



Andoversford Primary School

SEND Information Report 2016 – 2017

Andoversford Primary School is a mainstream school with an inclusive ethos that all children ASPIRE in their education. We value the contribution that every child can make and we are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCo and all other members of staff are responsible for teaching children with SEND. This SEND Information Report is supported by our SEND policy which can be accessed via the school website or by contacting the school office.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

Special Educational Needs and Disability Coordinator (SENDCo)

The SENDCo, Mrs Louise Bennett (Headteacher), has responsibility for the overall management of SEND in the school. Mrs Aileen Jones who is the SENDCo Manager of the school can be contacted through the school office (tel no 01242 820407).

The SENDCo is responsible for:

- Co-ordinating the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met.
- Ensuring that parents/carers of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going.
- Ensuring that children with SEND are consulted about their education.
- Updating the schools SEND register and making sure there are records of your child's progress and learning needs.
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible.
- Working with class teachers, parents/carers, children and other professionals to write EHC plans.

The SENDCo Manager supports the role of the SENDCo by:

- Initial meetings with the parents regarding their child's needs and how the school can support them.
- Initial support and assessment alongside the class teacher & SENDCo
- Liaising with outside agencies that may come and support your child's learning (e.g. Speech and Language).
- Drafting documentation that requires multi agency input.

Class Teacher

The Class Teacher is responsible for:

- Keeping appropriate records on your child and his/her progress, which can be used to identify areas of support.
- Working with the SENDCo and identifying, planning and delivering any additional help your child may need.
- Working with the SENDCo to share and review assessment and progress information.

- Consulting with your child regularly to find out his/her views on education and ensuring he/she is fully involved with decisions made about the education process.
- Informing you of progress during Parent/Carer Consultation Evenings.
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work, so he/she can make the best possible progress.
- Working with outside agencies who may offer advice and help to support your child.
- Following the school's SEND policy.

Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Ensuring that the needs of children with SEND are met.
- Keeping the Governing Body up to date about any issues in the school relating to SEND.
- Working with the Finance Officer and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

SEND Governor

The SEND Governor is Mrs Geraldine Davis. She will be kept informed of SEND in the school by the SENDCo, Headteacher and the SENDCo's annual report. Mrs Davis will make sure that the necessary support is in place for any child who attends school who has SEND.

How can I let the school know if I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should initially speak to your child's teacher.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher.
- If you are still not happy then you can speak to the SEND Governor.
- Formal complaints should go through the School Complaints Policy which can be found on the school website or by contacting the school office.

How will the school let me know if they have a concern about my child's progress or attainment in school?

Regular meetings with staff are held to discuss the progress of all children to identify if anyone is potentially underachieving. Areas of concern are monitored by the class teacher, Senior Leadership Team and SENDCo. If your child is identified as not making progress or he/she is working well below national age related expectations, the school will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, plan and explain any additional support your child may receive, and discuss with you any planned referrals to outside agencies. The SENDCo may attend this meeting, or may meet with you at a later date to discuss progress and outcomes of any initial support.

How is Andoversford Primary School accessible to children with SEND?

- The school has ramp access to the main building and to the infant and Junior classes.
- It has widened doorways to allow wheelchair access throughout school.
- There is an accessible toilet.
- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified, e.g. visual impairment further advice is sought.
- Extra-curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school, curriculum and clubs.

What are the different types of support available for children with SEND?

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual or small group work, while some will work on a differentiated curriculum in groups.

Class Teacher input: Teachers endeavour to provide excellent classroom practice.

- The class teacher will have the highest possible expectations for your child and all pupils in his/her class.
- Teaching will be based on building what your child already knows, can do and can understand.
- Different techniques and ways of teaching are utilised to fully involve children in their learning in class (e.g. more practical learning).
- Specific strategies are in place to support your child to learn – these may have been suggested by the SENDCo or outside agencies.
- Your child's teacher will have carefully checked your child's progress and will have decided how to meet gaps in learning to help them make the best progress possible.

Specific group work with a smaller group of children

- These groups are called intervention groups or social groups.
- They can be run in the classrooms or outside.
- They can be run by a teacher or teaching assistant.
- Your child will engage in the group session with specific targets to help them make more progress.
- Sometimes an external professional will guide or run these groups.

Specified individual support

- This can be provided in a classroom setting or outside of the classroom.
- This is usually provided via a an Education, Health and Care Plan (EHC Plan), although other children may be considered.
- Children who receive this level of support have been identified by the class teacher, SENDCo and outside agencies as needing a particularly high level of support.
- Your child may also need specialist support in school from a professional outside the school - e.g. Advisory Teaching Service, Educational Psychologist.
- For your child this would mean a request to the local authority for an EHC Plan.
- Once an EHC Plan is in place it will outline the type of support required and how the school will deliver this support.

How is extra support allocated?

- The school budget, received from the Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them. There was no additional funding in 2015-2016, from the local authority regarding support to individuals that were classed as high need.
- The Headteacher decides on the budget for SEND in consultation with the school governors and School Finance Officer.
- Funding is used for employing teaching assistants to work with children with EHC Plans, target individuals and groups and send staff on relevant training if required.
- Funding may also be used to purchase resources for use with individuals or groups where appropriate.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers supported in working with children with SEND and what training do they receive?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- Whole school training is given to staff as and when appropriate.
- Staff who need additional training are either sent on training courses, or are provided with in house training when needed.
- The SENDCo is involved with the SEND cluster group based in the North Cotswolds.
- Educational Psychologists and Advisory Teaching Service advisors are involved in training and advice for teaching assistants and staff as well as NHS health specialists such as the Speech and Language Therapy Service.
- Services that visit the school to help with support/advice and training include:
 - o Parent Support Advisor
 - o Occupational Health Service
 - o Advisory Teaching Service for Hearing Impaired, Communication and Interaction
 - o Educational Psychology Service
 - o School Nurse
 - o Specialist Health Advisors (e.g. Diabetes team)
 - o Speech and Language team
 - o Educational Welfare Officer
 - o Behaviour Support Team
- In 2015– 2016 the following training was undertaken:
 - SEND cluster training
 - Autism training courses
 - Receptive and Expressive Language course
 - Mental health
 - SEND GCC training and updates on new 'My Assessment'

How will teaching be adapted for my child with SEND?

All pupils have the right to a broad, balanced and relevant curriculum and the school's long term curriculum plans are available to parents on the school website. All pupils with SEND are taught with their peers in mainstream classes by the class teacher and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

Teachers match the learning objectives, (known in school as WAL- We are learning) to the needs and abilities of the pupils. They use a range of strategies to develop pupils' knowledge, understand and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment process. Specific resources and strategies may be used to support your child individually and in groups.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved.

How will I know if the teaching has been effective?

- Information from teachers will indicate whether or not your child is making academic progress against national age related expectations and that the gap is narrowing between them and their peers.
- By reviewing the progress made by your child in achieving his/her class based targets, My Assessment / My Plan+ / EHC Plan objectives.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.

How will the school measure the progress of my child in school?

The school is committed to continually monitoring the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher with regular assessments carried out.
- Data from these assessments are recorded in line with Early Years Foundation Stage and/or National Curriculum requirements. Children who may not be meeting age related expectations may be assessed against a more sensitive levelling approach called P Scales.
- At the end of each Key Stage (Year 2 and 6) children are formally assessed using statutory tests and tasks. These are required by the Government and the results are published nationally. In addition, children in Year 1 will also complete a Phonics Screening check.
- Children receiving additional support will have this evaluated at the end of every term to ensure the support is effective and whether it needs to continue be increased or stopped.
- The progress of children with a Statement/EHC Plan is formally reviewed at an Annual Review meeting with all adults involved invited to attend.
- The SENDCo monitors the progress of all SEND children by collecting and analysing data at the end of every term.

Who are the other agencies providing support to children with SEND in school?

Local Authority Services which may be delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Provision which may be delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Children and Young People Service (CYPS)

How will my child be included in activities outside the classroom, including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

How will the school support my child's emotional and social 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, anxiousness and being uncommunicative. 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:

- Lunchtime and playtime support through planned activities and groups.
- Intervention strategies including social stories.
- The opportunity to talk to the Parent Support Advisor, who will then liaise with parents/carers as well as school staff.
- If after an assessment the SENDCo feels that further support is required, then the school will seek parental authorisation to engage their child in weekly counselling sessions by a fully trained Children's Counsellor that the school employs.

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

How will you support my child as he/she moves between classes or to another school?

We recognise that transition of any sort can be a difficult time for you and your child and we will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet his/her needs.
- When moving classes in the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- When moving to secondary school we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be a specific meeting to prepare you and your child for this move and it will be appropriate for the child to visit his/her new school.

How will I be supported as a parent/carer of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any other concerns you may have. He/she will share information about what is working well and will listen to what may be working at home so similar strategies can be used.
- Support staff working with your child regularly will liaise with you as and when appropriate.
- The SENDCo and Headteacher are available to meet with parents/carers to discuss any concerns they/you may have.
- If outside agencies have visited your child the school will feed information back to you and share any support or strategies that can be used. Where possible a report will also be supplied.
- EHC Plans will be reviewed and planned with you.
- Classroom learning will be adjusted to meet the needs of your child and where changes are significant you will be informed. Help will also be given on how to adapt homework and home learning.
- When it is deemed appropriate and helpful a home/school communication book will be set up to communicate daily information.

All of the information in this report is relevant to children with SEND who are looked after by the local authority.

Below is a list of interventions that a child on the SEND register may take part in to support and develop their needs.

Interventions				
Area of Intervention	Name of Intervention	Age Group	Group or 1:1	Time required for a Session
Handwriting	Pen Pals	KS1 – KS2	Group	20mins
	Right from the Start	YR – Y6	Group	10mins
	Handwriting Proformas (Blue sky and Green Grass)	KS1 – KS2	Group	10mins
Spelling	Toe by Toe	KS1 – KS2	1:1	5mins
	'Stareway' to Spelling 300 most used words	KS1 – KS2	Group	10-15mins
Writing	Rapid Writing	KS2	Group	20mins
Reading	Rapid Reading	KS2	Group	20mins
	Language for thinking	KS1 – KS2	Group or 1:1	10-15mins
	Reading comprehension boxes	KS1 – KS2	Group or 1:1	10-15mins
Phonics	Phonic phase boxes	YR – Y6	Group	25mins
	Chatterbox-basic receptive and expressive language	YR – Y2	1:1	10-15mins
Maths	Plus 1	YR – KS1	1:1 / Group	15mins
	Power 2	KS1 – KS2	1:1 / Group	15mins
	Rapid Maths	KS1 – KS2	1:1 / Group	15mins

Emotional	You've got Dragons book	YR – KS1	1:1 / Group	15mins
	Bag of worries	YR – KS1	1:1 / Group	15mins
	Volcano in my tummy	YR – KS1	1:1 / Group	15mins
	Mindfulness	YR – KS1	1:1 / Group	15mins
	Meditation	YR – KS1	1:1 / Group	15mins
Liz Hamilton	Parent Support Advisor	YR – Y6 & Families	1:1 / Group	15mins
Steve Clements	Children's Counsellor	YR – Y6 & Families	1:1	15mins
Physical	Fizzy	YR – Y6	1:1 / Group	20 mins
Fine and gross motor	Pindoras Box	YR – Y6	1:1 / Group	10-15mins
Fine motor	Right from the start	YR – KS1	1:1 / Group	10-15mins
	Hands on	YR – KS1	1:1 / Group	10-15mins
	Cutting Skills Pack	YR – KS1	1:1 / Group	10-15mins
Sequence and listening to directions	Barrier games	YR – Y6	1:1	10-15mins

Relevant school documents:

Special educational needs and disabilities policy
Safeguarding and child protection policy
Behaviour policy
School complaints policy

Note: All of these policies are available on the school website or you can request copies via the school office.

For further information regarding the Local Offer for Gloucestershire please visit:

www.glosfamiliesdirectory.org.uk