



ANDOVERSFORD PRIMARY SCHOOL

SEND Information Report 2020

At Andoversford Primary School, we currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder or speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, or global delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), difficulties with forming appropriate relationships or challenging behaviours
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, physical, emotional or social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil, identifying any key barriers to learning
- Their previous progress and attainment and behaviour
- Any previous support and whether this was useful
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Andoversford Primary School to be an ideal learning environment for nurturing and developing the whole child. We encourage all pupils to develop confidence and independence in their learning. In our whole school approach we will:

- Create an environment and high quality provision that meets the special educational needs of each child
- Ensure that the special educational needs of children are identified, assessed and provided for
- Focus on inclusive practice and removing barriers to learning
- Work collaboratively with all agencies (education, health and social care) involved with the child or young person
- Enable all children to have full access to all elements of the school curriculum
- Ensure that parents and carers participate as fully as possible in decision-making to support their child's education
- Ensure that our children's views, wishes and feelings and those of their families are taken into consideration
- Have high expectations and aspirations for children and young people with SEND
- Ensure that our children reach their full potential and become confident individuals living fulfilling lives and successfully prepare them for adulthood

Teachers are 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 pupils who have SEND. This will be adapted for individual pupils.

We will also provide a selection of interventions, which might include:

- Individualised maths pre-teach or catch up support
- Additional reading support
- Reading Comprehension Support
- Write from the Start
- Rapid reading
- Power of Two
- Toe by Toe
- Beat Dyslexia
- Tailored ELSA (Emotional Literacy) support

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Through Quality First teaching staff devise strategies and identify appropriate methods of deliver to ensure those with SEND can access the curriculum.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Adapting our classroom layout, displays and/or contents

Additional support for learning

We have 4 teaching assistants who support pupils in class and deliver interventions for children in need of additional support.

Teaching assistants will support pupils on a 1:1 basis or in small groups in order to meet their needs.

We also work with outside agencies to provide support for pupils with SEND, including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy/Physiotherapy
- GPs and Paediatricians
- Advisory Teaching Service
- Parent Support Advisor
- CYPs

Social and Emotional Development

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxious behaviours or becoming withdrawn. All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum devised by the Gloucestershire Healthy Learning and Living Team, known as the PINK Curriculum, to support this development. All children are taught about bullying, and the school is aware that children with SEND may be vulnerable to bullying, so we encourage children to talk to any adult in school if they are concerned about the way they are being treated by their peers. Our Anti-Bullying policy contains more information and can be accessed via the school website or the school office.

However, for those children who find aspects of this difficult we offer a variety of support, including:

- Lunchtime and playtime support through planned activities and groups.
- Intervention strategies including social stories and small group support
- The opportunity to talk to the Parent Support Advisor, who will then liaise with parents/carers as well as school staff.
- Support from a fully trained Children's Counsellor employed by the school.

If your child still needs extra support, with your permission, the Inclusion Lead will access further support through outside agencies or the Windrush Nurture Hub.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals at least every 12 weeks
- Reviewing the impact of interventions after 4 weeks
- Using pupil questionnaires
- Monitoring by the Inclusion Lead
- Using provision maps to monitor and measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
- All pupils are encouraged to go on our residential trip(s) with their class.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND

Working With Other Agencies

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite

evidence-based SEND support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. Gloucestershire's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the local authority to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- Educational Psychologists
- Children and young people services
- Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

The Inclusion Lead and class teacher, together with the specialists, and the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Compliments and Complaints

We believe that our school provides a very good education for all our children, and that the Head Teacher and other staff work very hard to build positive relationships with all parents. The Head Teacher and governing body are committed to the improvement of our school. We welcome feedback from parents/carers and will always try to resolve any concerns. Any concerns relating to the provision for pupils with SEND should be raised following the School Complaints Policy.

The Local Authority Local Offer

Our local authority's local offer is published here:

<https://www.glosglofamilydirectory.org.uk/kb5/glosglo/glosglofamily/home.page>

Our contribution to the local offer is:

<https://www.glosglofamilydirectory.org.uk/kb5/glosglo/glosglofamily/service.page?id=VgOW41MKaXk>

Gloucestershire's Graduated Pathway

This useful leaflet for parents explains this further and can be found at:

https://www.gloucestershire.gov.uk/media/2779/gcc_1117-send-a5-v9.pdf

An animated film explaining the graduated pathway can be found here:

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/sencospot/video-introduction-to-the-education-health-care-plan-and-graduated-pathway/>

Other useful leaflets can be found on the SENDIASS website:

<https://sendiassglos.org.uk/leaflets-brochures-factsheets/>

COVID-19 UPDATES

This Update is made with the information available on 6th April 2020. It is subject to change if/when new information becomes available.

What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker.

Do I have to send my child to school?

Despite schools staying open for some children, the guidance is quite clear:

'If it is at all possible for children to be at home, then they should be.'

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily disapplied.

If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?

From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan, particularly over the next weeks.

The Government have just passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. If this notice is issued it would be in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

Again, if there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, raise this with your school and Local Authority without delay.

What is the advice from the Secretary of State for Children?

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them. In this letter, the Minister makes clear that:

'[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

My child was due to have an annual review. What will happen now?

Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be 'appropriate and proportionate.' However currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and your school should speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.

My child is still attending school. How will my child's learning be supported at school?

It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHCP provision.

How can I support my child's learning at home?

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

How can I help my child cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important.