



# Abberley Parochial V.C. Primary School

## *Rooted and ground in love*

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### SEND Information Report 2023

### Review September 2024

Our school vision is based on Paul's writing to the Ephesians:

#### **Ephesians 3:17-19**

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Based on this vision, our curriculum is founded on the following key principles:

1. People in our school will learn to love and be loved
2. People will be taught to comprehend through a breadth of opportunity and with significant depth of understanding
3. All people are entitled to live a fulfilled, enriched and joyful life and our curriculum will seek to enable this

#### What you can expect from Abberley Primary School if your child has been identified as a having Special Educational Need or disability (SEND).

- We have effective procedures for SEND, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, teaching assistants, children with SEND, parents of SEND children and outside agencies.
- We invite parents of children identified to attend an SEND drop in session each half-term. These normally take place remote over Microsoft Teams.
- We acknowledge and draw on parents' knowledge and expertise of their own children.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of the highest quality.
- We have strong links with our feeder schools and liaise well with them regarding children moving into their school and any movement between schools.

- We work very closely and have a very strong relationship with our surrounding nurseries, in order to work together on meeting the needs for all children.
- We ensure that the consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

### **Identifying the Special Educational Needs of Pupils:**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

*“A child or young person has SEN if they have a learning difficulty which calls for special education provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:*

- *has significantly greater difficulty in learning than the majority of others the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

Where a pupil’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Class teachers will speak with the parents and child, gathering information in order to complete an initial concerns checklist. This form will include the views of parents and the pupil, as well as those of other adults working with the child, previous teachers and assessment results. This will be submitted to the Special Education Needs Co-ordinator (SENCO).

There can be many reasons why a learner may ‘fall behind’. These can include absences, movement between several schools, difficulties with speaking English or worries which distract them from their learning. Abberley Parochial V.C. Primary School understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Children are identified as having SEND through the following process.

### **STAGE 1- CONCERNS**

This is where information will be gathered and reported to the Special Educational Needs Coordinator (SENCO)

The class teacher and SENCO will review the child’s previous progress, history and determine a starting point.

Wave 1 provision and classroom practice (against Entitlement for all Pupils Document) will be implemented.

Discussions with parents and pupil will take place.

Discussions will be held to identify any improvements which will support.

## **STAGE 2: MONITORING**

### *During this stage the class teacher will:*

Target support at Wave 2 and through 'Normal School Entitlement'

Classify pupil as a vulnerable learner

Review specific targets on the child's provision map every half term

### *During this stage the SENCO will:*

Define provision and specific targets through an individual provision map for the child and discuss these with the class teacher

Monitor and review the impact of Quality First Teaching (QFT) and any interventions (over 1-2 terms)

Discuss with class teacher the impact and discuss next steps with parents

**NB:** External advice and support may be sought at any point in this process to support effective decision making and planning.

This process enables the school to clarify whether the child has SEND or is underachieving due to gaps in their learning. Following this process, a child who is still demonstrating significant difficulties will be placed on the SEND register and a graduated approach will be taken to address their SEND.

## **Identification of SEN and the Graduated Response**

As for all children plus:

- A graduated approach to addressing SEND through an 'Assess, Plan, Do, Review' cycle:
- Clear assessment of the child's needs and current strengths, shared with the child and parents.
- Plans for interventions and support to address areas of need linked to specific and ambitious educational targets, which will be shared with the child and parents.
- Planned interventions and support delivered by well qualified staff.
- Regular (at least termly) review of progress shared with the child (if appropriate) and parents.
- A focus on developing independence in learning while still providing appropriate support to remove barriers.
- Opportunities for both pupils and parents to comment on their provision by making general comments and expressing hopes for the future.

## Assess, Plan, Do, Review Cycle

**Assess-** this involves taking into consideration all of the information gathered from discussions with parents or carers, the child, the class teacher, previous teachers and assessments.

**Plan-** this stage identifies the barriers to learning, our intended outcomes and details of what additional support will be provided to help overcome the barriers. These decisions will form the basis for termly review meetings with parents and pupils.

**Do-** providing the support and additional assistance, as set out in the plan.

**Review-** measuring the impact of support provided, and considering any changes that need to be made. All of those involved: learner, parents, teacher and SENCO contribute to this review. This stage then informs the next cycle, and if necessary meetings with class staff to discuss the progress of learners are held regularly.

While the majority of learners with SEND will have their needs met in this way, some may require an Education Health Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan.

## Special Education Needs that are provided for at Abberley Parochial V.C. Primary School:

Abberley Parochial V.C. Primary School is a mainstream school. Under the code of practice, the following categories of SEND are classified and where a pupil is identified as falling into one of these categories, provision will be made. These categories are:

### **1. Communication and Interaction**

#### ASD

Children and young people with an autism spectrum disorder have difficulty communicating and interacting with others.

- Access to advice and support from speech and language therapists
- Access to advice and support from ASD specialists and TAs
- Effective classroom support with the use of visual cues and support
- Small group targeted interventions to develop skills in speech and social interaction

## Speech and Language

Children and young people with speech, language and communication difficulties struggle with communicating with others. This may be because they have difficulty talking or have difficulty understanding what is said to them.

- Systematic and effective teaching of phonics in Early Years, key stage one and across the school when needed.
- Clear visual support and displays.
- Use of the Worcestershire Dyslexic pathway
- Access to specialist support from learning support
- Access to specialist support from an Educational Psychologist
- Interventions in maths, English, reading and writing

## **2. Cognition and Learning:**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. There are many tried and tested interventions that we are able to try. Some are short term interventions and others are for a longer period of time.

## **3. Social, Mental and Emotional Health:**

Children may experience a wide range of SMEH difficulties which may manifest themselves in many ways. We are aware of this and proceed, usually, with advice from outside agencies.

- Access to specialist support from an Educational Psychologist
- Small group intervention to develop skills in language and social interaction
- Access to family support
- Access to behaviour support
- Access to nurture session

## **4. Sensory/Physical needs:**

Children and young people require special education provision because they have a disability which prevents them from making use of the educational facilities that are generally provided. We will, where possible ensure that the children are included in as many activities as possible. Children who have difficulty with gross and fine motor skills are able to take part in interventions to help them over-come/learn to manage the barrier to learning.

- Access to resources from Regency outreach team
- Experienced members of staff to support and increase independence
- Accessible school building
- Access to advice and support from NHS professionals
- Trained staff to support medical needs

## Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

### **The Class Teacher :**

Responsible for-

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs/Disabilities Co-ordinator (SENCO) as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

### **The SENCO- Miss L Hughes (Maternity Leave) Interim SENCO Mrs J Gregory :**

Responsible for-

- Developing and reviewing the school's SEND policy.
- Writing individual Provision Plans, based on your child's area of need, in co-operation with the class teacher and outside agencies, where appropriate.
- Sharing and reviewing these targets with parents at least once each term and planning for the next term.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
  1. Involved in supporting your child's learning.
  2. Kept informed about the support your child is coping with school
  3. Involved in reviewing progress being made.
- Liaising with all the other people who may be coming in to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

### **The SEND Governor- To be appointed September 2023**

Responsible for-

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Informing the Full Governing Body of all aspects of SEND.

## What are the different types of support available for children with SEND in our school?

**Class Teacher input**, via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That a variety of teaching styles is used, so your child is fully involved in learning in class. This means practical learning- children experience learning first hand.
- That specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully monitored their progress and will have decided that your child has a gap or gaps in their understanding/learning and requires extra support to help them make the best possible progress. This extra support will be predominately take place in the classroom during lessons, but children may also take part in individual or small group sessions in other learning spaces throughout the school.

**Specialist groups** run by outside agencies eg. Speech and Language Therapy.

This means a pupil has been identified by the class teacher and SENCO as needing extra specialist support in school from a professional outside of the school. This may be from Local Authority central services or outside agencies eg. the ASD outreach team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need), Educational Psychologist, and Speech and Language Therapist.

### What could happen:

1. You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
2. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### Specified Individual support:

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ('Ordinarily Available' documentation from Local Authority.) Your child will also need specialist support in school from a professional outside the school. This may be from services such as the ASD outreach team, Regency Outreach Team, Behaviour support or Sensory Service or the Speech and the speech and language team.

For your child this would mean-

- The school (or you) can request that the Local Authority services carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to meet a statutory assessment. If this is the case,

they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

\*The EHC plan will outline the individual/small group support your child will receive from the school and how the support should be used, and what strategies must be in place. It will also have long and short term goals for your child.

\*An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **How can I let the school know that I am concerned about my child's progress at school?**

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress you may request an appointment with the Special Educational Needs Co-ordinator.

The school SEND Governor can also be contacted for support.

### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to-

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

If you are concerned you can always make an appointment to see your child's class teacher and/or the SENCO.

### **How is extra support allocated to children, and how do they progress in their learning?**

The school budget, received from Worcestershire LA, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher/SENCO oversees SEND in the school. This includes:

- Children already receiving additional support.
- Children who require additional support.
- Children who have been identified as not making as much progress as expected.

This information is then used to plan support and decide what resources/training is needed. The school identifies the needs of all SEND pupils on a whole school provision map. This identifies all support given within school and is reviewed regularly, so that the needs of children are met and resources are deployed as effectively as possible.



### **Who are the other people providing services to children with SEND in this school?**

#### **School Provision:**

Class teachers have overall responsibility for ensuring children with SEND are taught well and make progress. Class teachers will work with children with SEND, as well as deploying and planning for teaching assistants to support individual children or small group support.

Teaching Assistants offer support for children with emotional and social development through Nurture Activities.

#### **Provision delivered in school:**

We receive support from the following outside agencies

- Speech and Language Therapist – SaLT
- Virtual Schools for Looked After Children – LAC
- If required then other agencies can be contacted such as ASD support, Learning support etc.

#### **Health Provision delivered in school:**

- Access to the School Nurse
- Physiotherapy (once referred)
- CAMHs (once referred)
- Occupational Therapy (once referred)

### **How are the teachers in school helped to work with children with SEND, and what training do the teachers have?**

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes recent whole school training on Autism Spectrum Disorder (ASD).

When an outside agency works with a child time is given for the professional to feedback to teacher, and if possible the TA, as to findings and additional support. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Speech and Language.

### **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all child's needs are met. Support staff under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies (usually determined by an outside professional e.g. SaLT) will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

Your child's progress will be continually monitored by their class teacher. His/her progress will be reviewed formally by the SENCO and at each assessment point in reading, writing and maths. Their progress is tracked carefully on Insight (assessment tracker) and termly Pupil Progress meetings are held.

At the end of the Foundation Stage children are assessed against the Early Learning Goals and are recorded as emerging or expected against these goals. Children in Year 1 also have to sit the Phonics Screening Test. This decides if each child is using phonics to an acceptable level. At the end of each Key Stage (at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to conduct and the results of Year 6 SATs are usually published nationally.

Where necessary, children may have a child friendly copy of their SEND Targets, which will have been previously discussed with them. These could be school determined or based on targets set by outside agencies specific to their needs. Targets will be set and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made. The progress of children with a EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. Regular book trawls and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

#### **Assessing the Impact of Intervention:**

A baseline assessment will take place at the beginning of an intervention- this will provide the point of reference for measuring progress made by a child and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve the children and their parents as well as class teachers and a record will be kept of agreed actions.

Where difficulties persist, despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy Services, Occupational Therapist, Physiotherapist, Advisory Support Teacher or Educational Psychologist.

#### **What support do we offer for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home or school, so that similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible in a report.
- SEND Targets will be reviewed with your involvement every term.
- Class work will be differentiated to meet your child's individual requirements
- A home-school communication book may be used to support communication with you if it has been agreed to be useful for you and your child.

#### **How will we support your child's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we may offer lunchtime support through planned activities and groups that are run by play leaders with the support of the lunchtime supervisors.

#### **How is Abberley Primary School accessible to children with SEND?**

The school is fully compliant with DDA (Disability Discrimination Act) requirements.

The school is on a single level, though there are a small amount of steps that separate key stage one and two.

There is a disabled toilet.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEN.

Extra-curricular activities are accessible for children with SEN.

We review our equality objectives annually; working towards equality and justice for all.

#### **How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?**

We know that transitions can be difficult for all children, especially for children with SEND. We take steps to ensure that any transition is as smooth as possible.

A personal passport may be written, with your child, informing other professionals of your child's needs.

#### **If your child is joining us from another school:**

The SENCO will visit pre-schools with the class teacher when appropriate.

If your child is already school age the SENCO and class teacher will visit the school and liaise with the previous SENCO and school staff where appropriate.

If your child would be helped by a book/passport or social story to support them in understanding moving on, then one will be made for them.

Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

#### **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. Where possible a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new class teacher. SEND Targets will be discussed with the new teacher.
- Children will spend a 'transition day' with their new staff in their new classroom.
- Additional visits with teaching assistant support will be arranged by class teachers where appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

#### **In Year 6:**

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. If possible, we will try and arrange a transition review meeting to which you will be invited, with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions, and in some cases staff from the new school may visit your child in school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

#### **Other relevant information and school policies include:**

Worcestershire Schools Local Offer

Accessibility Plan

Equality Scheme

SEND Policy

Complaints Procedure