans. This is a lengthy process when responding to ensure our consultations are reflective and equitable for all stakeholders. As a school, need to ensure that we are code compliant by following and referencing the SEND Code of Practice. We must carefully consider whether we have the capacity to meet the needs of a new SEND child whilst considering the current SEN children we have in school and resources available. We have 15 days to respond.

### **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 strengthen the 'ordinarily available inclusive provision' we provide as a school. Our team have collaboratively agreed on our Gold Standard approach, which is woven through our teaching standards. Training completed to date have been Autism awareness, including young children with complex communication needs in the mainstream setting, Making Sense of Autism, and a five day course for two members of staff covering a range of SEN needs such as SEMH, ADHD and ASC.

### **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 to the geographical positioning of our school, we have many children who are registered with a doctor within Staffordshire. Being close to the county boarder and having several children out of catchment also means we have to work with at least 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 following services over the past year:

- Cheshire East EP Services (Educational Psychologist traded services)
- 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 Complex Needs Team
- Sensory Processing Occupational Therapy Team (SPOTTS)
- Inclusion Quality Team
- ADHD services
- CAMHS (Cheshire and Wirral Partnership Foundation Trust)
- Private Educational Psychologist
- Private Occupational Therapist
- Springfield Outreach Team
- Staffordshire SEND Team

### **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 welcome 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. Parents of children with identified additional needs attend regular meetings to discuss their child's progress towards their personal targets and a review of provision. So far, the SEND team has had regular contact with at least seventeen of our families.

### **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. This can also be said for children requiring Social, Emotional Mental Health via Mrs Ashworth.

### **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:

- Literacy Gold
- Precision Teach- for reading, spelling and maths facts.
- Reading recovery
- Toe by Toe
- A Therapeutic Treasure Box
- Socially Speaking
- Time to Talk
- Phonics Hot Listing (Read.Write.Inc.)
- WellComm- A Speech and Language Toolkit for Screening and Intervention
- Black Sheep Press Speech and Language Packages
- Lunch club
- Phonological Awareness Training (P.A.T)
- Emotional Literacy Support assistant (Mrs Ashworth)
- Sensory Circuits
- Lego Club
- Touch Typing
- Sensory Room
- The Hub area

Some children often require bespoke packages of work and Mrs Yarwood and Miss Hope supports the teaching/ support staff in developing these. We may also use advice from outside agencies to support us with this. To support our 'Gold Standard' approach to the inclusive teaching of all children (ordinarily available inclusive provision/ adaptive teaching/ reasonable adjustments) 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, reading pens, concentration screens and provision for sensory diets. We have developed a 'Resource Hub' which supports the delivery of inclusive teaching within the classroom.

### **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 and Miss

Hope 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 a quiet space, the quiet room and Mrs Ashworth's base. The children know that they can access the support offered in here when needed. This area is under constant development to ensure it caters best for our children's current needs, whilst maximising the limited space that we currently have.