

## School Offer and SEN Information Report

### School Offer

*St Mary's CEVA Primary School Tetbury values the contribution that every child can make and is 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 and SENDCo are responsible overseeing the teaching and provision for children with SEND. This local offer is in line with school the SEND policy, which can be accessed via the school website or by contacting the school office.*

### What kinds of SEN are provided for?

Our school currently provides additional and/or different provision for a range of needs, including:

**Communication and Interaction** - including children who have speech, language and communication difficulties.

**Cognition and Learning** e.g. specific learning difficulties such as dyslexia

**Social, Mental and Emotional health** – including behavioural issues

**Sensory or/and Physical needs** e.g. visual impairment, hearing impairment, physical disability

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

<p><b>Class Teacher</b></p>	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Keeping appropriate records on your child and their progress, which can be used to identify areas for support.</li> <li>• Adapting and refining the curriculum to respond to the strengths and needs of all children. Identifying, planning and delivering additional support through quality first teaching.</li> <li>• Contributing to and implementing any individual SEN plans.</li> <li>• Working with the SENDCo to review each pupil's progress and development and decide on any changes to provisions</li> </ul>
-----------------------------	--

	<ul style="list-style-type: none"> <li>• Informing you of progress at Parent’s Evenings and/or My Plan reviews.</li> <li>• Implementing the school’s SEND policy</li> </ul>
<p>Special Educational Needs and Disabilities Coordinator</p> <p>Miss Judith Selwood senco@st-marys.dgat.org.uk</p>	<p>If you have concerns about your child please speak to their class teacher first, they will liaise with the SENDCo.</p> <p>The SENDCo:</p> <ul style="list-style-type: none"> <li>• Coordinates provision for children with SEND and development of the school SEND policy.</li> <li>• Monitors the provision of SEND within the school.</li> <li>• Provides professional guidance to colleagues and works with staff, parents and other agencies to ensure the needs of pupils with SEND are met</li> <li>• Facilitates training to ensure staff are skilled and confident to meet a range of needs</li> <li>• Is the point of contact for external agencies, especially the local authority and its support services for pupils with SEND.</li> <li>• Liaises with potential next providers of education to ensure pupils and their parents are informed about next options and a smooth transition is planned.</li> </ul>
<p>The Headteacher Mrs Jo Woolley admin@st-marys.dgat.org.uk</p>	<p>The Headteacher has overall responsibility for the management of all aspects of the school, including the provision and progress of learners with SEND and/or a disability</p>
<p>Governor with SEND responsibility Lucy Giffiths</p>	<p>The SEND governor:</p> <ul style="list-style-type: none"> <li>• Helps to raise awareness of SEND issues at governing board meetings</li> <li>• Supports the school to monitor the quality and effectiveness of SEND and disability provision within the</li> </ul>

	<p>school and update the governing board on this</p> <ul style="list-style-type: none"> <li>• Works with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school</li> <li>• With the Headteacher, SENDCo and Governing Body agrees the appropriate funding and staffing arrangements</li> </ul>
--	--

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

Initially, if you have concerns about your child’s progress you should speak to your child’s teacher. Either at Parent’s Evening or by arranging an additional appointment.

If you continue to have concerns, you should speak to the SENDCo or Headteacher.

If you are still not happy that enough had been done to support your child you should speak to the SEND Governor.

Formal complaints should go through the School’s 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 concerns about my child’s learning and progress in school?**

Regular meetings with staff are held to discuss the progress of all children and to identify if any children are regularly causing concern. The class teacher and SENDCo monitor areas of concern. If your child is identified as not making progress, 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 will the school involve my child and myself?**

It is our wish to involve parents in all aspects of their child’s learning and we encourage parents to speak to school staff if they have any concerns about their child’s learning.

When a concern has been raised about a pupil’s achievement and/ or progress the child will complete a ‘My Profile’ to share their views on their learning and what helps them and what they find hard.

The class teacher and/or SENDCo will then meet with parents to ensure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- Parent’s concerns are taken into account
- Everyone understands the agreed outcomes for the child

- Everyone is clear on what the next steps are

Parents are invited to structured meetings with class teachers and/ or SENDCo at least 4 times a year. Children's plans and profiles are discussed and reviewed.

Additional contact may be made though:

- Parent evening meetings;
- Interim meetings as needed;
- Scheduled phone calls and;
- In some cases home/school diaries.

### **How is St Mary's accessible to children with SEND?**

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Please see Accessibility Plan on the School website.

### **What are the different types of support available for children with SEND at St Mary's**

Children with SEN are entitled to share the same learning experiences as their peers. However, there will be times when, to maximise learning opportunities children may work in small groups or in a one to one situation outside the classroom. These will be carefully timetabled and kept to a minimum to ensure the child is fully engaged with the classroom and their peers.

#### ***Class teacher Input:***

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and are differentiated appropriately. My Plans, targets and behaviour plans are considered by staff when planning lessons.

#### ***Specific group work:***

- These groups are called intervention groups.
- They can be run in the classroom as part of a lesson, or outside in addition to the main lesson.
- They can be led by a teacher or teaching assistant.
- Each group will have a specific learning outcome.
- These groups will use evidence based interventions.

#### ***Specific Individual Support***

- This can be provided within the classroom. On occasion it may be necessary to provide this outside of the classroom (e.g. to work on a specific 1:1 intervention).

- This level of support is usually provided by an Education, Health and Care Plan (EHCP), though other children may be supported in this way as needed (e.g. whilst waiting for an EHCP to be issued.)
- 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.

### **How is extra support allocated?**

- The school budget, received from the Local Authority, includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with school governors.
- Funding is used to:
  - Employ Teaching Assistants (TAs) to work with children within class, to support children with individual learning plans and EHCPs and to deliver interventions.
  - To provide staff training
  - To purchase equipment and resources to support individuals and groups as needed.

### **How is the staff supported to work with children with SEND and what training do they receive?**

Training is ongoing to ensure that all staff have the appropriate skills and knowledge to improve teaching and learning for SEND pupils. Training needs are identified in response to the needs of pupils currently on the SEND register.

The SENDCo will support teachers in planning for children with SEND. The SENDCo is involved with the local SEND cluster group, which ensures that she is up to date with legislation and guidance.

The school works closely with outside agencies in order to access training and advice specific to individual children. These include :

- NHS specialists- speech, occupational therapy, physiotherapy
- Advisory Teaching Service
- Educational psychology Service

### **How will the school review my child's progress?**

- Children's progress is continually monitored by class teachers who quickly identify children who are not making enough progress or have other needs, which are affecting their ability to engage in learning.
- Formal assessments are carried out throughout the year. Data and levels from these assessments are recorded in line with early Years and National Curriculum requirements.

- Some children, who may not be reaching National Curriculum levels, may be assessed against a more specific levelling approach called Pre-key Stage Standards.
- Pupil progress meetings are held between teachers, the Headteacher, Pastoral Lead and class teachers regularly.
- Children receiving additional support will have this evaluated at least 4 times a year to ensure the support is effective.
- Children with an EHCP will have their progress against EHCP targets reviewed annually in line with statutory guidance.
- Parents are invited to structured meetings with class teachers and/ or SENDCo at least 4 times a year to review progress. Children are also invited or consulted with beforehand so that their views are taken into account.

### **How will the school support your child as they move between classes or to another school?**

#### ***When moving to a new school:***

- We will contact the school SENDCo and share information about the child's needs and adaptations that need to be made.
- All documentation will be shared with the receiving school as soon as possible.

#### ***When transferring to secondary school***

- The SENDCo will liaise with the receiving secondary school to discuss specific needs and the levels of support required.
- If needed vulnerable pupils are invited to additional transition days at the secondary school.

#### ***When moving classes/year groups***

- All information will be shared with the new teacher.
- All children will visit new classes.
- Some children will receive additional individual transition plans as required.

### **Useful Links**

The Gloucestershire County Council Local Offer can be found at

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

**Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)**



<https://sendiassglos.org.uk/>

0800 158 3603

01452 427566

### **Family Information Service**

Free impartial, confidential information, advice and signposting for families with children aged 0-19 (or 25 if the young person has a disability or additional needs) and the professionals working with them.

<https://www.glofamiliesdirectory.org.uk>

