



Severnbanks SEND Information Report

Introduction

Severnbanks School values the contribution that every child can make and welcomes the diversity of culture, religion and learning styles. The school seeks to raise the achievement, remove the barriers to learning and increase physical and curricular access for all. All children and young people with Special Educational Needs and Disabilities (SEND) are valued, respected as equal members of the school. Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. The four broad areas of need which we provide for are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical (including visual and hearing impairment)

Contents

Who can I talk to about Special Educational Needs and Disabilities?

What does our school do for children with SEND?

How am I involved in my child's education?

What interventions and resources are available?

How accessible is the school environment?

What does the Special Needs and Disabilities Coordinator (SENDCo) do?

What does the Pastoral Behaviour Support Worker (PBSW) do?

What happens when I move schools?

Where can I find more information?

Arrangements for dealing with complaints from parents

Who can I talk to about Special Educational Needs and Disabilities?

School Staff

The first person to talk to about your child's needs is their class teacher. If your child has a dedicated Teaching Assistant (TA), you may also wish to talk to them.

Shona Howell—Special Educational Needs and Disabilities Co-Ordinator (SENDCo) and designated teacher for Children In Care (CIC), English as an Additional Language (EAL) teacher and Deputy Designated Safeguarding Lead

Jackie Challenger—Pastoral and Behavioural Support Worker (PBSW) and Deputy Designated Safeguarding Lead

Sara Poole—Head Teacher and Designated Safeguarding Lead

Kristie McQueen-Oliver – Deputy Head Teacher

Karen Weaver —Governor for SEND and CIC

To speak to any member of staff, please make an appointment at the school office.

Other Support Agencies

Sometimes we may ask for advice from other agencies who can give advice or support to help your child. Parent's/carers will always be involved in any decision to refer to outside agencies such as:

- Advisory Teaching service
- Educational Psychologist
- Gloucester and Forest Alternative Provision School (GFAPS)
- Early Help
- Speech and Language Therapist
- School nurse
- Community Paediatrician
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Physiotherapist
- Teens In Crisis

What does our school do for children with SEND?

How we identify children with SEND

When children first start at Severnbanks; we have transition meetings, home visits and discuss information passed on from their pre-school or previous school.

We complete our own assessments and observations from school entry to build up a pattern. The teacher and the SENDCo will look carefully at all the information and identify any needs.

Our first steps if SEND is identified

If we think that your child could possibly have special educational needs or a disability, we will:

- Talk and listen to you as the family or carers
- Involve your child
- Provide appropriate support
- Monitor your child
- Involve other professionals if necessary
- Communicate regularly with you

Teaching and supporting children with SEND

Severnbanks Primary follows a graduated pathway to support children with identified SEND needs. Parents and carers will be involved at all stages.

1. Quality First Teaching

We offer all children quality first teaching by working at the right level for your child, using appropriate materials and planning extra support in class. Any concerns are raised with parents and the school SENDCo to identify next steps. Some children with a disability may be managed at this level as reasonable adjustments will be made. All children will be involved in writing a 'My Profile' detailing personal preferences and ambition.

2. My Plan

If we assess your child to have a SEN or have a disability which requires further intervention, they are named as SEND Support and will have access to additional intervention. Together with the child and parent, teachers will set short term targets and create a 'My Plan'. School may ask for advice or support from other professionals and agencies, e.g. Speech and Language Therapist, Paediatrician, Early Help, Advisory Teachers. Your child may have specific interventions or individual support.

3. My Assessment and My Plan +

At a My Plan review, it may be decided that the My Plan is not meeting the needs of your child, or perhaps there are further needs identified that need to be explored. In this case, it may be decided to complete a My Assessment leading to a My Plan +. School will ask for advice or support from other professionals and agencies, e.g. Speech and Language Therapist, Paediatrician, advisory teachers. There may be times when a child will start at a My Plan + stage of the graduated pathway without first having a My Plan.

The My Assessment will seek the views of your child, the parent/carer, school and other professionals who work with the family to help make a clear picture of the needs. There will then be a Team Around the Child meeting to bring together all these people to help develop the My Plan +. This will be reviewed regularly. Your child may have specific interventions or individual support.

4. Education Health and Care Plan (EHCP)

A very small minority of children will have complex SEND which may need significantly higher levels of support. If this happens, the SENDCo will make a request to the Local Authority to undertake a full assessment of the child's needs. The LA will then draw up an EHC plan for the child which will provide a high level of additional support. This will ensure long term support for your child and will be reviewed annually.

How am I involved in my child's education?

Parents/carers, class teachers, the SENDCo and the children themselves all work together to ensure the best outcomes. Parents/carers will be invited regularly to discuss your child's plan at parents evening, where decisions will be made about targets, evaluating progress and deciding on next steps.

If your child has a My Plan Plus or an EHCP, you will be invited to regular multi-agency meetings where everyone who is involved with your child will be invited to attend and discuss progress.

If you would like to speak to someone about your child's progress, please come into school and make an appointment with the class teacher, SENDCo, PBSW, Depute Head or Head Teacher.

What interventions and resources are available?

All children benefit from a range of teaching and learning styles; an adapted curriculum; concrete materials; the use of IT and a broad range of extra-curricular activities. All pupils have access to activities, clubs and school visits.

It may be appropriate to use an additional targeted intervention to help your child make better progress and catch-up with their peers. This could be extra group work or 1:1 support using specialist published materials. Currently we use a wide range of well-researched interventions that are tailored to each child's specific needs.

These include:

- Hands On / Fizzy (co-ordination) / Warwickshire Scheme (Handwriting)
- Precision Teaching (all areas of learning)
- IDL Literacy / SNIP (Spelling)
- Time to Talk or Talkabout for Children (Social Skills)
- Numicon / IDL Numeracy / Number Stacks / On Track Maths (Maths)
- Rapid Reading / 1-1 Reading / On Track reading
- PBSW support including bereavement counselling
- Speech and Language following therapist advice / NELI (Communication)
- ELSA / therapeutic storywriting / sandtray / drawing and talking / Mood monsters / Zones of Regulation (SEMH)

Teachers and Teaching Assistants receive on-going training to support children with SEND throughout the academic year.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the path leading to the school reception.
- All stairs are edged with yellow to ensure they are easier for those with visual impairments to negotiate
- One toilet has been adapted to ensure accessibility for pupils with a disability on the first floor.
- One toilet has been adapted to ensure accessibility for visitors and staff with a disability on the second floor.
- A medical room with a locked cabinet has been provided in order to enable a safe place for medications or hearing aid batteries.
- An ELSA Room and Therapy Room have been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.

Our Accessibility Plan which describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

What does the Special Needs and Disabilities Coordinator (SENDCo) do?

The school and nursery SENDCo is Mrs Shona Howell. She coordinates the SEND provision for all children with SEND in the school. This includes meeting with parents and other professionals, working with the head teacher and school governors, advising school staff and running interventions.

Each term, Mrs Howell monitors every SEND child's progress and makes sure that interventions are effective and school is providing the best education. She also is the designated teacher for Children In Care (CIC) and Previously Looked After Children (PLAC), EAL (English as an Additional Language) teacher and a deputy designated safeguarding lead (DDSL).

If you feel you would like to meet with Mrs Howell, please contact the school office for an appointment.

What does the Pastoral Behaviour Support Worker (PBSW) do?

Mrs Challenger listens and provides pastoral support to children and their families, and is then able to signpost them to and liaise with outside agencies. She goes to both transition meetings and meets families at home, including attendance visits. She may also complete bereavement work with children. She represents school at statutory meetings and is one of the Deputy Designated Safeguarding Leads.

What happens when I move schools?

Starting at Severnbanks

When children move into our school, we always liaise with the previous school and find out as much about your child as possible to make sure transition is smooth. This includes transferring previous progress data and records. Parents/carers may request a visit to the school before starting through the school office.

Before starting in Reception class, all children have planned visit days and meetings with the teacher and PBSW. Children who have input from an Advisory Teacher, are given an additional transfer conference where strategies and information can be shared between schools and parents/carers.

Transferring to another school

Severnbanks will liaise with staff from the new school to ensure strategies, reports and files are passed on to ensure a smooth transition.

When moving to Secondary school, visit days are planned throughout the summer term for all children. Additional visits can be arranged for those children and families who may benefit from this.

For parents/carers of children who have an EHC plan, the secondary school is invited to the annual review in Year 5 and 6 to ensure smooth transition. Where an Advisory Teacher is involved with pupils, there are additional transfer conferences where strategies and information can be shared between schools and parents/carers.

Where can I find more information?

School Policies

Many of our policies are available to read on our school website or on the MAT central website – alternatively these can be requested at the school office, for example:

- Special Educational Needs and Disabilities (SEND)
- Behaviour Management
- Anti-Bullying
- Curriculum
- EYFS
- Inclusion
- Intimate Care Policy
- Supporting children with medical conditions
- Safeguarding and child protection
- Accessibility and Disability Equality plan

LA Gloucestershire Council's local offer

<http://www.glosgloucestershire.gov.uk/kb5/gloucs/glosgloucestershire/localoffer.page>

Other Information

Local Authority Information

<http://www.gloucestershire.gov.uk/sen>

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Gloucestershire

0800 158 3603 (on a landline)

01452 389345 (on a mobile)

<http://sendiassglos.org.uk/>

Independent Parental Special Education Advice
0800 018 4016
www.ipsea.org.uk

National Autistic Society (NAS) 0808 800 4104
www.autism.org.uk/

Total Communication Training for parents - makaton
<http://www.totalcommunication.org.uk/gtc-course-one-training/>

Understood – for learning and attention issues
www.understood.org

Severn Federation Academy Trust
<https://www.sfat.uk/policies/>

Further parent links and information can be found on SEND padlet in the SEND section of the school website.

Arrangements for dealing with complaints from parents

Should parents have any complaints it should be directed initially to the class teacher, SENDCo, Head teacher or one of the governors. The school will do its best to resolve any issues informally but if this fails there is then a formal appeals procedure concerning curriculum matters. A copy of the 'Education Act 1988 Complaints About the School Curriculum and related Matters' is available for inspection either from the school or in the public library maintained by the authority.