



St Andrew's CE VC Primary School
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Headteacher: Mrs H Green

SEND information Report

The new SEND code of practice came into force on 1 September 2014.

The vision for the SEND reforms is that the views of children, young people and parents are at the heart of the system, and that education, health and care services are joined up to ensure that we achieve the best possible outcomes for children. This is our goal at St Andrew's CE Primary School.

At St Andrew's we provide for all areas of SEND, including cognition and learning, speech language and communication needs, emotional and social development needs and sensory and physical needs.

Our SEND policy is available through our school website.

St Andrew's CE Primary School believes that every child is entitled to a curriculum that enables them to:

- achieve the highest possible standards
- develop socially, emotionally, physically, intellectually and morally
- have self- discipline
- be independent
- have community responsibility.

All of this is created in a caring, supportive, positive and secure learning environment.

The curriculum is the key to promoting our aims for all children. The school believes that the education of the children is very much a partnership between the school, the child and the home. The school aims to cater for the individual learning needs of every child whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children. The school also recognises that pupils of any ability can underachieve at times. Through matching work to the needs of the children, the staff at St Andrew's CE Primary School give children every opportunity to overcome their difficulties.

St Andrew's CE Primary School is an inclusive school where we respect all members of the school and the wider community. We have 68 children on roll with 10% of pupils being on our Special Educational Needs Register. We have 2 pupils with an EHCP in school who are supported by the class teacher and support assistants.

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# pupils	8	12	3	17	5	16	7
No. of children on SEND register	0	1	0	4	1	1	0
As a % year group	0%	8%	0%	24%	20%	6%	0%

EHCP = 2 child (3%); SLCN = 1 child (1%); MLD = 1 child (1%); SEMH = 1 child (1%);

SpLD = 2 children (3%); ASD = 1 child (1%); ADHD = 1 child (1%)

Who should I speak to if I think my child may have Special Educational Needs or a Disability (SEND)?

In the first instance speak to your child's class teacher. They may carry out some observations or assessment or may arrange for your child to have some extra support to target an area they are finding challenging. If there are still concerns following this, you and the class teacher may wish to meet with the SENDCo to discuss your child's needs further.

SENDCo: Mrs Philippa Gatehouse

Is responsible for...

- Co-ordinating all the provision for all children with special educational needs or disabilities (SEND) and monitoring their progress.
- Developing the school's SEND policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are involved in supporting their child's learning and are kept informed about the support being provided, being involved in reviewing the progress being made.
- Liaising with outside agencies who may be coming into school to help support learning e.g. Speech and Language Therapy, Educational Psychology.
- Providing specialist support or professional development for teachers and support staff so they can support children with SEND.

The Head Teacher: Mrs Helen Green

Is responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Giving responsibility to the SENDCo and class teachers, whilst still maintaining the overall responsibility that the child's needs are met.
- Ensuring the Governing Body are kept up to date about issues relating to SEND.
- Regularly reviewing staffing structure, ensuring that appropriate provision and adult support is in place

The SEND Governor:

Is responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Supporting and challenging the Head teacher and SENDCo with regards to SEN within the school.

How does the school know if a child needs extra help?

Class teachers are continually assessing how all pupils are progressing and learning. This is assessed using age related national expectations. In addition, the school looks at the progress of every child at least three times a year.

If there are concerns about a child's progress or any aspect of their behaviour or wellbeing, we will consider the possible reasons for this and whether any additional support is needed. This will be carried out following the "Graduated Approach".

How will the curriculum be matched to the child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class, ensuring the needs of all children are met. Specially trained support staff can adapt the teachers planning to support the needs of the child where necessary. Specific resources and strategies will be used to support children individually and or in groups. Planning and teaching will be adapted on a daily basis if needed to meet the child's learning needs.

How are the teachers at St Andrew's CE Primary School helped to work with children with a SEND and what training do they receive?

All teachers are teachers of children with SEND. They are able to differentiate work to suit the needs and abilities of all children in the class. Where a child has specific needs the class teacher can seek advice from the SENDCo as to how best to meet the child's needs.

Staff receive regular training on SEND through staff meetings and in service days. Where there is a particular need, additional training will be provided. This may include input from external agencies such as the SEND Cluster and include training on ASD, Dyslexia, Sensory and Processing and Speech and Language difficulties.

What are the different types of support available for children with SEND in St Andrew's CE Primary School?

The best approach to ensuring children's progress is quality first teaching.

- The teacher has the highest possible expectations for all pupils in their class.
- Teaching is based on building upon what the child already knows.
- Different ways of teaching are in place so that all children are actively involved in learning in class. This may involve practical learning activities being provided.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support the child's learning.
- Class teachers recognise the gaps in the child's learning/understanding and put in place extra support to help them make the best possible progress.

Some children will require specific intervention work to help them make progress. These are usually carried out in smaller groups of children. They can include intervention for academic, social, emotional or behavioural needs. They will be run in or outside the classroom, by either a teacher or teaching assistant, who has received training.

SEN Support

Children who have been identified as requiring additional support will be placed on the school's SEN Register. This is always done in consultation with parents.

These children require support that is in addition to or different from the teaching that is usually delivered in class. This might include:

- Additional resources such as wobble cushions, writing slopes, ear defenders
- A different approach to teaching such as practical activities, different ways of recording their learning or learning breaks
- Interventions to help them develop particular skills
- Using ICT

Education Health and Care Plans

For some children the additional support provided at SEN Support will not be sufficient to help them make progress. They may need more adult support than is typically available in class which is usually provided through an Education Health and Care Plan (EHCP). This type of support is available for children whose learning needs are severe, complex and lifelong, and cannot be met through quality first teaching or interventions over time.

The school or parents/carers can request that the Local Authority carry out a statutory assessment. This is a legal process which assesses the child's needs and sets out the amount of support that the child will need to help them progress. The Local Authority will decide whether the needs of the child are complex enough to need a statutory assessment. If this is the case, all professionals who know the child, including parents/carers, will be involved in writing a report outlining the child's needs. If it is decided that the child will not qualify for an EHCP, the school will be asked to continue with the support at SEN Support. Once all the reports have all been sent to the Local Authority, the number of hours of individual/small group support the child will receive, including how the support should be used and what strategies must be put in place will be decided. The additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including your child.

Which interventions are used at St Andrew's CE Primary School?

The school has a wide range of interventions available:

Communication & Language – Talk Boost, Time to Talk, Socially Thinking, Word Aware, Language for Thinking, Colourful Semantics, Lego Therapy

Cognition & Learning – Booster groups for phonics, Writing and Maths, Switch On Reading, Toe by Toe, Plus One, Power of 2, Memory Skills, Inference Training, Clicker 8, SNIP

Social, Emotional & Mental Health – Zones of Regulation, Friendship groups, Nurture activities, ELSA (Emotional Literacy Support Assistant)

Sensory & Physical – Sensory Circuits, Fizzy Programme, Sensory tool boxes, Fine motor activities

What opportunities are there for parents/carers to discuss their child's progress?

St. Andrew's has an open door policy where parents/carers are welcome to make an appointment to meet with either their child's class teacher or the SENDCo.

If a child is on the SEN Register, there will be regular opportunities for parents/carers to meet with the class teacher to discuss the child's progress as part of the school's Graduated Approach, which ensures that the needs of all children with SEND are met. The Graduated Approach is a cycle of



Assess, Plan, Do, Review:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on the child's IPM and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCo and outside agencies contribute to this review. This stage then informs the next cycle.

What specialist services and expertise are accessed by the school?

As a school we work closely with any external agencies that we feel are important to meeting an individual child's needs within or outside school.

This could include:

- Inclusion Support
- Behaviour Support
- Educational Psychology

- Sensory Support Services — for children with visual or hearing needs
- Social Services
- Early Help Services such as Compass
- School Nurse
- Paediatricians
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy.

How are the school's resources allocated and matched to the needs of all pupils with SEN?

The school budget, received from South Gloucestershire, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of current needs in the school. The Senior Leadership Team discuss all the information they have about SEND in the school, deciding what resources/training and support is needed.

What support will there be for children's well-being?

All staff believe that children having high self-esteem is vital to a child's well-being. We have a caring, understanding team who look after all our children.

The school recognises the importance of children's wellbeing for their education and provides frequent opportunities for children to engage in wellbeing activities. This may include learning new skills, practicing yoga, doing something active or spending time doing something for others. As part of our Recovery Curriculum, we used the Jigsaw Wellbeing recovery curriculum for the first term when returning in September 2020. Wellbeing remains a priority and children engage in weekly wellbeing activities.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may include time with our ELSA practitioner. Where additional support is needed, this may involve working with outside agencies such as Compass.

What support does St Andrew's CE Primary School have for parents/carers of a child with a SEND?

Parent views are very important to us. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo is available to meet with parents/carers to discuss the child's progress regarding any concerns.

ANNEX
COVID-19 school partial closure arrangements for Children with Special Educational Needs and Disabilities

Pupils who may attend school during the national lockdown

- During the current national lockdown, our school has been instructed to partially close to slow down the spread of coronavirus.
- This means that we're only able to stay open for vulnerable children and the children of critical workers – all other pupils will continue their learning from home until the restrictions are lifted.
- We strongly encourage all vulnerable children to continue to attend school in person during this period.

St Andrew's CE Primary School are compliant in offering places to SEND learners during COVID-19 and their education needs will continue to be fully met.

Definitions of 'vulnerable children'

Vulnerable children are those who:

- Have a child in need plan or child protection plan
- Are looked after by the local authority
- Are assessed as being in need under section 17 of the Children Act 1989
- Have an education, health and care (EHC) plan
- Have been identified as otherwise vulnerable by the school or local authority.

Additional information for pupils who will attend school in person

Any pupils with an EHCP will they receive normal class teaching daily from the class teacher in smaller groups and will also have their regular SSA there to implement outcomes and personalised learning plans to support pupils learning.

Additional information for pupils who will NOT attend school in person

Any pupils with an EHCP not attending school will have access to remote learning, differentiated work on the virtual learning platform and also individual packs that will be delivered weekly to your house by the SENDCo.

If you have any questions, please contact Mrs Gatehouse Tel: 01454 294498

Thank you for your continued support during these exceptional times.