

Ashchurch Primary school

SEND Information Report

2022-23



Ashchurch Primary School 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 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 and class teachers are accountable for the learning, attainment and progress of all children within their class. The Governing Body, Head Teacher, inclusion manager (SENDCo) and all other members of staff are responsible for monitoring the learning, attainment and progress children with SEND.

This report/offer should be read alongside the school SEND policy (available at www.ashchurchprimary.co.uk) and the Gloucestershire Local Authority for SEND.

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

The following information aims to clearly explain the SEND provision available at our school. If you need any further information, please contact your child's class teacher in the first instance or the SENDCO Mrs Bushell ebushell@ashchurch.gloucs.sch.uk

How does our school know/identify that pupils have special educational needs (SEND)?	We regularly monitor your child's progress towards meeting age related expectations. If the evidence suggests that they are not making the required progress to meet their targets, the class teacher, in discussion with the SENDCO will decide whether additional and/or different provision is necessary.
What are the first steps our school will take if special educational needs are identified?	If we believe your child has additional needs and requires further support to access their learning, we will meet to discuss this with you and work together to put in place a programme designed to support your child.
What should parents/guardians/carers do if they think their child has SEND? How can they raise concerns?	If you know your child has SEND, or if you become worried about them at any time, please talk to your child's class teacher, the SENDCO or Headteacher.
How will our school include parents and pupils in planning support?	We will ask you to work with us to support your child. We may ask you to do specific things at home and to keep in regular contact with us. We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are working together to support them and can share what is working. Your support is vital in your child's education.

<p>How will our school teach and support pupils with SEND?</p>	<p>The class teacher will have the highest possible expectations for your child and all teaching is based on building on what your child already knows, can do and can understand.</p> <p>The teacher may put in place different methods of teaching so that your child is fully involved in learning in class. This might include things like using more practical learning or providing different resources adapted for your child.</p> <p>Teaching partners are often used to help the class teacher support the learning needs of all pupils. Class teachers work closely with phase leaders and the inclusion manager to develop specific strategies (which may be supported by staff from outside agencies) to enable your child to access their learning.</p> <p>We may suggest that your child needs some additional individual support or group support in school. We discuss with you proposed support and strategies that could be put in place. If your child has an Education Health Care Plan (EHCP) we will ensure the statutory levels of support are provided.</p>
<p>How does our school plan the support? How are our resources allocated and matched to needs?</p>	<p>Each term the class teachers discuss the progress of their pupils with members of the Senior Leadership Team. Any pupils not making progress are identified and appropriate intervention strategies are planned. This will vary according to the needs of the child. These interventions are planned by the class teacher, phase leader or inclusion manager and may be run by one of our trained teaching partners to support your child to achieve their potential.</p>
<p>What are Gloucestershire schools expected to provide from their budget?</p>	<p>The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts-</p> <ol style="list-style-type: none"> 1. Core funding- the money schools receive based on the number of pupils at the school. 2. Additional Support Funding –money to help meet the needs of pupils with SEND. 3. Top-up funding is provided for pupils who require support in excess of £6000. (This requires an EHCP)
<p>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and pupils in this process?</p>	<p>Every child’s progress is monitored on a termly basis through a variety of assessments. A My Plan or My Plan+ can be used to monitor and measure progress. All progress data is used in discussions with parents and with outside agencies if necessary. Data collected from assessments is used to inform the effectiveness of our SEND provision</p>
<p>Who will be working with your child?</p>	<p>Your child’s class teacher and the inclusion manager will oversee and plan your child’s education programme. Depending on the intervention required, your child may be working in a small group with support. Sometimes a pupil requires additional support for their needs. A teaching partner may support your child in some lessons or at certain times of the day.</p> <p>Sometimes staff from outside agencies, (for example speech and language therapists, advisory teachers, educational psychologists) work in school with individual pupils. You will always be informed and your permission sought if this should be necessary.</p>

How does our school ensure that the information about a pupil's SEND is shared and understood by teachers and all relevant staff who come into contact with that child?	The SENDCO and class teachers work closely together to ensure necessary information about your child is shared with the staff who need to have this knowledge. Class teachers and the SENDCO have a designated file for collating the information we have about your child's SEND. This information is shared with and discussed with your child's next teacher before the end of the summer term.
What role will the child's teacher play?	All teachers are teachers of children with SEND and your child's class teacher will plan to include everyone in their lessons. Class teachers ensure work is provided at the appropriate level for children to learn and make good progress. The class teacher should be your first point of contact if you have any concerns about your child's progress or well-being.
What expertise does our school and our staff have in relation to SEND?	The current SENDCO has experience coordinating support for children with special educational needs and or disabilities and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school. Class teachers and teaching partners receive regular training to ensure the needs of SEND pupils can be met.
What intervention programmes does our school run for pupils with SEND and how are they delivered?	Interventions are tailored to the needs of the individual pupils. We may use programmes such as Dancing Bears, smart moves, write from the start or Rapid Phonics. Interventions may be delivered by teachers or teaching partners on a one to one basis or in small groups.
What support does our school put in place for pupils who find it difficult to conform to normal behavioural expectations and how do we support pupils to avoid exclusion?	We work closely with the parents of any child with specific behavioural needs. We develop individual behaviour plans built on the needs of each pupil. Where necessary we will work with educational psychologists and behaviour specialists. A number of staff at school have Team Teach training.
Which other services do we use to provide for and support our pupils?	We have access to the school nurse service, the advisory teaching service, the educational psychology service, speech and language services and a Relax Kids provision. We are keen to work with all outside agencies who can provide the support a pupil need/s.
How does our school provide support to improve the emotional and social developments of our SEND pupils? (pastoral, medical, social support available)	If we have concerns about a child's emotional development, we track their wellbeing through observation and collecting evidence that support is required. For children who have difficulties with social interaction we may run social groups to help them learn social skills. We offer therapeutic interventions - Build to Express (Lego) and Drawing and Talking on a referral basis. Children who require physiotherapy can be supported through the FIZZY programme. Individual programmes suggested by the occupational therapy service can also be followed.
How does our school manage the administration of medications?	If your child needs regular medication we complete a care plan with you. This sets out the care needed by your child and what we need to do to keep your child healthy in school. We have a medicines policy which you can access via our website.

How does our school help with personal care where this is needed? (For instance: toileting, eating)	If your child needs help with personal care we will complete a care plan with you to ensure staff are aware of your child's exact needs and what we need to do to meet those needs in school.
What is our policy on day trips, school outings for health and safety arrangements?	We want all pupils to have access to off site visits. A risk assessment will be written for your child if they have additional or different needs to their peers. A child may need a risk assessment to ensure safety at school or a personalised plan to ensure they safely evacuate the building in an emergency. Documents such as these will be shared and agreed with parents/guardians/carers.

What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND? What measures are in place in our school to prevent bullying?	<p>We have a strong pastoral system which has the class teacher at the centre. We have access to therapeutic work carried out by the educational psychology service and the school nurse on a referral basis. We also have a trained ELSA teaching partner.</p> <p>All pupils are taught to tell an adult if they feel they are being bullied. All incidents of bullying are dealt with swiftly.</p>
What access do our SEND pupils have to facilities and extra-curricular activities available to all children?	All pupils are encouraged to participate in a wide range of extracurricular activities and we strive to ensure these are accessible to every pupil. Where access requirements exist, we make every reasonable adjustment to enable full participation.
How will parents/guardians/carers know how well their child is doing?	We want you to feel involved in your child's learning. We have two official parent meetings each year and a written report is sent home at the end of the summer term. Parents are informed if their child is being offered additional intervention support outside of lessons. Feedback on the intervention is given to parents either at a meeting in school, by phone or by email. The class teacher and SENDCO are available to meet with you to discuss your child's progress or any concerns or worries you may have.
How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school/educational establishment?	<p>When your child joins the school, you will be shown around by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have and to tell us about your child.</p> <p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. In the summer term, the child's class teacher has a meeting with the new class teacher to discuss the needs and abilities of the pupils moving to our school.</p> <p>Year 6 staff and the inclusion manager liaise with the receiving secondary schools to ensure they know about any special arrangements or support that needs to be made for your child. We make sure that all records about your child are passed on as quickly as possible. Towards the end of the summer term the children changing schools take part in 'taster days'. The children visit their new school for all or part of the day with their peers. These visits allow pupils to get a 'taste' of their new school. Extra transition visits and activities are arranged as necessary.</p>

What special arrangements are made for exams?	We follow the guidance provided for special access arrangements for statutory assessment tests.
How accessible is our school to pupils with SEND?	Ashchurch Primary School is a single story building and is accessible for wheelchair users via ramps. We have accessible toilets. There are handrails in some toilets and adaptations can be made to meet individual needs.
Where can you find our SEND policy?	Please see the website. www.ashchurchprimary.co.uk
What role do the governors have? What does our SEND governor do?	Governors support the school with strategic decision making and in evaluating the quality of learning experience for all children. Link Governors for SEND and Children in Care routinely visit the school to evaluate its policies and practice.
What can you do if you are not happy?	Our policy is to solve any disagreement at the lowest level. We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate staff member in the first instance. If you wish to make a formal complaint about the service you receive, please follow the

	procedures set out in the complaints policy which can be found on the school website.
How can parents/guardians/carers arrange a visit to our school? What is involved?	Please contact Reception 01684 292376 and make an appointment to visit the school or to meet the class teacher or inclusion manager.
Who can you contact for more information?	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. 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 www.glofamiliedirectory.org.uk
When was the above information updated?	September 22

The table below shows examples of the provision we make using the categories of need outlined in the Gloucestershire graduated pathway. It may be helpful to refer to our policy whilst reading this.

- Please note these different interventions or support mechanisms are examples of what we offer. Many needs are met using a combination of these approaches and we are proactive in following professional advice to help us to continually develop our practice.

Identified area of need	Examples of provision at Ashchurch
Early Years Foundation Stage (Reception Year) Communication and language Key Stage 1 and 2 (Years 1-6) Communication and interaction needs	We work closely with the Speech and Language Therapy Service to analyse need and provide individualised support for children on a referral basis. <ul style="list-style-type: none"> • Interventions such as PALS or Talk Boost are used to develop strategies for effective communication. • Where required, adult support to enable the use of ICT to enable greater access to curriculum materials. • Short term learning support through working with the class teacher or teaching partner to enable more rapid progress. • Language for thinking intervention.
Key Stage 1 and 2 (Years 1-6) Cognition and learning needs	<ul style="list-style-type: none"> • The use of Rapid Phonics as longer term interventions. • Dancing Bears. • Handwriting/Write from the Start to support fine motor development. • Bespoke interventions designed to meet a particular learning need within a subject, for example place value in maths
Early Years Foundation Stage (Reception Year) Personal, social and emotional development	<ul style="list-style-type: none"> • Social stories to enable discussion about positive choices. (ELSA) • Socially Speaking and other games designed to promote discussion on ways of behaving in specific situations. These activities are carried out in small groups. (ELSA)

Key Stage 1 and 2 (Years 1-6) Social, emotional and mental health needs	<ul style="list-style-type: none"> • • The school follows the Team Teach approach to support positive behaviours in school.
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Identified area of need	Examples of provision at Ashchurch
Early Years Foundation Stage (Reception Year) Physical development Key Stage 1 and 2 (Years 1-6) Physical and medical needs	<ul style="list-style-type: none"> • • Following consultation with the Advisory Teaching Service or professionals from Health Services, a bespoke package of individualised support will be followed to meet precise need. Training for all staff who work with the child will take place and be updated as they move through our school. • • Access equipment, for example raised desk ramps are installed as needed. • • Our school meets wheelchair access requirements and this is reviewed regularly. • • Smart Moves – an intervention designed to offer fine/gross motor skills development. • • Handwriting/Write from the Start to support fine motor development.
Early Years Foundation Stage (Reception Year) Key Stage 1 and 2 (Years 1-6) Hearing impairment Visual impairment	<ul style="list-style-type: none"> • • Following consultation with the Advisory Teaching Service, a bespoke package of individualised support will be followed to meet precise need. • • Training for all staff who work with the child will take place and be updated as they move through our school. • • Access equipment, for example hearing loops or sound systems are installed as needed.