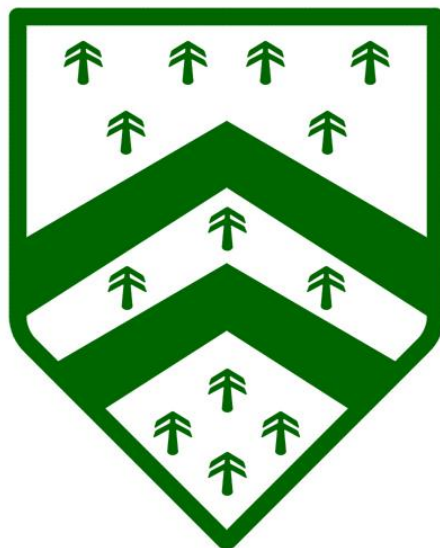


SEND Information Report

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 2024

Next review due by:

Sept 2025

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**, including autism, speech, language and communication needs;
- **Cognition and Learning**, including moderate learning difficulties and specific learning difficulties;
- **Social, Emotional & Mental Health Difficulties**, including children demonstrating attachment difficulties, anxiety and ADHD (attention deficit hyperactivity disorder);
- **Sensory and Physical Needs**, including hearing impairment and sensory processing difficulties

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

Who should you speak to if you think your child may have special educational needs?

If parents have any concerns regarding their child's progress or well-being, then they should speak to their child's class teacher in the first instance.

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 or interventions may be put in place to accelerate learning of individual pupils:

- Regular targeted small group work, **peer collaboration** or one-to-one 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.
- 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 interventions such as LExplore, Project X, Read Write Inc, Plus One Number and Number Stacks.
- **Reasonable adjustments for pupils with SEND, including the provision of additional or personalised equipment; resources are accessible to all pupils such as writing slopes, alternative methods of recording or use of ICT.**
- 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 is used to help children to remember key numbers facts, phonics and spellings patterns.

Who should you 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 individual targets and Personal Learning Profiles (PLPs), as well as meeting with parents to discuss progress 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 informed about the support your child is getting and the progress s/he is making **through liaising with class teachers and/or** regular meetings and reporting arrangements.
The SENDCo will also liaise with 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, **including organising training for staff**, 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 the day to day management of all aspects of the school, including the support for children with SEND and ensuring your child's needs are met.**
- The **SEND Governor**, Verity Howe, is responsible for **ensuring the necessary support is given for any child with SEND who attends the school.**

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

Parents as partners is central to the SEN and Disability Code of Practice (2015) and is essential to ensuring that our pupils achieve the best possible outcomes and are supported in the best way to reach their full potential.

- Parents are encouraged to make informal arrangements with class teachers to discuss ongoing progress throughout the school year as well as attending regular more formal reviews.
- Learning Celebrations 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. The PLP details the child's views, their individual needs and strategies to support them. Their current targets and interventions are added to the PLP and a copy is given to parents. Targets and strategies within the PLP are continuously monitored by class teachers.
- 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 can be contacted during other times by emailing or phoning the school office to make an appointment.
- Parents can access Warwickshire SENDIAS service (Specialist Educational Needs & Disabilities Information & Advice Service) <https://www.warwickshiresendias.co.uk/> for impartial advice and information on matters relating to SEND.

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
- Children with SEND share their interests, areas of strengths and difficulties during the PLP process and are either invited to attend PLP reviews or give their views on the support being given and whether they have met their targets.
- Children with an Educational Health Care Plan are asked to 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 & summative teacher assessments are completed, 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 in role of SENDCO, including attending a range of SEN professional development training.
- The SENDCO works closely with a local cluster of SENDCOs, to share training opportunities and expertise
- The school currently employs eleven teaching assistants (TAs), including one apprentice, 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.
- The 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.
- The school has staff trained in leading 'Early Help' meetings to offer Family Support.
- The school works closely with external 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)
- Annual reviews are held for pupils with an Educational, Health and Care Plan, involving parents, pupils and external agencies
- 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
- Pupil voice and parent questionnaires are analysed to audit and improve our provision

How do we support Social, Emotional and Mental Health of pupils with SEND?

- Our school has a 'IDEALS-based approach' that recognises children showing our values in and around school. We encourage a positive learning environment where all children are valued and listened to in spaces created to support children's needs.
- Emotion coaching is used with all pupils, especially when helping children to recognise and regulate their emotions
- Class teachers adapt their teaching to ensure the SEMH needs of pupils are catered for, this may include well-being sessions in class, adapting language used, allowing learning breaks, specific responsibilities or Thrive based activities to help manage anxiety and well-being.
- 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, which teaches protective behaviours within a network of trusted adult support.
- Emotional Regulation programmes are displayed and delivered in all classes.
- A nurture/pastoral group is offered in The Den at lunchtimes when needed, led by a mental health lead
- Adult and peer mentors are used as deemed necessary
- A child counsellor is employed two days a week to work with identified children
- Thrive © sessions are delivered daily by our lead trained practitioner and the SENDCo has completed training on 'Leading an emotionally healthy school'
- Well-being days are organised for pupils and staff, with a specific focus each term based on national themes or in response to the needs of pupils at the school

- Social skills groups, e.g TalkAbout and Social Use of Language Programme (SULP), are delivered by teaching assistants to support identified children with developing their use of social language and turn taking whilst supporting self esteem **and well-being**
- 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
- **Three** members of staff have been trained as Mental Health First Aiders
- **The school subscribes to STS and Warwickshire Educational Psychology Service for further advice and support**

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
- COMPASS / NHS
- Parent Partnership Support Service / Family Information Service
- Ethnic Minority & Traveller Achievement Service (EMTAS)

What is an Educational Health Care Plan and when might this be considered?

When a child is demonstrating a significant cause for concern or their learning needs are more complex and persistent than can be met by targeted interventions already in place, statutory assessment for an **Educational, Health and Care Plan** (EHCP) may be considered and recommended by supporting external professionals involved. The school, or parents/carers, can request that the Local Authority Services to carry out a statutory assessment of a child's needs. This process is defined by a specific timescale and statutory procedures. Once the request has been made to the Local Authority, a decision will be made by a panel of professionals as to whether they think the child's needs seem complex enough to require a statutory assessment. **If this is the case, they will ask parents/carers, the pupil and all professionals involved to contribute to the plan.**

What is 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>

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. Further information is also available at <https://www.warwickshire.gov.uk/send>.

*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**.*