SEND Information Report 2020 – 2021

We are a mainstream academy and are part of the Diocese of Gloucester Academies Trust. We have a strong commitment to Inclusion and Equal Opportunities. We support all pupils to reduce their barriers to learning so every child can achieve and progress. To this end we work with the Achievement for All framework and have achieved the Quality Mark.

Identification
All teachers are responsible for identification of children who have special needs, with advice from the SENDCo, Mrs Elizabeth Escott-Price and through conversations with parents. We assess children on a regular basis as part of our assessment procedures. Through these assessments and observations, children are identified by the class teachers, who have a need that requires provision, either through quality first teaching or specific intervention. In consultation with the SENDCo, appropriate provision is chosen and put into place.
We also have regular progress meetings between the head teacher and class teacher to discuss the progress of all the children to identify any children who may have gaps in their knowledge and need support.

Parents
At least three times a year, we meet with parents of every child with identified SEND or needs extra support, for a 'Structured Conversation' to reflect on what has gone well and to share views on the pupil's progress and educational needs. The meetings allow parents and staff to identify desirable outcomes for the child and to plan for how everyone can work together to support the child's progress.

Pupil Voice
All the children complete a one page 'My Profile', which has enabled children to express hopes for the future, what they feel others like and admire about them, what helps them and what doesn't.

Assess, Plan, Do, Review
We follow a cycle of Assess, Plan, Do, Review. Each child with identified SEND has had a personal 'My Plan' document drawn up, which details needs, desired short term outcomes, planned actions and the resources/staff that will be used to support them. After a period of no longer than a term, the child is assessed to see how much progress has been made to reach the outcomes. The results are discussed with the child at the time and with parents at the next structured conversation, when parents can take an active role in planning next steps.
Where a child has complex needs and several agencies are involved, a **'My Plan Plus'** has been prepared, which brings together much more detailed information about a child's situation and needs. This enables us, with parents and other professionals, to identify desired outcomes for the child that are not just educational, but include health and social needs. This is drawn up by a key worker, usually the SENDCo or head teacher, who will facilitate the support needed to meet the desired outcomes for the child.
Under the new Code of Practice for SEND, pupils who do not make expected progress in spite of high quality targeted support, or who have complex needs, are subject to an **Education Health and Care Needs Assessment.**

Transition
Reception children are visited in their pre-school setting in the summer term before they start full time education in September of that year.
In the summer term, children who have SEND are given opportunities to meet and spend time in their new classes ready for September.
For year 6 pupils moving on to their secondary school, transition visits are in place and additional visits are arranged where necessary. All files, assessment data and any other information is passed on to the child's new school.

Teaching
In addition to quality first teaching, TAs regularly work with individuals or groups within the class. A variety of teaching methods is used and materials are modified.
The SENDCo has mapped the needs of pupils across the school and planned, with staff, how resources are allocated to meet the needs of pupils with SEND. We have a variety of interventions that can be delivered by TAs or the Class Teacher, which can take place in or outside the classroom and work towards specific goals.

These have included:

Fresh Start;
Maths intervention groups;
Maths (Plus 1 and Power of 2)
Reading comprehension groups;
Phonics (Dancing Bears, Sound Discovery)
Spelling groups (Toe by Toe);
Social skills groups;
Physical skills (FIZZY Programme)
Language development (Language for Thinking)
Individual pastoral support.

All provision is regularly reviewed to ensure its effectiveness and changes are made as appropriate.

Staff Development
We always work closely with advisory teachers, educational psychologists and health professionals to develop our knowledge and skills for working with our pupils with SEND.
Our SENDCo has attended a number of cluster meetings and conferences at local and regional level to ensure understanding of SEND reforms and the requirements of the New Code of Practice for SEND. This information has been shared with all staff.

Evaluating Success
Children's progress is assessed throughout the year through pupil progress meetings, assessments, intervention assessments/progress and impact within lessons. A pupil's progress is monitored to ensure interventions/provision is effective and has a positive impact on achievement.

Inclusion
We want all of our pupils to have full access to the range of facilities and activities available and we make every effort to make any necessary adjustments to ensure this happens. This usually involves providing an extra adult to support the child, or may mean using alternative or additional equipment such as modified chairs, writing slopes or personal workstations.
Risk assessments have been carried out prior to any off site activity to identify any measures that may need to be taken to ensure safe participation.

Pastoral Support
Our pupils know that there are a number of adults in school to whom they can talk, including the teachers and teaching assistants in their year group, the school counsellor, SENDCo and the Headteacher.

Working with Other Agencies
We have worked with a variety of agencies to support our children and families. Support has been sought through the CAF process, referrals to Social Care, referrals to health professionals and to local authority education services. We have also requested and we have attended a number of multi-agency meetings and 'Team Around the Child' meetings and have responded to requests for information or collaboration from other agencies.
Professionals with whom we have worked include:
Educational psychologists, advisory teachers, behaviour support, community paediatricians, school nurse, occupational therapists, speech, language therapists, social workers, family workers, targeted support team.

We have also worked with the local authority SEN Monitoring and School Support team and with our Achievement for All coach to ensure that our provision and procedures are the best they can be.