



Staverton C of E Primary School Special Educational Needs and Disabilities (SEND) Information Report 2020-2021

In line with the SEND Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Staverton C of E Primary School for children with SEND.

The information should provide parents/carers with a useful amount of information. We would, however, encourage you to make a visit to school to discuss the needs of your child

Our Vision

At Staverton, we want to ensure that every child receives a high-quality education with appropriate support and provision. At Staverton, we are a school community that:

- Has no walls. Children and adults should be open, honest and vulnerable, knowing that they are accepted for who they are and that God turns our weaknesses into his opportunities. There should be open lines of communication between parents, the wider community and the school. Those who belong to Staverton should feel safe and therefore able to be themselves and accepted for who they are.
- Has no ceilings. We shouldn't put a limit on what we expect from people and we should encourage all to reach their full potential and beyond. This means that children and adults should be challenged in their learning, to move from good to great.
- Has no boundaries. We should be constantly seeking ways to provide experiences and learning that children and adults will remember for the rest of their lives. We should encourage all to explore their ambitions and aspirations for the future.

We want every child to be challenged so they can reach their full potential by ensuring that we provide the highest standards of teaching and learning underpinned by Christian values. We want to ensure that children are valued as individuals and nurtured in a safe, happy and caring environment. To achieve this, we want children's voices to be heard and listened to. Children's individual needs should be met through high quality teaching. The learning should encourage independence and differentiated to meet needs and ensure progress of every child. We want to celebrate all progress no matter how small. We want to ensure that we nurture the physical, mental and spiritual wellbeing of children. We want every child to be able to express and deal with their emotions safely.

What kinds of Special Educational Needs and Disabilities provision does Staverton provide for?

Staverton is committed to providing a full curriculum to as wide a range of pupils as possible including those pupils with a Special Educational Need or Disability (SEND). All pupils are fully integrated and supported. The four areas of SEND have been identified by the 2015 Code as:

- **Communication and Interaction** including pupils who have an autistic spectrum condition
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**
- **Cognition and Learning**

Who's who and what do we do?

Class teachers have the responsibility for the achievement and progress of all children in their class including those who work with a teaching assistant/ specialist staff. Class teachers are available after school or they may be contacted via the school office

The Class teacher is responsible for:

- Using the school guidelines for identifying children with SEND and implements the Graduated Response (APDR)
- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet individual needs (also known as differentiation).
- Completing accurate assessments of children's attainment and checking on the progress of children; identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc)
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Working alongside the SENCO to deliver recommendations from all professionals
- Writing Pupil Passports, possibly with the support of the SENCO, assessing and reviewing them no less than 3 times a year.
- Ensuring that class provision maps are updated and reviewed no less than 3 times a year.
- Supporting the SENCO writing referrals and My Support Plans for children in their class by completing the necessary sections.
- Liaising with parents for reviews and assessments of children's needs.
- Ensuring that the school's SEND Policy is followed in their classroom for all those pupils with SEND

Miss Parsons is the Special Educational Needs Coordinator (SENCO). Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance via the school office.

The SENCO (Special Needs Co-ordinator) is responsible for:

- The day to day operation of the SEN Policy.
- Coordinating all the support for children with Special Educational Needs and or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Liaising with all the other people who may be coming into school to help support their child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc.
- Complete all documentation required by outside agencies and the LA,
- Keeping the school's SEND record of need up to date
- Supporting staff to identify, assess and plan for children's Special Educational Needs
- Providing specialist support for teachers and support staff in the school so they can help pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting class teachers to write Pupil Passports that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Monitoring and evaluating the SEND policy in consultation with the governors and staff;
- Liaising, as necessary, with other schools;
- Liaising with parents when required
- Completing all the documentation required by outside agencies and the LA,
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Mrs Jenny Smith is the governor with responsibility for SEND.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Helping to raise awareness of SEN issues at governing board meetings

Every class has a teaching assistant in the morning who is trained to deliver certain interventions. Interventions are sometimes run during the afternoon and will have a specific focus. We have a trained ELSA and two Thrive Practitioners and we are aiming to train a further Thrive Practitioner. We also have 2 Sunshine Circles, play therapy, trained adults.

How does Staverton know if children need extra help and should I do if I think my child may have Special Educational Needs?

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' SEND Code of Practice, January 2015

'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.' SEND Code of Practice, January 2015

- Class teachers evaluate their lessons and consider whether children are making expected progress throughout the lesson.
- Children are assessed each term and their attainment and progress is monitored by their teacher, the SENCo and the Senior Leadership team
- Children are discussed at Pupil Progress Meetings (PPM) once a term. Further action is planned where a child is not keeping up.
- If a class teacher has concerns about a child, he or she will contact parents to discuss.
- Should concerns continue, the class teacher will discuss these with the SENCo.
- Concerns may be raised by parents with the class teacher

If your child is not making expected progress or if there is another indicator of concern, the school will discuss with you

- Any concerns you may have
- How we can work together to support your child at home and at school
- The possibility of specialist assessment or referrals to outside agencies and professionals to support your child's learning

Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. If you have any concerns about your child and special needs, please:

- Talk to your child's **Class teacher in the first instance**
- Then **Miss Parsons, the SENCO** (Special Educational Needs Coordinator)

The SEN Policy contains more information about how we identify SEN.

Your concerns will always be taken seriously – your views on your child's development and progress are very important. Please see below for a more detailed overview of how adults support children at Staverton

How will Staverton support my child?

Every child is different and not all children progress at the same rate. We are all individual. Children at Staverton with SEN will get support that is specific to their individual needs. High quality teaching happens every day and the hope is that this will allow all children to learn and progress. It is however, sometimes not always the case, and so we have a graduated response that reflects a continuum of need and provision.

If a need has been identified for a child, this will usually result in actions being put into place. After a set time, this will be reviewed and follow a series of graduated steps, The Assess, Plan, Do and Review cycle will start. The time spent at each stage will reflect an individual child's needs. Support Step 1: Initially, where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness through in class intervention. They may also receive other appropriate focused interventions outside the classroom. This will have been instigated by the class teacher analysing a pupil's achievements and seeing that the gap between attainment and progress needs to be narrowed. Most interventions are carried out by teaching assistants and do not have targets assigned to this process. Progress will be measured by entry and exit data. If it is felt that the gap has sufficiently narrowed the intervention will cease.

In other instances, the child may be moved onto the next step, following discussion with the SENCO and parents. If a child is not making sufficient progress or there is an on-going concern then the class teacher and SENCO will meet to discuss their needs. The parents will be invited in and together we would look at what support can be offered as well as taking into account the pupil voice and their perception of their learning and behaviour. Identification will be done through using the GRSS document, Wiltshire Graduated Response to SEND support, and the Staverton SENCO referral form. The SENCO will then review the information with key stakeholders and advise whether adding the child to the SEN register and initiating a Pupil Passport.

If a child continues to make less than expected progress, despite interventions which are clearly matched to their area of need, we will, if appropriate, involve outside agencies such as SENS team, behaviour support. The child may move from a Pupil Passport to a My Support Plan.

When a pupil with SEND has significant need that requires even greater support the SENCO along with the parents can decide to apply for an Education and Health Care Plan (EHCP) needs assessment. If, after assessment, the Local Authority decides to award further appropriate provision this will be arranged and put into place. This provision will then be reviewed annually with parents. Outside agencies and the Local Authority will be invited, but they cannot always attend. Their views will be listened to during the meeting. An EHCP does not mean that a child will have 1:1 support, an EHCP is based on funding which will be used on resources to help the child reach their full potential. The SENCO or parents can request an assessment.

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

Our curriculum is designed to match your child's needs by using where appropriate personalised learning which is differentiated according to their ability, their style of learning or to their own personal and agreed learning goals. This will develop their skills as learners and help them to become more independent, enabling them to progress and fulfil their potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable.

Where a child has been identified with SEN, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.

How will both you and I know how well my child is doing and how will you help me to support my child's learning?

Class teachers are always happy to discuss how well your child is doing. There are also regular opportunities to meet at parent/teacher interviews during the year, as well as a school report in April for children in Year 1 -6 and in July for children in EYFS. Some children may also have a home/school communication book that parents/carers and teachers can use to share achievements, monitor progress and record concerns.

If your child is on the SEN register and has a Pupil Passport or a My Support Plan, you will be involved in the target setting and review process so you can understand the role you can play at home in helping your child achieve their targets. A review will take place in the Autumn, Spring and Summer term. Class teachers will be in contact to arrange a meeting with you at a convenient time. The meeting can take place in person or on the phone. Class teacher will provide you with copies of all Pupil Passports or My Support Plans. All reports from outside agencies are passed to parents, again with ideas for supporting your child at home. We track pupil progress throughout the year and if we feel that your child isn't making the expected progress in terms of attainment or achievement, then appropriate measures will be put in place to support your child (Support Step 1)

What support will there be for my child's overall well-being?

'Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating.' SEND Code of Practice, January 2015

Our school offers a wide range of pastoral support for children who are encountering social, emotional or behaviour difficulties. This could be through PSHE, 1:1 discussion with the class teacher, ELSA or the SENCO, speech and language targets, Sunshine Circles and Thrive. Regular 'monitoring' meetings with parents/carers are also important during this time.

We are a Thrive school. The Thrive Approach looks at the development of pupils and identifies where they may have emotional, social or behaviour difficulties. Once identified we can then put appropriate actions and strategies in place to support the child. This may be in group situations or 1:1.

Sometimes the school will get support from elsewhere e.g. the School Nurse, if it is felt that expert advice would be of benefit. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or other relevant organisations.

For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of the child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. Team around the child (TAC) meetings are then held regularly, involving all the professionals currently supporting the child and parents to ensure that everyone is working together to meet that child's needs. A TAF (Team around the Family) can also be set up if the needs of the child extend into home life and are causing concern for other external agencies.

Our Pastoral Manager, Laura Arlett is also available to support families with a variety of things including parenting, relationships, benefits, attendance or behaviour matters. She can be reached by email at familylink@staverton.wilts.sch.uk or by phone on 07538741799

What specialist services and expertise are available or accessed by the school?

We access advice and support from the Specialist SEN Service, Behaviour Support Service, Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, School Nursing Team, Child and Adolescent Mental Health Service (CAMHS), Social Care, Multi-Agency Safeguarding Hub, Virgin Care.

When requested by parents/carers, we also receive communications from the Child Community Health Team including Paediatricians and Specialist nurses.

We aim to work closely with any outside agencies that are involved with your child.

If you have concerns about your child's behaviour or learning, it is also advisable to take your child to your GP as they can often assist us in making referrals for specialist support, such as an appointment with a paediatrician if necessary.

What training have the staff supporting children with SEND had or are having?

Quality First Teaching happens consistently at Staverton and this includes the differentiation of tasks, e.g. use visual resources or equipment to support, or providing additional challenge so that all children fulfil their potential. Our SENCO ensures that information about a child's Special Educational Needs & disability is communicated to class teachers and teaching assistants in order that they can provide an inclusive education for every child in the class. Parents and carers are crucial in this process and we will always seek views and advice about strategies and support that works effectively for each child.

We provide in-house training where possible and have training delivered by professionals and experts. The SENCO along with the Senior Leadership Team identifies where more training is required which is a constant and ongoing process.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Staff may meet with members of SSENS (Specialist Special Educational Needs Service) during 'SEN Surgeries' or at the Annual Planning Meeting.

Some staff have completed first aid and manual handling training. If we admit a child for whom specialist training is needed e.g. diabetes or EpiPen use, training is provided as soon as possible.

The SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. The school also seeks advice and guidance from specialists to review, evaluate and develop provision for pupils who have the most complex needs.

As required by law, Miss Parsons has completed the National Award for SEN co-ordination at Bath Spa University.

Training this year has included (COVID has restricted our training opportunities): Thrive, Engagement Model Part 1 training and Pivotal behaviour training.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children. Wherever possible reasonable adjustments (if necessary) can be made to enable the inclusion of all pupils.

For activities off site, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.

How accessible is the school environment?

We will always do our best to meet an individual's need, and we are always happy to discuss specific access requirements. We have a responsibility under the 'Reasonable Adjustments' guidance to address this. Our school is a modern building with good access for all. The school has a number of disabled facilities and is on one floor.

How will the school prepare and support my child to join the school or transfer to a new school?

We recognise that transitions can be difficult for any child. At Staverton, we try to ensure that any transition is as smooth as possible -whether your child is joining our school in Reception, moving on to a new class, moving to another primary school or leaving our school at the end of Year 6

Every child at Staverton has the opportunity to complete a one-page profile at home which is passed onto their new teacher. The profile gives children an opportunity to tell their new teacher how they liked to be supported and their likes and dislikes. For some children, we complete a more detailed one-page profile which the child will complete with their class teacher or TA. In the more detailed one-page profile we record everything that is important to the child and how they need to be supported, focusing on strategies that work and others that haven't. Parents are invited to add more information to the profile by booking an appointment with the class teacher. Information will be passed on to the new class teacher in advance.

If pupils require extra support, after the announcement of their new teacher and teaching assistant, the adults who will be working with the child will spend some time getting to know them to help reduce anxieties.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENCOS are arranged as necessary. We will also make sure that all records and relevant documents about your child are passed on as soon as possible.

If your child is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

How are the school's resources allocated and matched to children's special educational needs?

Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

SEN funding is usually allocated to employ staff and external professionals (e.g. speech & language support, educational psychologists) and to buy resources and equipment. All resources/training and support are reviewed regularly, and changes are made as needed. Where a child has significant needs that the school feels that it cannot meet, or can no longer meet, the school can request a statutory assessment of the child for an Education Health Care Plan, which may lead to further support being provided by the LA.

Parents can also request that the LA carry out a statutory assessment of their child's needs. This is a legal process and you can find more details about this either from the school or from the Local Authority by contacting the SEND Team.

How is the decision made about what type and how much support my child will receive?

Every child's needs are assessed individually, and a personalised package of support is put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher, parents and the child to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, is used to allocate resources/support.

How are parents involved in the school? How can I be involved?

All parents are encouraged to contribute to their child's education and we very much welcome working together. These discussions are important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing.

Formal opportunities for involvement are during parent/teacher consultations, annual reviews for an EHCP and SEN reviews. Informally, it is possible to speak to your child's class teacher most of the time. Please contact the school office to ask for a suitable time. Home/school communication books can also be used when necessary.

Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- a) -Your child's Class teacher
- b) -The SENCO – Miss Parsons
- c) -The Head – Mr Powe
- d) -The SEN governor – Mrs Smith

Contact a Family www.cafamily.org.uk

SENDirect www.sendirect.org.uk

SEND Gateway www.sendgateway.org.uk

Wiltshire Local Offer www.wiltshirelocaloffer.org.uk

From September 2014 all schools and academies are required to publish information about their SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) provision. In Wiltshire, this will form part of a Local Offer (LO) and details about our SEND provision, and that of other schools and agency's provision, will be found under a dedicated Local Offer website found [here](http://www.wiltshirelocaloffer.org.uk). (www.wiltshirelocaloffer.org.uk)



Who should I speak to if I have concerns?

The open school policy makes it possible for complaints about special educational provision to be made informally and formally to the appropriate person. All serious complaints are referred to the Head teacher who takes overall responsibility. If necessary, the complaint is referred to the governing Body. Please see the complaints procedure for more details.