

TREDINGTON PRIMARY SCHOOL SEND INFORMATION REPORT

Introduction

A duty placed on Local Authorities in the SEN Code of Practice 2014 requires them to provide a 'Local Offer'. The purpose of the Local Offer is to 'offer' information for parents, in a single place, to help them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements. The Local Authority's Local Offer should make clear what is available for their child from early years' settings, schools (including Academies and Free Schools), colleges and other services, to information about health and social care services. All information within the Local Offer section is provided to support families of Children and Young People with Special Educational Needs and/or disabilities (SEND) from 0 to 25. Details of the Gloucestershire Local Offer can be found at:-

<http://www.glosfamiliesdirectory.org.uk/localoffer>



This SEND Information Report details the provision that Tredington Primary School offers to children with Special Educational Needs and Disabilities (SEND).

1	<p>How does our school know/identify that children have special educational needs and/or disability (SEND)?</p> <p>At Tredington Primary School all children are welcomed and valued in the school community. We prioritise an individual response to every child and so are keen to work closely with parents, outside agencies and previous settings at the point of admission to support pupils' entry to school. Some pupils will enter school with known SEND. For all pupils, progress and welfare are monitored regularly to support a cross school policy of early intervention where support is needed. Furthermore, as we are a small school, teachers and teaching assistants know the children well so they will raise any new concerns with the SENDCo or Headteacher who will take appropriate action in line with the SEND Policy. Checklists, observation, pupil voice comments, assessments and screenings are completed as necessary by staff and the SENDCo. Tredington Primary School follows the SEND Code of Practice 2014 criteria when deciding whether a child has Special Educational Needs and/or Disabilities. This states that:</p> <p><i>"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:-</i></p> <ul style="list-style-type: none"> • <i>has a significantly greater difficulty in learning than the majority of others of the same age, or</i> • <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools</i> • <i>a special educational need is a barrier to learning that might take a variety of forms."</i>
2	<p>What are the first steps our school will take if special educational needs are identified?</p> <p>After completing the SEND checklist and Pupil Voice sheet, carrying out observations and discussions with parents, the pupil will be placed on the school SEND Register. The class teacher and SENDCo will work out an initial action plan to achieve SMART outcomes using an appropriate personalised programme of intervention alongside Quality First Teaching. This is called a SMART Plan and will be shared with the pupil and parents/carers. Parents will be informed if their child will receive differentiated work in the classroom (Wave 1) and/or small group activities with an adult (Wave 2) and/or any one to one work (Wave 3) as appropriate. A SMART Plan is a working document and is reviewed at the end of each term. Class teachers will</p>



	<p>continually assess the needs of the pupil and adapt teaching and outcomes as required. Tredington Primary School believes that early intervention is key for every pupil.</p>
3	<p>What should parents/carers do if they think that their child has SEND? How can they raise their concerns?</p> <p>Parents/carers should initially express their concern to the class teacher involved. As far as possible, Tredington Primary School operates an open door policy, whereby parents/carers can speak to staff on an informal basis or it is always possible to set up a meeting with the class teacher, SENDCo or Head Teacher via the School Office if preferred.</p> 
4	<p>How will our school include parents and pupils in planning support?</p> <p>Pupils from Year 2 upwards complete a My Profile each September. SMART plans will be reviewed 3 times per year (at the end of Terms 2, 4 & 6). This will involve parents/carers and the pupil to ensure that school and home are working as a partnership. Parents/carers should sign and receive a copy of each SMART plan for their records. Where advice needs to be sought from outside agencies or other professionals, parents/carers will be invited to submit their views as part of the referral process and pupils may need to be escalated to a My Plan + or an Education, Health and Care Plan as suggested in Gloucestershire's Graduated Pathway approach to SEND.</p> 
5	<p>How will our school teach and support children with SEND?</p> <p>All children at Tredington Primary School are equally valued for their individuality and personal strengths. The school prides itself on its ability to respond to learners in ways which take account of their varied life experiences and needs. The school will provide appropriate support to enable access to a varied and creative curriculum eg through planned and differentiated lessons, providing an appropriate learning environment using additional aids if helpful as well as assistive technology. Tredington Primary School prides itself on its inclusive approach, an example of which is the annual Christmas play.</p>
6	<p>For children <i>without</i> an Education, Health and Care Plan (EHCP)</p> <p>The biggest influence on a child's achievement in mainstream schools is the provision of Quality First Teaching in the classroom. Tredington Primary School prides itself on quality teaching of all pupils with tasks differentiated to the needs of pupils of all abilities. Class teachers plan activities matched to a child's needs within the curriculum. Pupils with SEND may engage in intervention programmes which are selected to meet the child's specific area of need. The details of the provision will be in a personal SMART Plan. Intervention programmes are delivered by teachers, or experienced and qualified teaching assistants. Interventions are overseen and monitored for effectiveness by the class teacher and the SENDCo.</p> <p>Where a child has a more severe degree of SEND, or if a child is not making expected progress despite considerable initial intervention, advice is sought from other professionals (eg educational psychologists, occupational therapists, speech and language therapists and local authority advisory teachers). In this case, the child will progress along the Gloucestershire Graduated Pathway of support and their SMART Plan will be escalated to a My Plan+. The school will seek to implement the recommendations in order to best meet the needs of the child. Progress against the desirable outcomes agreed in the SMART Plan or My Plan+ will be monitored closely by the class teacher, teaching assistant and SENDCo and parents/carers will be invited in to school to discuss their child's progress three times a year, (usually in December, April and July). If a child with My Plan+ does not make expected progress then a decision to advance further along the Gloucestershire Graduated Pathway of support may be taken in agreement with parents/carers and other professionals. In this case, school will pursue an application for an EHCP</p> 

	(Education, Health and Social Care Plan) – see below.
7	<p>For children with an Education, Health and Care Plan (EHCP)</p> <p>The same principles apply regarding Quality First Teaching for children with an EHCP. In addition, a child with an EHCP will have a formal plan from Gloucestershire County Council outlining the nature of his/her needs and the additional level of support and resources that should be available in order to make progress towards his/her agreed desirable outcomes. The Local Authority provides additional funding to deliver provision in order to meet a child's outcomes. A parent has the right to request a personal budget in order to secure provision to meet identified outcomes in a child's plan. If a personal budget is requested by a parent this must be agreed by the Local Authority. If a parent requests a personal budget in the form of a direct payment, any provision that is to be delivered in school must also be agreed by the Head Teacher. Parents/carers will be invited in to school to discuss their child's progress at least three times a year (usually in December, April and July to review EHCP PRIORITY Plans and short term outcomes) as well as for an Annual Review of the EHCP for all professionals involved to review the support being provided and the progress being made. A report will be submitted to the local authority in order to agree an updated EHCP for the following year. Depending upon the nature and level of need, it may be appropriate for a child with an EHCP to follow a specially personalised curriculum which is matched to the child's level of development. Pupils with an EHCP will remain part of the mainstream class but may sometimes need to work on tasks which have been planned for them on an individual or small group basis.</p>
8	<p>How does our school plan the support?</p> <p>All planning in school starts with the needs of the pupil. Pupils with similar needs may work in intervention groups together. Support is delivered by teachers or teaching assistants. Resources are usually class specific but can be used by pupils across the school if they meet the child's needs. Support is planned through our knowledge of the child, advice from outside agencies and discussion with parents/carers and the pupil. Tredington Primary School has many different resources used with previous pupils with different aspects of SEND. Our school regularly reviews and updates resources according to individual need. Research-based interventions are used as appropriate.</p>
9	<p>How is the decision made about the support your child will receive?</p> <p>The identified needs of a pupil, his/her views and progress towards the agreed desirable outcomes are used to decide appropriate intervention strategies and resources to be used. The SENDCo, class teacher and parents/carers are involved in this process. The school aims to achieve an appropriate balance of class, group and individual work while at the same time allowing appropriate access to the school curriculum. For children with an EHCP, decisions on funding for provision will be made by the SEND Casework Team at the local authority; they base their decision on evidence presented to them by the SENDCo. This evidence will be in the form of reports from other professionals, comments from parents/carers, SMART Plan/ My Plan+/EHCP review documents and any other useful evidence.</p>
10	<p>How is SEND Funding arranged?</p> <p>SEND funding information is available from the Local Authority or the SENDCo.</p>
11	<p>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents/carers and children in this process?</p> <p>Intervention monitoring systems and books/folders are in place in school to ensure that everyone knows how interventions are progressing. The SENDCo audits intervention progress and attends pupil progress meetings between class teachers and the Headteacher. The Gloucestershire mantra "Assess, Plan, Do, Review" is followed closely at Tredington Primary School, with constant monitoring of progress and effectiveness of interventions as well as regular evaluation of outcomes. If an outcome is not achieved it will be broken down into smaller steps as require to ensure small steps of progress.</p>
12	<p>Who will be working with your child?</p> <p>One benefit of a small school is that all staff know all pupils and vice versa, however the person with direct responsibility for provision for a child with SEND is the child's class teacher. All teachers are teachers of</p>



	<p>SEND. Intervention programmes are often delivered by experienced, qualified TAs with specific training. Outcomes of these programmes are monitored by the SENDCo. For pupils on a My Plan+ or those who have an EHCP, outside agencies may be involved, either to carry out further assessment or to advise staff on provision. These professionals will be engaged with the permission of the child's parents/carers.</p>
13	 <p>How does our school ensure that the information about a child's SEND or EHCP is shared and understood by teachers and all relevant staff who come into contact with that child? Staff meetings are held regularly and information shared about pupils when relevant to do so. SMART Plans are updated regularly and shared with supply staff as required. New staff receive a detailed induction to Tredington Primary School ensuring that they are well-briefed about any child with SEND in their class. A copy of all SMART Plans are kept in the SEND file in each classroom for staff reference. Staff are copied in to reports from outside agencies relating to a child in their class and have access to their SEND file via the SENDCo. Teachers and/or teaching assistants attend Annual Reviews of pupils in their class.</p>
14	<p>What role will the child's teacher play?</p> <p>The class teacher is central to the child's learning. He/she will plan appropriate lessons, share information, delegate tasks and give teaching guidance to others where required eg supply staff/teaching assistants/students, oversee delivery of interventions in the classroom for pupils with a SMART Plan or MyPlan+ or EHCP, liaise with the SENDCo, record assessments, attend pupil progress meetings with the Head Teacher and carry out parents consultations. Every teacher is a teacher of SEND.</p>
15	<p>What training and expertise do our staff have in relation to SEND?</p> <p>Tredington Primary School has been privileged to educate several pupils with severe SEND whose parents have been keen for their children to remain in mainstream primary education. The school has therefore received significant input from outside agencies such as speech and language therapists, physiotherapists and occupational therapists as well as educational psychologists, medical experts and ARCOS. Our Head Teacher, Mrs Pollard has, over the years, worked with a wide variety of primary age children experiencing various aspects of SEND. Our SENDCo, Mrs Sim, works part-time at Tredington Primary School but has a Masters level Post Graduate Certificate in Specific Learning Difficulties and is an Associated Membership of the British Dyslexia Association. She has delivered BDA training to other settings. Mrs Sim also has significant training and experience in working with children with dyspraxia and speech and language difficulties. Together, Mrs Pollard and Mrs Sim can provide an informed and strategic, reassuring approach to educating children with SEND with inclusion central to accessing the curriculum. They also have ample experience in liaising with various secondary schools and organising successful transition into Year 7. The SENDCo works closely with professionals from outside agencies to ensure the best possible outcomes for all pupils with SEND. She regularly attends conferences to update her knowledge of SEND and the school is a member of NASEN (National Association of Special Educational Needs) which provides a wealth of information in relation to SEND provision in school.</p> <p>Staff at Tredington have significant SEND experience across the team. More specifically:</p> <p>Mrs Upton is a very knowledgeable Teaching Assistant with personal as well as professional experience of working with autistic children. She is trained to deliver Lego Therapy and the Happy to be Me programme.</p> <p>Mrs Lyddon is an HLTA (Higher Level Teaching Assistant) and is trained in delivering the Talkboost and Happy to be Me interventions and Letters and Sounds programme. She has also attended the Mental Health First Aid course. Mrs Wellings and Mrs Walsh have significant experience of teaching in challenging settings.</p> <p>Mrs Somers-Burrows was previously a paediatric nurse. She and Mrs Sim have also both received Mental Health First Aid training.</p> <p>Mrs Harley has received training from ARCOS (a national charity specialising in the rehabilitation of communication and oral skills). This training, alongside guidance from the Advisory Teaching Service, speech and language therapy, occupational therapy and physiotherapy, has given her a level of expertise rarely found in helping to provide mainstream education for severely physically disabled pupils. More recently Mrs Harley and Mrs Sim have received SmartBox training using eye gaze technology.</p>

	Mrs Summerfield works very effectively with autistic children. She and Miss Coffey have also benefited from training from ARCOS and the Speech and Language Therapist to assist children with complex needs.			
16	<p>What intervention programmes does our school offer for children with SEND and how are they delivered?</p> <p>The school implements a wide range of programmes which are delivered by the staff according to the needs of the child and the demands of the programme.</p> <table border="1" data-bbox="210 414 1503 1198"> <tr> <td data-bbox="210 414 821 1198"> <p>Key Stage 1</p> <p><i>Stile Tray</i></p> <p><i>Dancing Bears</i></p> <p><i>Group numeracy support</i></p> <p><i>5 Minute Box</i></p> <p><i>Language for Thinking</i></p> <p><i>Numicon</i></p> <p><i>Rhyme and Analogy</i></p> <p><i>Phonological Awareness Games</i></p> <p><i>Fine Motor Skills Programme</i></p> <p><i>Jimbo Fun</i></p> <p><i>Memory Games</i></p> <p><i>Plus 1</i></p> <p><i>Listening Skills</i></p> <p><i>Reading for Meaning</i></p> <p><i>Happy to be Me</i></p> <p><i>Bear Cards</i></p> <p><i>Black Sheep SaLT resources</i></p> <p><i>Active Literacy Kit</i></p> <p><i>Phonic Readers</i></p> </td> <td data-bbox="821 414 1503 1198"> <p>Key Stage 2</p> <p><i>Very Busy Readers/ Busy Readers</i></p> <p><i>Precision Teaching (Word Grids)</i></p> <p><i>Barrington Stoke books</i></p> <p><i>Wordshark</i></p> <p><i>Toe by Toe</i></p> <p><i>Sporting Minds</i></p> <p><i>Speed Up</i></p> <p><i>Language for Thinking</i></p> <p><i>BBC Dancemat</i></p> <p><i>Black Sheep SaLT resources</i></p> <p><i>I Can</i></p> <p><i>Nessy Writing</i></p> <p><i>Reading for Meaning</i></p> <p><i>Power of 2</i></p> <p><i>Numbershark</i></p> <p><i>Dynamo Maths</i></p> <p><i>Ace Dictionary</i></p> <p><i>Drawing and Talking</i></p> <p><i>Socially Talented Children</i></p> <p><i>Mood Cards</i></p> <p><i>Working Memory Support</i></p> </td> </tr> </table>		<p>Key Stage 1</p> <p><i>Stile Tray</i></p> <p><i>Dancing Bears</i></p> <p><i>Group numeracy support</i></p> <p><i>5 Minute Box</i></p> <p><i>Language for Thinking</i></p> <p><i>Numicon</i></p> <p><i>Rhyme and Analogy</i></p> <p><i>Phonological Awareness Games</i></p> <p><i>Fine Motor Skills Programme</i></p> <p><i>Jimbo Fun</i></p> <p><i>Memory Games</i></p> <p><i>Plus 1</i></p> <p><i>Listening Skills</i></p> <p><i>Reading for Meaning</i></p> <p><i>Happy to be Me</i></p> <p><i>Bear Cards</i></p> <p><i>Black Sheep SaLT resources</i></p> <p><i>Active Literacy Kit</i></p> <p><i>Phonic Readers</i></p>	<p>Key Stage 2</p> <p><i>Very Busy Readers/ Busy Readers</i></p> <p><i>Precision Teaching (Word Grids)</i></p> <p><i>Barrington Stoke books</i></p> <p><i>Wordshark</i></p> <p><i>Toe by Toe</i></p> <p><i>Sporting Minds</i></p> <p><i>Speed Up</i></p> <p><i>Language for Thinking</i></p> <p><i>BBC Dancemat</i></p> <p><i>Black Sheep SaLT resources</i></p> <p><i>I Can</i></p> <p><i>Nessy Writing</i></p> <p><i>Reading for Meaning</i></p> <p><i>Power of 2</i></p> <p><i>Numbershark</i></p> <p><i>Dynamo Maths</i></p> <p><i>Ace Dictionary</i></p> <p><i>Drawing and Talking</i></p> <p><i>Socially Talented Children</i></p> <p><i>Mood Cards</i></p> <p><i>Working Memory Support</i></p>
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	<p>It is not uncommon for parents to explore the possibility that their child's difficulties in literacy may be due to dyslexia. It could be that the difficulties they are experiencing are due to some small degree of developmental delay and that with the correct teaching strategies they will be able to make sufficient progress to catch up with their peers. Whilst a diagnosis of dyslexia may not be formally made by an Educational Psychologist in school, children can be screened by the SENDCo. The screening establishes strengths and weaknesses of the pupil which can be targeted with additional intervention. Children who display dyslexic tendencies are taught in a multi-sensory way. Multi-sensory teaching is good teaching for all.</p> 			
17	<p>What support does our school put in place for children who find it difficult to conform to normal behavioural expectations and how do we support children to avoid exclusion?</p> <p>At Tredington Primary School, we use a variety of strategies, primarily based on a consistent approach from all adults, to help support a child to take responsibility for their behaviour. Tredington believes that it is important to help pupils to develop the skills and strategies to understand what they need to do in order to manage their own behaviours appropriately when they find themselves in challenging situations. The emphasis is on helping the child to develop self-esteem and to make the right choice. Class zone boards are used as a visual system in each classroom as part of the school positive behaviour management approach.</p> <p>Where necessary the school will access outside agencies to seek advice and support, working closely with CMAS, Young Carers, CYPS and Ben Bishop from Behaviour Support Solutions. Staff have received training in Positive Handling and de-escalation strategies as well as Mental Health First Aid. However, the school is committed to avoiding exclusions wherever possible by early identification of issues and providing the</p>			

	necessary support. Tredington prefers to use the restorative justice approach to help children to understand behaviour issues. The school also believes that behaviour demonstrates an underlying need and promotes the use of emotional language to unpick reasons for the behaviour. Please see Behaviour Policy on the school website for further details.	
18	<p>Which other services do we use to provide for and support our pupils?</p> <p>The school makes full use of all available support services as and when need arises. As well as educational psychologists, the school nursing team, Gloucestershire Advisory Teaching Service, physiotherapists, occupational therapists and speech and language therapists, the school has liaised with social services, Worcestershire County Council, ARCOS, Sporting Minds, Young Carers, CMAS, Teens in Crisis, CYPS, a private speech and language therapist, a drama therapist and a play therapist. The school will help to research the best outside agency for each individual case.</p>	
19	<p>How do we meet the needs of SEND pupils?</p> <p>The school prides itself on its ability to respond to learners in ways which take account of their varied life experiences and any specific needs. We seek to involve parents and pupils as far as possible at all stages of the child's education. Our priority for pupils with SEND is to give them access to the curriculum in the most appropriate way for them so that they can achieve their individual potential. We are flexible and creative with our approach in order to ensure inclusion.</p>	
20	<p>How do we support families of these pupils/students?</p> <p>Families are supported through the school's open communication policy and through opportunities, both formal and otherwise, to liaise, listen and discuss their children. Professional advice is frequently given and contact initiated with outside agencies as appropriate. Also see Tredington Primary School's Offer of Early Help on the website.</p>	
21	<p>How does our school provide support to improve the emotional and social development of our SEND pupils/students?</p> <p>Tredington Primary School recognises that children who experience difficulties in different areas of learning are vulnerable to low self-esteem. We take this aspect of school life very seriously and try to build self-esteem by providing experiences for the children to help them to discover a talent or area of strength of which they were previously unaware eg. in the arts or sport. Tredington Primary School has an enriched curriculum with substantial amounts of the timetable given to singing, music, art and PE. We also seek opportunities to use the outdoor area in school and further afield with pupils engaging in a range of activities such as Forest School to build team-work and confidence. The PSHE curriculum provides opportunities for all pupils to gain self-awareness and an understanding of the feelings of others. In some cases, 1-1 interventions are put in place using Drawing and Talking or Developing Socially Talented Children. The school has an Anti-Bullying Policy which is implemented with due consideration of all parties concerned. We consider ourselves fortunate that children at Tredington are thoughtful and considerate. They understand that some children have additional or different needs to them.</p>	
22	<p>How does our school manage the administration of medications?</p> <p>Individual Healthcare Plans are drawn up which identify the nature of the medical condition and how the school will help to meet those needs. They will specify who has responsibility for meeting those needs. All staff are aware of pupils with an IHP. If a child has a medical condition, parents/carers should inform their class teacher or the school secretary. See Supporting Pupils with Medical Needs policy on school website.</p>	
23	<p>How does our school help with personal care where this is needed eg. toileting/eating?</p> <p>Individual needs are reviewed and discussed as required. The dignity of the pupil is of paramount importance and personal care is always planned in consultation with parents/carers and the individual concerned. See Intimate Personal Care and Clinical Tasks Policy on school website.</p>	
24	<p>What is the policy on day trips, school outings, and health and safety arrangements?</p> <p>Tredington Primary School is committed to inclusion for all in every school activity. Risk assessments are</p>	

	<p>carried out routinely for all activities away from the school site. Where a child who has specific SEND is due to participate in an activity, this will be detailed in the risk assessment which is submitted to the Head Teacher/SENDCo for approval. For some activities, specialist risk assessments, transport provision, and one to one support may be required. The school aims to work closely with parents and the child to ensure positive experiences for all.</p>
25	<p>What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students with SEND? What measures are in place in our school to prevent bullying?</p> <p>All staff are aware of pupils with SEND and make appropriate provision to deal with their emotional and social needs. At lunchtime or at break, staff on playground duty are always aware of pupils with SEND and are available should any pupil wish to chat. The school also uses PSHE to explore and consider a range of issues, while pupils and parents are given the opportunity to discuss matters openly with staff. Assemblies are used to explore complex and challenging themes. Reported bullying incidents are taken seriously, logged and investigated. The Governors are informed and the reported incident discussed and dealt with appropriately. Please refer to the Anti-Bullying Policy on the school website for more information.</p>
26	<p>What access do our SEND pupils/students have to facilities and extra-curricular activities available to all children?</p> <p>Tredington Primary School is fully inclusive so all children are welcome to join any club with the same conditions as all children. Parents/carers need to be aware that special arrangements may need to be made to ensure pupils are appropriately supported during after-school clubs. The school is happy to work with parents to achieve this. Volunteer support may be appreciated by the member of staff running the club.</p>
27	<p>Who will be talking to and keeping in touch with the parent/carer?</p> <p>The class teacher, SENDCo, Head Teacher, teaching assistant and other agencies work together to keep in touch with parents/carer in line with the needs of the child.</p>
28	<p>How will parents/carers know how well their child is doing?</p> <p>The school holds two parents' consultations during the year where parents have the opportunity to ask questions about their child's progress and receive feedback from their child's class teacher. This is also an opportunity to ask questions about all aspects of your child's life at school and does not have to be specifically about their SEND. We encourage good communication between parents and school staff at all times. If a parent has any concerns they should see their class teacher at the end of the school day or by making an appointment if necessary. Teachers will wherever possible seek opportunities to share good news as well as concerns with parents – as we try to operate on a policy of 'no surprises'. There is no need to wait until a formal review or a parents' evening. The class teacher will arrange SMART Plan Review meetings. Where a child has a My Plan+ the SENDCo will arrange reviews. For an EHCP, the SENDCo will also arrange the formal Annual Review and invite all professionals involved in supporting the child. These formal meetings will give parents a chance to discuss specific issues regarding their child's SEND.</p> 
29	<p>How does our school measure outcomes and the impact of the support provided to the pupil?</p> <p>The child's SMART Plan or My Plan+, will have the desirable short term outcomes written down clearly. At the review date, the parents/carers will be informed whether or not each outcome has been successful. The SENDCo monitors the success of support against the agreed outcomes of the child and other assessment data. Where a child has an EHCP, the success of outcomes and the impact of support provided will be discussed at least annually at the formal review and PRIORITY Plans can be discussed termly. All teachers track progress routinely throughout the year and have pupil progress meetings with the Head Teacher as detailed earlier in this document.</p>
30	<p>When and at what interval will this happen?</p> <p>Parents/carers will be invited in to school to discuss their child's progress at least three times a year,</p>

	(usually in December, April and July). However, if a child achieves the outcomes agreed in a shorter time than planned, it is appropriate to set new ones before the planned review date. For pupils with an EHCP there will also be a formal Annual Review to which all involved professionals will be invited. Progress is generally tracked three times per year with the Head Teacher, although teachers track progress on a daily basis.
31	<p>Who will explain and discuss this with the pupil?</p> <p>The child's class teacher will explain the outcomes to the child and also, elicit the child's views regarding their learning. It is also appropriate for parents/carers to discuss their child's learning with them. Pupils will be involved as fully as possible in their reviews, ensuring they are part of the process and planning, that their voice is heard and that they have the opportunity to contribute towards a new plan. Year 5/6 children are considered mature enough to contribute to their Plans.</p>
32	<p>How does our school involve young people with SEND in their education?</p> <p>The school will provide regular opportunities to discuss and reflect upon learning and progress. All pupils from Year 2 upwards will complete a "My Profile" and SEND pupils will also complete a more detailed Pupil Voice sheet with an adult when considered necessary.</p>
33	<p>How do we assess and evaluate the provision we have arranged for your child?</p> <p>Provision is evaluated through an on-going process of listening and following the ASSESS/PLAN/ DO/ REVIEW model required by the Gloucestershire SEND Graduated Pathway as set out in the current SEN Code of Practice. The Gloucestershire Guidance Booklet for Practitioners working with Children and Young People – 2nd Edition 2016 is our reference guide. We monitor the effectiveness of interventions and the progress being made. The SENDCo also tracks the child's attainment using other appropriate assessments if progress is slow.</p>
34	<p>How do we prepare to welcome and support SEND pupils/students? How do we arrange and support a transfer to another school/educational establishment?</p> <p>When a child with SEND joins Tredington Primary School, we aim to ensure that their start in a new, unfamiliar environment is a positive experience for all involved. Prior visits are encouraged so that the child is familiar with the school setting and the staff they will be working with. Staff liaise with previous settings and professionals already working with the child to ensure that they are fully aware of the nature and degree of the child's difficulties. All staff who will be working with a child with SEND will be informed of the child's needs so that they are able to respond appropriately when the child joins their new class. New children are allocated a "buddy" to help them settle in. When a child with SEND is in Year 6, we work closely with our secondary colleagues to arrange extra visits to their new school if we feel this would be beneficial. Prior to this, the SENDCo will inform the secondary SENDCo of the needs of pupils with SEND transferring to their setting. When it is time for the Annual Review of a child in Year 5 with an EHCP, the SENDCo from the chosen secondary school will be invited. Tredington Primary School has experience of working with Cleeve School, Tewkesbury School, Henley Bank School, Winchcombe School as well as local grammar schools. In addition, we have worked closely with Worcestershire County Council to ensure a smooth secondary transition for a pupil with SEND.</p>
35	<p>How are pupils prepared for adult life and independent living?</p> <p>The SMART Plans and My Plans+ used in school detail short term desirable outcomes but, ultimately, there are long term desirable outcomes for every child relating to their adult life. This seems a long way off at primary school but we believe we can contribute to these long term goals by helping pupils to gain confidence and to improve their self-esteem as well as equipping them with basic life skills necessary to be more independent as they grow to be young adults.</p>
36	<p>What special arrangements are made for exams?</p> <p>Access arrangements for statutory tests are strictly adhered to, eg additional time is allocated according to advice from the DfE. The use of a reader or scribe is provided as appropriate, as is a change of location with rest breaks in order to avoid distraction.</p>
37	<p>What resources and equipment are provided for children with SEND?</p> <p>Tredington Primary School responds to the needs of the children at the school at any given time. We are fortunate to have a bank of specific resources for pupils with SEND, however, we regularly purchase new</p>

	items or provide space to help particular children eg ear defenders, quiet zones, sensory bags, sensory space, visual stress overlays/reading rulers. We have a range of computer programmes and can access appropriate assistive technology so that pupils with SEND are able to access the curriculum using a range of media eg. Clicker 7/eye gaze technology.
38	<p>How accessible is our school to pupils/students with SEND?</p> <p>All classrooms are on the ground floor with ramps to gain access. There are two accessible toilets including a full hygiene suite. Tredington Primary School welcomes pupils in wheelchairs and relishes the challenge of providing an inclusive mainstream education working closely with parents/carers and health professionals. The school is accessible to visually-impaired children. <i>See accessibility plan on school website for further information.</i></p>
39	<p>Where can parents/carers find our SEND policy?</p> <p>Tredington Primary School's SEND Policy is to be found on the school website with all school policies.</p>
40	<p>What role do the governors and SEND governor have?</p> <p>The SENDCo reports to the full governing body via the named SEND Governor about the provision made for pupils with SEND at Tredington Primary School. The SEND Governor meets with the SENDCo regularly to ensure that she is fully informed about the issues relating to SEND provision in school and the support given to vulnerable pupils (including Looked After Children). The named governor will attend local authority training in this aspect of education governance.</p> 
41	<p>What can parents/carers do if they have a complaint?</p> <p>If parents/carers of a child with SEND are unhappy with any aspect of the provision made for their child, they should speak to the child's class teacher in the first instance. The SENDCo and the Head Teacher are also happy to meet with parents/carers to discuss any concerns and to attempt to resolve them. If parents/carers are not satisfied with this response, they should contact the Governing Body of the school. There is a complaints procedure which is detailed on the school website. Parents/carers may find it useful to contact SENDIASS sendiassglos.org.uk. This independent organisation in Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.</p>
42	<p>How can parents/carers arrange a visit to our school?</p> <p>If you would like to arrange a visit to Tredington Primary School to find out if it is the right school for your child, please contact the School Office for an appointment. Telephone: 01684 293617 or email: admin@tredington.gloucs.sch.uk. Our Head Teacher will be pleased to give potential parents/carers/pupils a tour of the school and to discuss any queries relating to SEND at the same time.</p>
43	<p>Who can you contact for more information about matters relating to SEND?</p> <p>Your child's class teacher. Mrs Sim, SENDCo: lizsim@tredington.gloucs.sch.uk Mrs Cath Pollard: head@tredington.gloucs.sch.uk Mrs Deb Mulley: SEN Governor via the School Office Gloucestershire Parent Special Educational Needs Advice: http://sendiassglos.org.uk. Independent Parent Special Education Advice: http://www.ipsea.org.uk/</p>
45	<p>When was the above information updated?</p> <p>This SEND Information Report was updated in September 2019.</p>