Special educational needs (SEN) information report

Stone with Woodford CoE Primary School

Approved by:	Head Teacher & SENCo	**Date:**	January 2023
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Dear families,

The aim of this information report is to explain how we implement our SEND policy; we want to be transparent with families how our SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website.

1. What types of SEND does the school provide for?

Special Educational Needs and Disabilities (SEND) is a legal term. It describes the needs of a child who has a condition, disability or diverse need which may make some learning harder for them than their peers.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Children with speech, language and communication needs who may have difficulty making themselves understood or understanding what is being said to them. This also includes difficulty with social interactions and Autistic Spectrum Condition.
Cognition and learning	Children making slower progress than their peers and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
Social, emotional and mental health	Children may experience a wide range of social and emotional difficulties. This can present in a number of ways such as anxiety, becoming withdrawn or challenging behaviour. This area of need also includes Attention deficit hyperactive disorder (ADHD) and Attention deficit disorder (ADD)
Sensory and/or physical	Children may require SEN support because they have a disability. These include hearing impairment, visual impairment, multi-sensory impairment or physical impairment

2. Which staff will support my child with SEN?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Lauren Bartlett.

Mrs Bartlett is an experienced teacher. She teaches in Y1/2 Chestnut Class.

As a new SENCo, she is studying for the National Award in Special Educational Needs Co-ordination this academic year and using her research and studies to further inform our practice.

Mrs Bartlett is allocated half a day a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of eight TAs, including one higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

Teaching assistants attend relevant staff meetings and meet with the Headteacher for continued professional development. Some TAs attend training provided by the Stroud Association of Schools and all TAs have had training this year from the Educational Psychology team on Emotion Coaching.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Educational psychologists
- Advisory Teaching Service
- Speech and Language therapists
- Occupational therapists
- The 'Virtual School' supports Children in Care.
- GPs, paediatricians or School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

3. How does our school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected levels
- Child making slower progress than expected
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting

4. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. senco@stone-with-woodford.gloucs.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCo will work with you to create a SEN support plan for them. Your child will also be invited to share their strengths and areas they would like help with.

5. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support within lessons to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.

The SENCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCo will work with you to create a SEN support plan for them.

6. How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



1. Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

2. Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

3. Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

4. Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

7. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress

Your child's class teacher will meet you three times a year in the form of parent consultations

If your child has support plan known as either a My Plan, My Plan + or EHC plan, you will also meet with the SENCo three times a year to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you are the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

8. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes with their parents and the SENCO
- Share their views about what is important to them, their aspirations, their personal goals and what they find helps them on a 'My Profile' document
- Share a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during meetings
- Complete a survey/questionnaire

9. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. This means that class teachers adapt what they are teaching to meet the needs of all pupils. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. No child would be excluded from an element of the curriculum unless a more appropriate activity was supplemented e.g. a child with a physical disability with specific targets on their My Plan or EHCP, may have additional physical activities alongside the other children. Trips and visits are carefully planned to allow all children to attend.

We will also adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using aids, such as laptops, coloured overlays, visual timetables, larger font, concrete materials in Maths, knowledge organisers, phonics help sheets, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when that pupil has an EHC plan or has been directed by the class teacher/SENCo to provide short term intervention.
- Teaching assistants will support pupils in small groups when additional support beyond the class teacher's adaptations is needed. This will always be planned by the class teacher and Teaching assistants in partnership to best support the pupils.

10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions through baseline and end-point assessments
- Listen to the child's opinion
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

11. How will the school provide resources for my child?

It may be that your child's needs mean they need:

- Extra equipment or facilities
- More teaching assistant support
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are an inclusive school where all children, regardless of need are valued.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

As a school, we plan school trips that will excite and benefit all learners, including our residential trip. No child is excluded from this. Additional support may be put in place if necessary and these will be planned in consultation with you. A risk assessment is carried out for any off-site activity to ensure everyone's safety.

All pupils are encouraged to take part in school plays, carol services, church visits, sports days and other exciting opportunities. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We are an inclusive school that welcomes children from all backgrounds and abilities. All applications will be treated on merit and in a sensitive manner.

The only restriction that is placed on entry is that of number. If the number of children applying for entry exceeds the places available, we enforce the procedure set out below in order to determine whether a child is accepted or not. It is our wish to allow parents the right to have a place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available.

Children who have an Education, Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Governing bodies are required by Section 324 of the Education Act 1996 to admit a child with an Education, Health and Care plan that names the school, even if the school is full. Parents of children with an EHCP should contact their child's casework officer for any further information.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Year 6 play leaders to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by
- We run a nurture club for pupils who need extra support with social or emotional development
- We work quickly and efficiently to try to reduce and support any accusations of bullying if and when it arises. (Please see our behaviour policy for more details)

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between classes

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule transition activities and lessons with the new teacher towards the end of the summer term

Between schools

- We encourage all new children to visit the school prior to starting with us
- The EYFS teacher meets regularly with the pre-school and the SENCO speaks to the pre-school teachers about the transition of any children with SEN in the summer term
- When necessary, we write social stories with the children to help explain and prepare them for the transition. These include photographs of key people and areas of the school for them to take home and share with you
- When transitioning to secondary school, we arrange visits for the children to the new school and this may involve additional visits with the support of the secondary school's SEN team
- We liaise closely with staff when receiving or transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are understood

16. What support is in place for looked-after and previously looked-after children with SEN?

Lauren Bartlett is the designated teacher for supporting looked-after and previously looked-after children as well as the SENCO. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What is the role of the SEN school Governor?

• The SEN Governor is Mrs Lisa Worley.

• The SENCO reports to the SEN Governor regularly to inform her about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.

• The SEN Governor reports to the Governors to keep them informed.

• The Governors work with the headteacher to agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

18. What should I do if I have a complaint about my child's SEN support?

We aim to avoid children and families being unhappy with the school through good communication. Your first point of contact would be the class teacher to share your concerns. This could be escalated to the SENCO or Headteacher

If we can't resolve the situation then you need to refer to the Complaints Policy on the school website or available from the School Office.

19. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at our local offer:

Gloucestershire Local offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: SENDIASS

National charities/organisations that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle
- ADHD Foundation
- Autism Education Trust