

Berry Hill Primary School Special Educational Needs and Disability (SEND) Information Report



Introduction

- A duty in the Special Educational SEND Code of Practice is placed on Local Authorities and Schools to publish a 'Local Offer'. The purpose of the Local Offer is to 'offer' information to parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies and make clear what is available for their child from early years settings, schools (including Academies and Free Schools), colleges and other services, and also including health and social care.
- Details of the latest Gloucestershire Local Offer can be found at: <http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/localoffer.page>
- All information within the Local Offer section is there to support families of children and young people with Special Educational Needs and/or disability (SEND) from 0 to 25 years of age.
- The document which follows is Berry Hill Primary School's Offer which details the provision that our school offers to children with SEND.
- Additional SEND information can be found in the school's SEND policy which can be requested from the school office or it can be found on the school website. The policy sets out guidance on SEND teaching, identification, role of the Governors, the Special Educational Needs and Disability Co-ordinator (SENDCo) responsibilities, admissions, monitoring and assessment.

How do we identify SEND?

- The school is committed to early identification of SEND and adopts a graduated response to meeting SEND in line with the Code of Practice 2014 and Gloucestershire guidance.
- All children within our school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern.
- A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SEND Co-ordinator, Teaching Assistants, Parents and the Class Teachers.
- If these suggest that any child is not making the expected progress or their needs have changed, the class teacher works with the SEND Co-ordinator in order to decide whether additional and/or different provision is necessary.

How is SEND categorised at Berry Hill?

My Profile

At the beginning of the academic year, all children in the school complete a My Profile.

- This includes:
 - What is important to me
 - My hopes and goals
 - What people like and admire about me
 - What helps me
 - What doesn't help me
- This information can help know more about a child and be used as part of person-centred planning.

My Plan

- If a child has been identified as having a Special Educational Need, then a My Plan is written..
- This is a simple action plan to address and achieve agreed outcomes in order to meet a child's identified additional needs.

My Plan+

- If it becomes clear, following review and adjustment of the My Plan, that it is not meeting the needs of the child, or that further needs are being identified, it may be appropriate to complete a 'My Assessment' leading to a My Plan+.
- Outside professionals such as an Educational Psychologist, Social Worker or Advisory Teacher may work with the child/family.

Education Health Care Plan (EHCP)

- When, following reviews of My Plan+, it is believed that the child has educational needs that cannot be met without additional resources, an EHCP assessment may be necessary.
- The EHCP requires the child to be assessed by other professionals and multi-agency working is undertaken.
- If a child has an EHCP it will have clear guidance to what funding is needed, the expected outcomes for the pupil, intervention and timescales to reach these objectives.

First steps our school if a SEN is identified:

- Historical information and data will be gathered and looked at
- baseline assessments and ongoing data will be used
- observations from class teacher and SENDCo (if needed)
- targets/interventions will be put in place
- progress monitored regularly
- discussion with the Parent/Guardian.

How are parents involved in the SEND process?

- We really value input from parents in helping to identify any areas of strengths and areas of concern about a child.
- Parents are encouraged to talk to us about their worries before the child starts school with us, in Parent's consultation meetings and whenever they feel the need throughout the academic year.
- In Parent's consultation meetings parents are encouraged to help set targets and review previous targets with the class teacher. Also, the views of the child are gathered..
- The class teacher is responsible for keeping parents up-to-date with progress and issues relating to their SEND child.
- The SENDCo will liaise with parents and outside agencies when needed.

How are children involved in the SEND process?

- All children in school (regardless of whether or not they have a SEND) complete a My Profile at the beginning of a new academic year.
- The My Profile provides a useful way of gathering information about a child's motivations, preferences, goals and self-image.
- For children who need a My Plan the information obtained in the My Profile can be used to inform the outcomes and ways they could be met that would best suit the individual child.
- When the My Plan is reviewed, children are involved in assessing their progress against the set outcomes.
- For those children who have an EHCP, they are asked to comment on their strengths, their aspirations and what helps them to learn best.

How does our school teach and support children with SEND? The school (Teachers, TA's and the SENDCo) respond to SEND children's needs by:

- ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class, groups and individual pupil needs
- adapting the curriculum to meet the needs of the pupil
- providing targets and identifying support for children. This may be through an intervention plan, through lesson planning and possibly a My Plan/My Plan+/EHCP
- providing support for children who need extra help with communication (ie signing), language and English, Maths or other areas of the curriculum
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely. We follow a detailed and structured Behaviour policy. Some children may need an individual behaviour programme
- helping children to manage their emotions, particularly as a result of trauma or stress, or enable them to take part in learning
- use of Growth Mindset approach, encouraging 'I can' and 'I can't do it YET'
- having high expectations and tracking progress carefully
- use of TA's and other adults to support learning and move learning forward are used where they will be beneficial. This may be in class support, 1 to 1 and small group work
- seeking advice and working with outside agencies and professionals
- we adapt teaching strategies and resources to meet the needs of different learning difficulties, for example: Autistic Spectrum, Hearing and Visual Impairments, Speech and Language, Dyslexic tendencies
- children who have an EHCP will be given the support and resources needed for them to meet their full potential. They will be involved in the planning process, alongside trained staff, parents and health professionals
- the progress of the pupils is monitored regularly. Additional provision is monitored weekly, data is collected three times per year and evaluated and action plans set as a result
- My Plans and My Plan+ are reviewed three times a year with pupils and parents. EHCPs are reviewed annually

Expertise within our school

- Berry Hill Primary School has a very good reputation of teaching SEND pupils and they achieve well. We have highly trained members of staff within our school who specialise in certain areas such as:
 - Speech, Language and Communication
 - Early reading and phonics
 - supporting children who can show challenging behaviour in school and working in partnership with outside agencies
 - supporting emotional difficulties through in-school support and liaison with outside agencies such as: Teens in Crisis, Toucan and CYPS (Children and Young Person's Service – Mental Health)
 - specialised TA in Hearing Impaired
 - personal care
 - manual handling – wheelchair users
 - pastoral care – Family Support Worker

Which other services do we use in our school?

- School Nurse
- Educational Psychologists
- Advisory Teaching Service – physical, cognition and learning, hearing impaired
- Children and Young Persons Service and 2gether (Mental Health)
- TIC (Teens in Crisis)
- OT (Occupational Therapy)

- Physiotherapists
- Speech and Language Therapist
- GFAPS (Gloucester and Forest Alternative Provision School)
- Toucan (play therapy)
- Social Care team

How do we meet the needs of wheelchair users and support with personal care?

- We have members of staff who are trained in manual handling and personal care.
- Our school has been adapted with adequate facilities, which enable access for wheelchair users.
- We have ramps, a lift, and a wet room fitted with a bed and a shower.
- We have a range of educational equipment and resources in school that can be used by our SEND pupils and if new resources are needed, we are able to access any specialised equipment needed.
- Please refer to the school's Intimate Care Policy for further details how children are supported with personal care.

Access to the wider curriculum: trips, outings and after school clubs

- We include SEND pupils in all aspects of school life. We strive to be as inclusive as possible when offering after school clubs.
- SEND children are included in school trips and relevant transport and supervision is put in place.

Transfer arrangements

- The school has close links with a number of local pre-school settings. This helps make the transition in to school very smooth.
- We regularly visit Berry Hill Under 5's and the children come and visit the school prior to starting.
- We liaise with secondary schools prior to the pupils transferring. A meeting is arranged with the SENDCo and the secondary SENDCo. In this meeting, the SEND pupil's needs are discussed.
- The pupils also have the opportunity to visit the secondary school prior to their transfer.
- In some situations, the whole class is able to attend the secondary school as part of a transition programme.
- We have a very open door policy at Berry Hill and welcome any potential parents to come and visit the school and to speak to the Headteacher and SENDCo about any aspect of school life.

What can you do if you are unhappy with your SEND child's progress or provision?

- The class teacher is initially the first point of contact. If the problem is not resolved, then the SENDCo may be able to help deal with the issues.
- If you are not satisfied with the outcome, the Headteacher and Governors are available to listen and respond to your concerns.
- A copy of the school's Complaints Policy can be obtained from the school office.

- If you require any further information please contact Mrs Lucy Stevens, SENDCo on 01594 832262.