

SEND Information Report 2020-21

The kinds of SEN that are provided for:

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN 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, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 SEN support.

Assessing and reviewing SEND pupils' progress towards outcomes

We follow the Gloucestershire's SEND graduated approach and the four-part cycle of **assess, plan, do, review**.

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- 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 to another school or transferring to secondary school

We recognise that moving to another school can be difficult for a child with SEND and take the following steps to ensure it is as smooth as possible.

Child moving to another school

- The SENCO will make contact with the SENCO in the new school and pass on any information/special arrangements that need to be made for a child.
- School will make sure that all records about a child are passed on as soon as possible

Child transferring to Secondary school

- The SENCO will liaise with the SENCO of the secondary school to ensure that the specific needs of the child are communicated
- If appropriate the school will arrange for additional visits to the new secondary school, designed for children with SEND

Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

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.

We may also provide specific interventions if felt appropriate for an individual pupil.

Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Advisory Teaching Service
- Educational Psychologist
- School Nurse
- Occupational Therapy
- Speech and Language Therapy
- Children and Young People's Service (CYPs)

Expertise and training of staff

Our SENCO has the National SENCO Award qualification and the role forms part of the full time Inclusion Lead role.

Class Teachers and Teaching Assistants receive regular training to ensure the needs of SEND pupils are met.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term

- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding reviews for pupils with statements of SEN or EHC plans

Accessibility and enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The school is accessible to children with physical disability via ramps and has a disabled access toilet. Enrichment activities and school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable. Extra-curricular clubs are inclusive; school will make additional arrangement if necessary.

Our accessibility policy is available on the school website or the school office.

Support for improving emotional and social development

The school provides pastoral care for all children, central to this is the class teacher and the inclusion team, this can take the form of 1:1 support or small groups, as needed.

The school has high expectations of behaviour and zero tolerance on bullying; the anti-bullying policy is available on the school website or the school office.

Complaints about SEN provision

We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate member of staff in the first instance for example the class teacher or the SENCO. They will then be referred to the school's complaints policy which is available on the school website or at the school office.

Contact details of support services for parents of pupils with SEN

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS 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.

<http://sendiassglos.org.uk>

Freephone telephone helpline 0800 158 3603 available Monday to Friday 9.00 am – 5.00 pm all year round. Mobile phone users can dial 01452 389345 as an alternative.

The family Information Service (FIS) www.gloucestershire.gov.uk/fis

The Local Offer for young people with SEND and their families in Gloucestershire
www.glofamiliesdirectory.org.uk

Contact details for raising concerns

Inclusion Lead/SENCO - Debbie Kimber dkimber@st-johns-pri.gloucs.sch.uk