

SEN School Information Report for Deerhurst and Apperley C of E Primary School

July 2024

Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about the services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the SEN School Information Report (School's Offer).

| Deerhurst and Apperley C of E Primary School | |
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| If at any time you would like to talk to the school about any difficulties that your child is experiencing in regard to special educational needs or to gain further information about SEND provision within school, then please make an appointment to speak to the class teacher, SENCO (Mrs Philcox) or Head teacher. All are contactable via the school office (01452 780374). | |
| How does our school know/identify that pupils have special educational needs (SEN)? | <p>All teachers are responsible for identifying the educational needs of all children and if they feel a child is not making the expected progress then they will initially look at putting a short-term intervention into place. If this does not ensure that your child narrows the gap between his/her peers then, in conjunction with the SENCO, they will look at the school's criteria for SEN.</p> <p>The school uses the following screening and assessment tools to support identification of SEN and for tracking progress:</p> <ul style="list-style-type: none">• Evidence obtained by regular and ongoing teacher observation/assessment.• Pupil progress in line with their peers.• Standardised screening or assessment tools for reading, maths and spelling. <p>Tests are carried out at the end of each school year: these take the form of Early Years Foundation Stage Profile, Phonics Screening, KS1 SATs, Optional SATs, KS2 SATs.</p> |
| What kinds of SEN does our school provide for? | <p>The nature of a child's learning difficulty will predominately fall within 4 areas of need. These are:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental health difficulties• Sensory and/or Physical needs <p>We currently have pupils with needs in each of the areas of difficulty. Most SEN pupils at our school have cognition and learning difficulties. A few pupils have communication and interaction needs.</p> |
| What are the first steps our school will take if special educational needs are identified? | <p>If we have concerns about your child, we will discuss with you whether your child needs to be placed onto the school's SEN register. If they are placed onto the register then the class teacher/SENCO will meet with you to discuss creating a PLAN of outcomes for your child.</p> |

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| What should parents/carers do if they think their child has SEN? How can they raise concerns? | If you become worried about the progress of your child or about their emotional well-being, or if you know your child has a special educational need, please talk to your child's class teacher or the SENCO. | |
| How will our school include parents/carers and pupils in planning support? | <p>As parents, you know your child best and so your support is vital for your child's education.</p> <p>Class teachers meet regularly with the SENCO to discuss pupil progress and children are included in reviewing and discussing their own outcomes.</p> <p>My Plans are reviewed with parents 3 times a year, evaluating previous outcomes that have been set and planning new ones.</p> <p>A home/school contact book may be used to support communication between the school and parents/carers.</p> | |
| How will our school teach and support children with SEN? | <p>Provision for each child is met on an individual basis as we follow the Gloucestershire Graduated Pathway.</p> <p>All children receive targeted classroom teaching known as 'Quality First Teaching'</p> <p>In addition to this a range of small group or 1:1 interventions are available to target the following:</p> <ul style="list-style-type: none"> Speech, language and communication difficulties Cognition and learning difficulties Social, emotional and mental health difficulties Children with English as an additional language EAL Enrichment programmes – extra curricular and curriculum. | |
| | Who provides interventions? | Class teachers, teaching assistants, SENCO or outside professionals e.g. Speech and language therapists |
| | Adaptions may be made to the curriculum and/or learning environment following advice from outside professionals or as part of an Education, Health and Care Plan (EHCP). For example, use of a visual timetable, workstation, movement or rest breaks. | |
| Pupil premium | <p>Pupil Premium is spent on the following:</p> <p>Additional teaching assistant support, Before school intervention, 1:1 tuition, small group support & intervention, Residential opportunities, Swimming, Extra curriculum clubs run by external agencies, Educational activities.</p> <p>For more details see the separate page on the website.</p> | |
| Resources | The school has a number of special needs resources for school staff to access for individuals or groups of pupils. When appropriate, specific resources will be sourced e.g. Typing programme, Lego. | |
| 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>Transition meetings are held between schools when children with SEND move from one establishment to another.</p> <p>The SENCO liaises with the previous or next setting. Visits for the pupil can be arranged between the two settings. A transition booklet can be made if appropriate.</p> <p>Records regarding SEN are handed over to the new setting.</p> | |

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| <p>Which other services do we use to provide for and support our pupils?</p> | <p>We have access to the following outside agencies and engage their support where appropriate through their required referral system:</p> <p>School Nurse Speech and Language Therapists Advisory Teaching Service. Educational Psychologists Occupational Therapists Child and Adolescent Mental Health Services (CAMHS) Social Services.</p> <p>We can also engage with more specific specialist services when a need arises.</p> |
| <p>What expertise does our school and staff have in relation to SEN?</p> | <p>The SENCO is a qualified, experienced teacher. The SENCO holds the National Award for SEND (NASENCO). The role of the SENCO is to support class teachers in planning for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Whole staff training occurs to disseminate knowledge, strategies and experience and to share good practice.</p> |
| <p>How do we evaluate the effectiveness of the provision we have arranged for your child?</p> | <p>Staff review and evaluate My Plans with the SENCO 3 times a year. EHCPs are reviewed annually. Outside agencies will be invited to reviews if appropriate. There is regular discussion between staff and parents.</p> <p>Staff evaluate interventions that are taking place to ensure their effectiveness and suitability for the child.</p> |
| <p>What access do our SEN pupils have to facilities and extra-curricular activities available to all children?</p> | <p>Where SEN/PP children do not engage in extracurricular clubs they are targeted for in school clubs during lunchtimes. 95% of our pupils attended a club in the academic year 2023-24 There is a wide selection of after school clubs that we actively encourage ALL children to participate in. We try to ensure these are accessible to every pupil. Where a situation may be particularly challenging for a pupil we will engage in discussions with you, as parents, about how best to make the activity accessible for your child to participate in. Any additional risk assessments may then be carried out.</p> |
| <p>How does our school provide support to improve the emotional and social development of our SEN pupils?</p> | <p>This is addressed throughout the school through PHSCE lessons in class. At the start of the academic year, all children make a worry list in order to identify the staff they would go to if they were worried/upset/concerned about something. Pupil concerns are raised during the weekly staff meeting so all teachers can be aware of any immediate needs. One TA runs a weekly <i>Bubble Time</i> for targeted children. Here children access a variety of activities dependent on their current social and emotional needs, for example, gardening, healthy life style activities, Lego therapy. A teacher runs <i>Sunshine Club</i> for targeted children (not necessarily SEN pupils) to support their emotional well-being. Some pupils have social and emotional outcomes on their My Plans. These are addressed through TA support using activities such as Snack and Chat or resources such as Talkabout or Build Happy Lego intervention.</p> |

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| What can you do if you are not happy? Who can you contact for more information? | We seek to solve any disagreement at the lowest level. Any complaint should be discussed with the appropriate staff member in the first instance – class teacher or the SENCO. If the situation is not resolved they can then be discussed with the Head teacher. If you wish to make a complaint about the service you receive please follow the procedures set out in the complaints policy which can be found on the school website. SENDIASS provides free, independent advice, regarding all areas of special educational needs. | |
| Little Deers Pre-school | | |
| Identification and monitoring of children with SEND. | The child’s Key Person and other Pre -school staff, closely monitor every child’s progress. If there are concerns a child is not making the expected progress then, in conjunction with the SENCO, we follow the Gloucestershire Intervention Guidance. This is based on the Local Authority criteria. Daily observations and termly assessments (using the EYFS) allow staff to monitor and report regularly to parents. With parents, we plan resources and strategies to support your child. Staff and parents meet regularly with the SENCO to discuss the progress of your child and children are included in reviewing and discussing their own outcomes. There is a close working relationship with the school’s Early Years Foundation Stage teacher and Little Deers staff and transition is carefully planned and executed for settling into Reception class. | |
| Involvement of parents | In accordance with the SEN code of practice, we encourage regular contact with parents of children with SEND. We strive to ensure that parents understand the procedure and are aware of how to access advice. This can take the form of: informal progress meetings, designated parents' meetings, telephone calls, emails and communication books. Parents have an opportunity to discuss and review the children's outcomes and receive a written copy of any My Plans/My Plan+. | |
| Range of provision | Small group or 1:1 interventions are available to target the following: speech and language difficulties communication difficulties social and emotional difficulties children with English as an additional language (EAL) | |
| | Who provides interventions? | Play leader, Key person, SENCO or other professionals e.g. Speech and language therapists |
| Resources | When appropriate specific resources will be sourced e.g. special chairs, hearing support. | |
| Transition to School | We have strong links with the local primary schools and especially Deerhurst and Apperley school. We link with school for appropriate activities during the year. We have a rigorous programme of transition sessions in the summer term and work closely with the school staff. | |
| School and Little Deers | | |
| Policies relating to SEND | SEND Policy, Safeguarding, Behaviour and Equality and Inclusion. These are available on the school website or from the school office. | |
| Accessibility: | Wheelchair access | Yes |
| | Car park | No |
| | Disabled toilet | Yes |
| Completed by: | Mrs H Philcox | Reviewed : June 2024 |

