



Sheepscombe Primary School SEND Information Report to parents; which also serves as the school's contribution to the Gloucestershire County Council Local Offer.

October 2018

Please read this in conjunction with our SEND policy, available on the school's website or via this link

<http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/01/Sheepscombe-Primary-School-Special-Educational-Needs-and-Disability-SEND-Policy-Dec2017.pdf>

and the Gloucestershire Local Authority 'Local Offer' available via the link below

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

please also see this link to the SEND Code of Practice issued by the DfE

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Introduction

Sheepscombe School has a talented, committed teaching staff who provide a full, varied and well-structured curriculum. We aim for a stimulating environment where we present our children with a wide range of exciting and challenging experiences to enable them to develop as rounded individuals and to reach their full potential. Education is not just about intellectual development, important though that is. It is also about developing personal, spiritual, social, physical and creative skills .

During ongoing assessment class teachers will identify those pupils who need additional and different provision to that which is normally provided for pupils of the same age. They will arrive at this decision using their own professional judgement, gathering evidence from; discussions with parents/carers and staff about how the child is progressing, the pupil's strengths and areas for concern, advice from previous teachers / schools. Where necessary, outside agencies will be asked for their professional judgement to support the identification process.

Our aim is for all children, including those with SEND, to reach their full potential in a supportive environment that prepares them well for the future.

How can parents/carers arrange a visit to our school?

Telephone: 01452 813852

email: admin@sheepscombe.gloucs.sch.uk

Head Teachers : Mrs Vicky Barron

SENDCo's: Mrs Vicky Barron/Mrs Gail George

School Business Manager : Mrs Caroline Powel

How do we identify children with additional needs?

<p>How does our school know/identify that children have special educational needs and Disabilities (SEND)?</p>	<p>At Sheepscombe, children's special educational needs fit broadly into four categories: communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory needs.</p> <p>We know and identify them by:</p> <ul style="list-style-type: none"> • Liaising with pre-school settings/previous schools/outside agencies /home visits prior to entry • Following up concerns raised by parents/carers/teachers/TAs • Quickly identifying a child performing below age-related expectations/not making expected progress • Early identification through school's assessment procedures (identifying children with SEND) • 15.7% of children have been identified for SEN support and 1.96% have an EHC plan, figures correct at October 2017 <p>We follow the waves of intervention as outlined in the SEND Code of Practice</p> <ul style="list-style-type: none"> • Wave 1 - Quality First Teaching to meet the needs for all pupils • Wave 2 – Quality First Teaching plus additional interventions to help pupils reach age-related expectations or above. • Wave 3 – Quality First Teaching plus additional highly personalised interventions.
<p>What are the first steps our school will take if special educational needs</p>	<p>We follow the Gloucestershire Graduate Pathway for support -please see http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/advice.page?id=ktZYX6uM08s</p>

are identified?	<ul style="list-style-type: none">• Each pupil's education programme will be planned by the class teacher in conjunction with the Co Head teachers /SENDCo. In a small school such as ours we know the children well and early discussions take place between staff about all children in our setting to ensure we are meeting their needs.• Each child's programme is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class or support provided in a more structured group or 1-1.• If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and literacy skills etc. then the pupil may be placed in a small focus group. This will be run by a teacher or teaching assistant. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the whole school provision map. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.• Pupil Progress Meetings are held each short term. This is a meeting where the class teacher meets with the Head teacher and SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.• Occasionally a pupil may need more expert support from an outside agency such as the Occupational therapy, Consultant Paediatrician, Educational Psychologist, Advisory Teaching Service, Speech and language therapist, School Nurse or via the Families First Plus team. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually suggested to the school and parents/carers.• The Governors of Sheepscombe Primary School are responsible for entrusting a named person, Mrs Lynsey Willis to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.
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<p>How will our school include parents and children in planning support?</p>	<p>All parents are actively encouraged to contribute to their child’s education. This may be through:</p> <ul style="list-style-type: none"> • informal or formal discussions at the end of the school day – school staff are always available at the end of the day and if more time is needed than is available then a further appointment can be made. • discussions with the class teacher during parents’ evenings or interim review meetings • during discussions with Class teachers/Co Head Teachers or SENDCo about any concerns • further support from outside agencies will be actioned by the SENDCo/Head Teacher , if appropriate • parents are actively encouraged to be involved with MyPlans, MyPlan+ or ECH plans or any other short term rapid catch up plans to Diminish the Difference • if outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can also be used at home. • individual needs will be discussed and targets will be set outlining tasks and activities, how often the support will be given and who will be carrying out the support.
<p>What should parents/carers do if they think their child has SEND? How can they raise concerns?</p>	<ul style="list-style-type: none"> •Discuss concerns with class teacher as soon as concerns are raised •Follow up meetings may then be arranged with class teacher, or SENDCo/Head Teacher, these can be requested at any time by contacting the school business manager on 01452 813852 or admin@sheepscombe.gloucs.sch.uk or via head@sheepscombe.gloucs.sch.uk •Keep records of your child's needs at home •Share information from any outside agencies that may be involved eg GP, Paediatrician etc.

Teaching and Support

<p>How will our school teach and support children with SEN?</p>	<p>For children without an Education, Health and Social Care plan (EHC)</p> <ul style="list-style-type: none"> • Access to quality first teaching through a creative curriculum • When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. • Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. • Additional social skills sessions • Additional targeted after school clubs (Spring term onwards) • Contact and involvement of outside agencies as needed <p>For children with an EHC plan</p> <ul style="list-style-type: none"> • If a child has been identified as having a special need, they will be given a My Plan + unless the steps identified in the EHC are sufficiently small that the MyPlan+ would be a
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	<p>repetition in which case targets may be monitored from this document directly.</p> <ul style="list-style-type: none"> • Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENDCo regularly. The child's progress against areas of need identified in the EHC or the MyPlan+ will be regularly discussed with parents at Parents' Evenings and also there will be opportunities for discussions with support staff or teaching staff over the week at handover and pick up time. Our small school setting means we are available to discuss small steps of progress or any worries at any time • If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, Soundfield Systems, pen/pencils grips or easy to use scissors • Access to , and advice from outside agencies as required, who may work with the child directly , their practice may be observed by staff or they may work with staff directly in order to benefit the child.
<p>How is the decision made about the support your child will receive?</p>	<p>,</p> <ul style="list-style-type: none"> • Decisions about the best course of action are made in consultation with class teacher, Head Teacher and SENDCo and with the support of the parents. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. • Support arrangements will be discussed with parents for children with an EHC this will include : • Discussion with parents about use of personal budget • Effective allocation of EHC hours, requests for increase/reduction as needed within the annual review process • Allocation of individual TA hours • The timetable of provision for each child who has an EHC • During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be sought and implemented. • If therapeutic support is required in some form or offsite provision recommended then this will be sought by the SENDCo/Head teacher where possible or further advice gained via the Education, Performance and Inclusion team.
<p>How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?</p>	<ul style="list-style-type: none"> • All assessment and tracking data is discussed during Pupil Progress meetings with the Head teacher. Information regarding children who show, and already have, special and specific needs are passed onto the SENDCo. The SENDCo then reviews the interventions and support to ensure effective provision is made throughout the school to enable children to make progress. • Closing the Gap by improving attainment (within which some children with SEND fit) is also a priority on the SDP. Regular (3 times per year) discussions are held with SEND Governor Ms Tessa Lentel, who holds the school to account with regard to its provision by completing learning walks, tracking of children, scrutiny of data and also interviews with the SENDCo and teaching staff as part of Governor monitoring. • Parents views are gathered at review meetings or more frequently if needed. • Children's opinions about their own progress and needs will be actively sought
<p>Who will be working with your child?</p>	<ul style="list-style-type: none"> • The SENDCo/Head teacher will lead the development of interventions for your child in consultation with class teachers and TAs where appropriate. • TA's will work alongside the Class Teacher and the Head teacher /SENDCo to deliver, review and assess

	<ul style="list-style-type: none"> • Other agencies will be involved, as required.
<p>What expertise does our school and our staff have in relation to SEND? What training is available to staff?</p>	<ul style="list-style-type: none"> • We are a small school but have an experienced, well qualified team of staff. • We have had experience of a range of SEND needs particularly hearing impairment with a Level 2 sign language teaching assistant currently on our staff. • Our TAs and teachers are also highly experienced in Early Years provision • We have significant experience of managing transitions from home school /alternative schools at different entry points in the year. • If a child with additional needs joins the school we will make every reasonable endeavour to meet their needs. • The SENDCo attends regular cluster meeting to update knowledge and to keep up to date with good practice • Teachers and TAs attend relevant training courses
<p>What intervention programmes does our school run for children with SEND and how are they delivered?</p>	<ul style="list-style-type: none"> • Sheepscombe Primary School has a range of resources and interventions running from EYFS through to KS2. We look carefully at the children’s needs; both academic and pastoral. We aim to enable to the children to access the curriculum regardless of SEND. This can be through human resource as well as physical resources. • Available interventions: Dancing Bears , Apples and Pears , writing interventions, additional reading session, Plus 1, Power of 2, NESSY spelling, Language for Thinking, PSHE sessions, Fizzy , Hit the Button. • Additional resources used throughout the school: Visual timetables, word mats and maths mats, Numicon, Soundfield System.
<p>What teaching strategies does our school use for children with learning difficulties including:</p>	<ul style="list-style-type: none"> • Additional TA support where needed • Small group teaching where needed • Autistic spectrum disorder –a regular timetable, notice of changes, PSHE sessions and pastoral care. • Hearing impairment – Soundfield systems, visual timetables, BSL plus differentiated teaching. • Visual impairment - Visual timetables, coloured overlays for reading, large print differentiation and careful classroom arrangement • Speech and language difficulties – Links with Speech and language therapist and resources they provide.

Improvement of Emotional and Social Developments of our SEND pupils

<p>What support does our school put in</p>	<ul style="list-style-type: none"> • Home school communication • Provide a caring environment with strong positive moral values
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<p>place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?</p>	<ul style="list-style-type: none"> • Clear Behaviour policy • Behaviour support plans and liaison with parents if required • PSHE sessions and Emotional and Social interventions • Rewards such as family points, stickers, visits to other staff for further praise • Celebration Assemblies • Inclusion at offsite events via the provision of additional staff where needed • All children undertake the Prince William Award to promote positive behaviour, wellbeing, involvement and resilience to support the work we already do in school. • Positive behaviour reinforcement
<p>How does our school manage the administration of medications?</p>	<ul style="list-style-type: none"> • School follows County policy for the administration of medicines • Asthma inhalers are kept in classrooms for ease of access. • If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. • Staff receive Epipen and Asthma training delivered by the school nurse. • Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. Medicines are held in the school office or in the fridge when required. • All staff have first aid training • Several members of staff have Paediatric First Aid • The Forest School leader has an outdoor first aid for Forest School certificate
<p>How does our school help with personal care where this is needed?</p>	<ul style="list-style-type: none"> • TA or teacher support is provided for this if required • Parents are encouraged to share any needs with staff early on • Staff follow the policy for intimate care • For children who may have a care need that may present as an emergency (such as epilepsy) a detailed plan of action is in every classroom and both of the school offices • Disabled access facilities are explained in the school Accessibility Plan.
<p>What is our policy on day trips, school outings, health and safety arrangements?</p>	<ul style="list-style-type: none"> • Activities and school trips are available to all and follow the recommended ratios. • Risk assessments are carried out and procedures are put in place to enable all children to participate. • However, if it is deemed that an intensive level of 1:1 support is required a TA or in some cases 2 Ta's will be allocated to the child during the activity. In some cases parents may need/want to attend and this is discussed prior to booking an event • All members of staff are aware of and informed of additional needs
<p>What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to</p>	<p>The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:</p> <ul style="list-style-type: none"> • Members of staff such as the class teacher, TA, SENDCo and Head teacher are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out. • Quiet spaces are available to children at break times

<p>pupils/students with SEN? What measures are in place in our school to prevent bullying</p>	<ul style="list-style-type: none"> • Daily after school clubs are on offer to all children. • A daily Breakfast Club is available to all children • A 'safe space' has been created for children who need emotional support. • The school has a clear anti bullying policy in place
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Liaison with parents/ carers and children

<p>Who will explain and discuss issues with parents/carers?</p>	<ul style="list-style-type: none"> • Class teacher • SENDCo • Head teacher • Specialist TAs working 1-1 with children via EHC
<p>How will parents/carers know how well their child is doing?</p>	<ul style="list-style-type: none"> • Regular meetings with Class teacher • SENDCo meetings to review plans • Informal and formal discussions as needed
<p>How will children/pupils find out about their progress?</p>	<p>Through:</p> <ul style="list-style-type: none"> • Feedback on work and within interventions. • General discussions with staff • Pupil conferencing • Annual reviews
<p>How will our school involve young people with SEN in their education?</p>	<ul style="list-style-type: none"> • All children will complete a MyProfile to give their views. This can be scribed if needed • Pupil conferencing • Feedback in line with School Marking Policy • Regular discussions with staff and in particular the Class Teacher • Children will be encouraged to self evaluate against their targets
<p>How do we assess and evaluate the provision we have arranged for your child?</p>	<ul style="list-style-type: none"> • All assessment and tracking data is discussed during Pupil Progress meetings with the Head teacher. Reviews ensure effective provision is made throughout the school to enable children to make progress, this may include making changes to the support or intervention offered. • SEND is held as a high priority. Regular discussions are held with SEND Governor who holds the school to account with regard to its provision.
<p>What arrangements are in place with</p>	<p>These include:</p>

<p>other schools/educational providers when our SEN pupils/students transfer?</p>	<ul style="list-style-type: none"> • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • All pupils attend a Transition session where they spend some time with their new class teacher. • Additional visits are also arranged for pupils who need extra time in their new school. • Head teacher is always willing to meet parents/carers prior to their child joining the school. • Secondary school staff visit pupils prior to them joining their new school. • SENDCo liaises with the SENDCo's from the secondary schools to pass on information regarding SEND pupils. • Where a pupil may have more specialised needs, a separate meeting may be arranged with the Head Teacher, SENDCo, the secondary school SENDCO and the parents/carers and where appropriate the pupil.
<p>How accessible is our school to pupils/students with SEND?</p>	<p>Our site is not an ideal site for access due to the rural nature of the environment and the situation of the school on a slope, however we use our best endeavours to ensure barriers are overcome.</p> <ul style="list-style-type: none"> • Children are well cared for in a safe and secure environment. • Interventions are well planned and evaluated • Good liaison with teachers and SENDCo <p>Please see Accessibility Policy for further information</p>

Monitoring and Evaluation

<p>What role do the governors have? What does our SEN governor do?</p>	<ul style="list-style-type: none"> • The SEND Governor meets with the SENDCo once per term to get an update of the current SEND register as well as the provision provided. • Data is analysed by the SEND Governor and the Teaching and Learning committee. Questions are asked by Governors to interrogate the data further. • Any looked After children and SEND children are mentioned on the HT's report to Governors every term.
<p>What can you do if you are not happy?</p>	<ul style="list-style-type: none"> • In the first instance refer to the Class teacher followed by the SENDCo or Head Teacher <p>Please also refer to our Complaints Policy found on the School's website</p>

Contact Information

<p>Who can you contact for more information?</p>	<p>Head Teacher : Mrs Vicky Barron SENDCo's: Mrs Vicky Barron, Mrs Gail George School Business Manager :Mrs Caroline Powell</p>
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