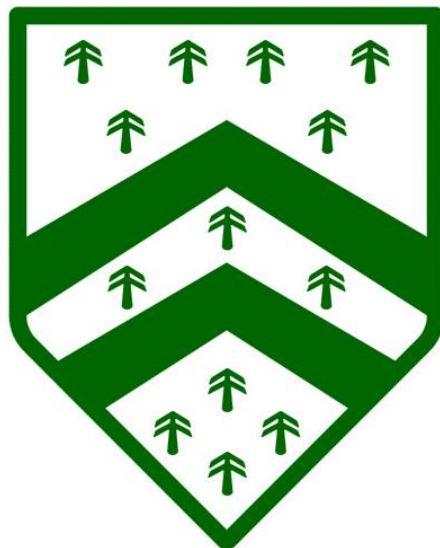


SEND Information Report

Bishop's Tachbrook CE Primary School



Our Vision Statement:

At Bishop's Tachbrook CE Primary School, everything we do, we do with love, always staying true to our IDEALS:

We **inquire** about the wonderful world God has created to **discover** and develop the gifts God has given us. We **encourage** each other and build each other up to **achieve** our full potential. We stay true to what is right: **loving** our neighbour as ourselves. We walk out into the world **shining** as a light for other people, knowing that God gives us the strength to make all things possible and create a positive difference in our community.

Approved by:

Date:

Last reviewed on:

Sept 2023

Next review due by:

Sept 2024

Introduction

Bishop's Tachbrook CE Primary School is an inclusive school where every child matters. All children at our school are treated equally regardless of age, gender, ability, culture, race, language, religion or sexual identity and have equal rights to an inclusive education.

We strive to ensure that every child achieves their full potential in all areas of the curriculum. We aim to support children in their academic, social, emotional and personal development in the most appropriate way possible and are committed to narrowing the gap between children with SEND and their peers. This may include short-term interventions, opportunities for consolidation of learning, pre-teaching, adaptive teaching or, where necessary, a personalised curriculum designed to meet particular needs.

The term **Special Educational Needs and Disabilities (SEND)** has a legal definition referring to **children and young people with a learning difficulty or disability that makes it harder for them to learn than most other children and young people of the same age**. These children may need extra help from that given to others.

The four broad 'areas of need' are :

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and Physical Needs

Children may be identified as having more than one area of need.

How do we identify children and young people with SEND and assess their needs?

- The school follows a graduated approach to identifying and supporting children with SEND. This involves assessing children against nationally set criteria to check their progress and attainment, then planning and delivering appropriate actions and interventions with clear outcomes where children have been identified as not making sufficient progress; this is then reviewed by the class teacher.
- Regular pupil progress meetings with the Senior Leadership Team (SLT) and class teachers ensures children not making sufficient progress are identified early and appropriate provision is put in place to accelerate their learning; progress may be in relation to a child making significantly slower progress or attainment than their peers or not making the expected progress in relation to their previous rate. Both quantitative and qualitative progress will be recognised and celebrated in these meetings.
- Termly assessment, tracking & monitoring data is used to inform pupil progress meetings.
- Progress in other areas, such as social development, is also carefully monitored and interventions put in place where there are concerns.
- Parents are informed as soon as possible if their child is still not making progress, despite additional interventions; concerns will be shared in detail and any additional support or involvement with outside agencies are discussed and agreed accordingly.

What are the different types of support offered for children with SEND at our school?

The class teacher is responsible and accountable for delivering quality first teaching, wherever and with whoever the pupils are working, setting the highest expectations for all children.

The Revised National Curriculum and EYFS Curriculum is made available for all pupils.

- Specific strategies may be put in place to accelerate learning of individual pupils.

- Regular targeted one to one and small group interventions take place with trained staff. A graduated approach is adopted for pupils with SEND (see above).
- Personal Learning Profiles (PLPs) and intervention / provision maps include clear outcomes with strategies and interventions that are **additional to** or **different from** the differentiated curriculum plan that is in place as part of provision for all children.
- Regular one to one and small group interventions take place.
- Booster interventions or small group tutoring may be put in place to accelerate learning of pupils in targeted areas.
- All classes have consistent, age appropriate visuals, including visual timetables, to support routine.
- Outside agencies are involved in supporting and monitoring identified children and training staff.
- Speech and Language programmes are provided for specific children. The school buys in to this service and the programmes are delivered by teaching assistants in consultation with the class teacher and speech & language therapist.
- Specific learning difficulties are addressed with interventions such as LExplore, Read Write Inc, Project X, Numicon, Power of 2 / Plus One Number and Number Stacks.
- Accessibility includes access via a ramp and disabled toilets in key stage 2; four classes have been modified for a child with a hearing impairment and most classrooms have been modified for a child with a visual impairment.
- After-school provision and extra-curricular activities are accessible to all children, including those with SEND.
- Lunchtime pastoral provision is accessible, to support with Social, Emotional and Mental Health (SEMH) of pupils, including those with SEND.
- Children requiring a higher level of support with SEMH access Thrive sessions with a trained practitioner or meet with a child counsellor in school.
- Interventions to support development of fine and gross motor skills, for example the MOVES programme.
- Pre-teaching helps to prepare children with the key skills to access a lesson prior to the teaching taking place.
- Precision teaching helps children to learn key numbers facts, phonics and spellings patterns.
- Personalised resources are provided for pupils to help them to access the curriculum.

Who are the best people to talk to in school about your child's Special Educational Need or Disability (SEND)?

- Your **child's class teacher** is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need and liaising with the SENDCo as necessary. They will ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with Special Educational Needs. They are involved with the writing of Personal Learning Profiles and individual target setting and meet with parents to discuss these termly.
- The **SENDCo (Special Educational Needs & Disabilities Coordinator)**, Claire Pepin, is responsible for developing and reviewing the school's SEND Policy and coordinating the support for children with SEND. She will ensure that you are kept involved in supporting your child's learning, informed about the support your child is getting and the progress s/he is making through regular meetings and reporting arrangements. The SENDCo will liaise with all external agencies who may come in to school to support your child's learning. She will update the SEND register (a system for ensuring all of the SEND needs of pupils in our school are known) and make sure records of support and progress are kept up to date and shared with appropriate staff. Mrs Pepin is responsible for the day-to-day management of all aspects of SEND support and will ensure the Governing Body is kept up to date about issues relating to SEND. The responsibility of ensuring that SEND support, including interventions, take place and is monitored is given to class teachers.
- The **Headteacher**, Cathryn Kilbey, gives responsibility to the SENDCo for all aspects of SEND but holds responsibility for ensuring your child's needs are met.

How do we consult parents of children with SEND and involve them in their child's education?

- Parents' evenings are held during the autumn term and spring term. Written reports are shared with all parents during the summer term. A minimum of a further three formal meetings/reviews will take place during the year for

children with SEND; these take place during the first half of each term with parents and the class teacher. For children with an Educational, Health and Care Plan (EHCP), the SENDCO and any outside agencies are also involved in these meetings as appropriate. Children are either invited to attend these reviews or to give views prior to meeting.

- For children with SEND, an individual Personal Learning Profile (PLP) is prepared and agreed with parents, the child, teaching staff and outside agencies at a PLP meeting. A copy is sent to parents following the meeting, with opportunities to discuss or give feedback following the meeting. The PLP details the child's likes/interests, their individual needs, the best way to support the child. Their current targets and interventions are added to the class provision map and a copy is given to parents. Targets and strategies within the PLP are continuously monitored.
- Informal meetings, phone calls/emails and discussions with the class teacher take place as appropriate.
- Home-school communication books are used as appropriate.
- The Special Educational Needs & Disability Coordinator (SENDCO) is available to meet with parents four mornings per week, or during other times by making an appointment.

How do we consult young people with SEND and involve them in their learning?

- All pupils have the opportunity to give feedback on the comments they have had about their work from the teacher (see Marking Policy).
- Children with SEND are invited to comment on areas they are good at and areas they would like to improve or find difficult during the PLP process.
- Children are invited to attend PLP reviews and/or give views on the support being given and whether they have met their targets prior to review meetings.
- Children with an Educational Health Care Plan complete a written report prior to their Annual Review meetings where possible, which they are invited to attend part of with their parents / carers.

How do we assess and review children and young people's progress towards outcomes?

- Ongoing formative and summative teacher assessments are completed regularly, which feed into pupil progress meetings.
- Termly pupil progress reviews take place in school to track all pupils progress.
- Intervention monitoring sheets are completed and reviewed regularly by class teacher / teaching assistant, stating a baseline and target/agreed outcomes and impact.
- Termly PLP reviews take place for children with SEND to review outcomes and agree new targets; PLPs are then distributed to parents and all appropriate staff in school following the review.
- The SENDCO monitors interventions and coordinates the provision map termly; this is shared with class teachers.

What admission arrangements are in place and how do we support children in transition between schools?

- Children transferring to our school are offered induction/transition days. Their needs and appropriate transfer arrangements are discussed on an individual basis.
- The SENDCO from the transfer schools ideally visit children in our school during the summer term.
- Meetings / discussions with previous school SENDCO and/or class teacher take place as appropriate.
- The school have established excellent links with our main KS3 transfer schools, where clear systems have been set up. This often includes additional visits with the child and SENDCO/parents before County transfer day, creating transition books with photos and questions they wish to ask. Links are established with other secondary schools to ensure transition arrangements are appropriate for individuals.
- Additional visits and work for children transferring to secondary schools is often arranged on an individual / small group basis to ensure it is tailored to his/her needs.
- Our school counsellor is available to support children with transition as appropriate.

What expertise and training do staff have to support children with SEN?

- The SENDCO has over 20 years experience of working with children in school and 18 years in role of SENDCO, including attending a variety of professional development training in SEN.

- The SENDCO works closely with a cluster of SENDCOs from local schools, to share training opportunities and expertise
- The school currently employs eight teaching assistants (TAs), including two apprentices, to deliver a variety of interventions and support the class teacher in delivering the curriculum
- The teaching assistants hold a variety of qualifications and are involved in specialist training to deliver a range of interventions and support the class teacher in delivering the curriculum.
- School buys in to the following services : Specialist Teaching Service (STS), Educational Psychology Service (EPS), Speech and Language Therapy (SALT) and Snowford Grange counselling service.
- School has staff trained in leading 'Early Help' meetings to offer Family Support.
- School works closely with outside agencies to provide assessments and programmes of work for children and to create medical/health care plans
- Occupational therapy, physiotherapist & CAMHS referrals are requested as needed

How do we evaluate the effectiveness of the provision made for children with SEND?

- Termly assessment/tracking and pupil progress meetings are held to analyse data and outcomes are used to inform provision for individuals / groups
- Termly PLP reviews are held to discuss effectiveness of provision with parents (see information in previous sections)
- Termly evaluations of the impact of interventions are carried out with class teachers and SENDCO/SLT using baseline assessments to set outcomes
- A designated SEND Governor meets termly with the SENDCO to monitor the provision and outcomes of SEND across the school

What support is in place for improving emotional and social development?

- We encourage a positive learning environment where all children are valued and listened to in spaces created to support children's needs. Our school has a 'IDEALS-based approach' that rewards children showing our values in and around school
- Emotion coaching is used with all pupils
- Regular well-being sessions in class
- Zones of Regulation and 5-Point Scales are introduced and used with the whole school, through worship, PSHE and small group or 1:1 sessions (these are shared with parents for children working 1:1 on regulation interventions)
- The 'Health and Relationships' scheme is delivered to the whole school as part of assemblies and PSHE lessons
- The 'Taking Care- Keeping Children Safe' programme is used with all children across the school
- Emotional Regulation programmes are displayed and delivered in all classes.
- A nurture/pastoral group is held in The Den each lunchtime, led by a TA (two of our staff are trained in Nurture ©)
- Adult and peer mentors are used as deemed necessary
- A child counsellor is employed two afternoons a week to work with identified children
- Thrive © sessions are delivered daily by our lead trained practitioner and the SENDCO has recently completed training on 'Leading an emotionally healthy school'
- Social skills groups, e.g TalkAbout and Social Use of Language Programme (SULP), are delivered to support identified children with developing their use of social language and turn taking whilst supporting self esteem
- A 'Volcano in My Tummy' group supports children with understanding & managing feelings
- The 'Being Me - Emotional Well-Being Journal' is used to support identified children
- Friendship benches are provided and explained to the children at playtimes
- Many of our teaching assistants are lunchtime supervisors, resulting in continuity between class and playtime; children can be encouraged to take part in social activities or supported emotionally during break times and lunchtimes
- Four members of staff have been trained as Mental Health First Aiders

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

The school is actively involved with the following support services as and when it is deemed necessary:

(* *buy in service*) :

- Specialist Teaching Service (STS) *
- Educational Psychologist (EPS) *
- Special Educational Needs and Disability Assessment and Review (SENDAR)
- Speech and Language Therapy (SALT) *
- Clinical Psychologist
- Physiotherapist / Occupational Therapist
- National Health Service
- Parent Partnership Support Service / Family Information Service
- Ethnic Minority & Traveller Achievement Service (EMTAS)

Where needs are complex, severe and lifelong, an **Educational, Health and Care Plan (EHCP)** may be recommended by supporting external professionals. This means that a child will have been identified as needing a particularly high level of individual support. This type of support is available for children with specific barriers that cannot be overcome through Quality First Teaching and reasonable adjustments, often requiring additional support from external agencies. The school, or parents/carers, can request that the Local Authority Services carry out a statutory assessment of a child's needs. This is a legal process that sets the amount of support provided for a child.

After the request has been made to SENDAR, a decision will be made as to whether they think a child's needs seem complex enough to require a statutory assessment. If this is the case, they will ask parents/carers and all professionals involved to write a report outlining the child's needs, with input from the child. If they do not think the child needs this, they will ask the school to continue with the current support. When all reports have been received and discussed, a Panel of Professionals will decide if a child's needs are severe, complex and lifelong and, if this is the case, write an EHCP.

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

Parents wishing to raise concerns about the support that their child is receiving should initially make an appointment with the class teacher, SENDCO or Headteacher. If the matter is not resolved, the SEND complaints procedure is in line with the school's complaints procedure.

The LA Local Offer

Our **SEND Information Report** is underpinned by the Local Offer and outlines how we will support children with SEN at our school.

Warwickshire Local Authority (LA) maintained schools share a similar approach to meeting the needs of pupils with Special Educational Needs & Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

From September 2014, the Children and Families Bill states that 'all local authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is referred to as the 'Local Offer' and this is intended to improve the choice for parents and to help parents in understanding the range of services and provision in the local area.'

Warwickshire Local Authority's Local Offer of provision for children with additional needs can be found at <http://www.warwickshire.gov.uk/send>

Parents can contact the SEND Information and Advice Service : <https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/> for further advice and support regarding SEND.

Name of SENDCO : Claire Pepin
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*This report should be read in conjunction with Bishop's Tachbrook CE Primary School **Special Educational Needs & Disability (SEND) Policy** & Bishop's Tachbrook CE Primary School **Accessibility Plan**.*