

# QUINTON PRIMARY SCHOOL



## **SEND Report Update**

January 2022

## SEND Report

### What type of support is available for SEND pupils?

- **Quality First Wave** – The teaching is based on the child's existing knowledge, understanding and what they can already do, along with a multi-sensory approach (visual, auditory and kinaesthetic). The teacher will always have the highest possible expectations for your child and every child in the class.
- **Small group targeted intervention:** small groups of identified children will work with a TA/Inclusion Manager, under the guidance of the Class Teacher, on specific targets to enhance their progress. This is continually monitored by the Class Teacher to ensure the intervention is making an impact.
- **Individual targeted intervention:** Children work on a 1:1 basis with a Specialist TA/Inclusion Manager on specific targets, under the guidance of the Class Teacher and SENDCo. Any 1:1 interventions implemented by outside agencies e.g. Physiotherapy, will be carried out after training from the designated agency. Progress is continually monitored by the Class Teacher.

### What types of SEND is supported at Quinton Primary School?

- **Cognition and Learning** – how a child thinks, learns and understands the world around them.
- **Communication and Learning** – how a child talks to others, listens, responds, plays and learns with others.
- **Social, Emotional and Mental Health** – how a child handles changes of routines, shows their feelings, negotiates and solves problems in different situations.
- **Sensory/Physical** – how a child responds to the environment, learns using their senses and diagnosed medical issues.

### How does Quinton Primary School recognise a child's Special Educational Need?

- The Class Teacher will raise concerns about a child's learning with the parents/Learning Support Lead and SENDCo.
- SENDCo will identify children from the school data tracking who are not meeting the expected progress. This is carried out at least every half term.
- Interventions are put in place targeting the barriers of learning and are monitored closely via the Class Teacher/Learning Support Lead and SENDCo. This is all recorded on the School's Provision Maps.
- Following intensive interventions from Specialist TA's/ Learning Support Lead, the necessary outside agencies are consulted to identify specific needs using specialist assessment.

### How will the school monitor the progress of SEND children?

- At the beginning of every school half term the provision map is updated. Children who have been identified are placed on the provision map clearly stating the specific area to be targeted, how long each session is and why the intervention is needed.
- At the end of each half term, the provision map is updated. The SENDCo discusses with the ClassTeacher what progress has been made and how effective the intervention has been. Next steps for intervention are written onto the provision map.
- The SENDCo / Learning Support Lead will consult the school data tracking provided by the Class Teachers to ensure no areas of intervention are being missed.