

# **Slimbridge Primary School**

## **Annual SEND Information Report 2017**

### **1. What do we mean by SEND?**

Special Educational Needs and Disabilities (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Around one in five children has SEN at some point during their school years.

At Slimbridge Primary School we provide a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. We aim to identify and minimise any barriers to learning and participation at the earliest possible opportunity to foster a love of learning so that children can meet their true potential.

Special educational needs could mean that a child has:

- learning difficulties - in acquiring basic skills
- social, emotional or mental health difficulties - making friends or relating to adults or behaving appropriately
- specific learning difficulty - with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties
- communication problems - in expressing themselves or understanding what others are saying
- medical or health conditions - which may slow down a child's or young person's progress and/or involves treatment that affects his or her education.

Children making slower progress or having particular difficulties in one area may be given additional help. However, this does not automatically mean that they have special educational needs.

The member of staff with overall responsibility for SEND within a school is referred to as the Special Educational Needs Coordinator (SENCo). At Slimbridge, the SENCo role is the Head teacher, Mrs. Alison Cooke and Mrs Kathryn McNamara.

### **2. How does the school know if children need extra help?**

We monitor the progress of all children regularly. The class teachers carefully plan to ensure that the needs of all children are met within their classroom. Sometimes

this will include some additional or different support for individuals or small groups. If, after these measures, there is evidence that a child is not making the expected progress, then the class teacher and SENCo will work together, using observations, testing and assessments, to identify the best way to help the child to make progress.

Further assessments may then be carried out to gain a better picture of a child's needs. This will initially involve classroom observations and a close scrutiny of their work and progress.

Assessments used may include:

- British Picture Vocabulary Test
- Dyslexia Profile
- Phonological Assessment Battery
- Sandwell Early Numeracy Test
- York Assessment of Reading Comprehension
- Analysis of Need

### **3. How will the school support my child?**

Most children with SEND receive targeted support, which is managed by the class teacher, in the context of a differentiated, inclusive curriculum. It is the class teacher's knowledge of each child's skills and abilities and their appropriate match to the curriculum, which enables each child full access to it.

Some children may require some targeted support individually or in a small group. This will be detailed on a 'My Plan'. The SENCo (Mrs McNamara) is responsible for coordinating all the support throughout the school to make sure that all children get a consistent, high quality learning experience.

At Slimbridge we have a number of children who need more support, those with a My Plan+ and those with an Education, Health and Care Plan (EHCP).

### **4. How will I know how my child is doing and how can I support his/her learning?**

We understand that having concerns about how your child is getting on in school can be very worrying. Both the SENCos and class teachers will listen carefully to your concerns, so please come and talk to us - your input is invaluable in helping us to meet the needs of your child. Should you have any concerns or information you wish to share, your child's class teacher is the first person to talk to. The class teacher may talk to a SENCo or suggest you make an appointment to do so.

Parents are also invited to additional parent meetings in Terms 1, 3 and 5 with either the Class teacher or a SENCo to discuss the support given, targets set and progress made. As part of My Plan, My Plan+ and EHCP targets parents will be asked to work with the school and carry out some home learning. All this is monitored and will help us set new targets.

Children are also involved in the process and will be asked about their strengths and weakness (My Profile). Older children are invited to join meetings between parents and staff.

## **5. Is the curriculum adapted to support children with SEND?**

At Slimbridge Primary School we aim to provide high quality, inclusive teaching for all children within a supportive and caring community. This means that class teachers differentiate what they are teaching to meet the needs of all pupils. We think it is very important that all children contribute to aspects of the curriculum and we work creatively to ensure this happens. No child would be excluded from an element of the curriculum unless a more appropriate activity was supplemented e.g. a child with a physical disability may have a separately planned PE lesson that sat alongside the other children.

For children with specific difficulties we provide materials to scaffold their learning (e.g. word mats) and provide them with alternative ways to record their work, including using ICT (e.g. laptops, iPads).

Where appropriate children will work on specific targets outside the class with either their class teacher, a TA or a SENCo. This might include pre learning a task to ensure that they are ready for class learning, embedding skills already covered in the classroom. Where a child has emotional and social needs additional groups and support would be planned outside the classroom, where needed a child might see a therapist during school time.

Some children need the curriculum or resources changed to meet their needs e.g. differently lined books or enlarged text for a child with a Visual Impairment.

## **6. How does the school know how well my child is doing?**

We track the progress of all children in school throughout the year. Children who are on the Special Educational Needs register will have a My Plan, My Plan+ or EHCP with clear targets that are evaluated regularly. Progress in learning is tracked and analysed against national expectations and age-related expectations on a half-termly basis.

If a child is receiving additional input either individually or as a group, we will assess them at the beginning and end of the intervention to check the progress they are making.

The SENCo/Head Teacher reports regularly to the Governing Body to inform them about the progress of children with SEND and how resources are being used. Information provided to governors will never name individual children in order to maintain confidentiality at all times.

The Governing Body has a designated special educational needs and disabilities governor who, in co-operation with the head teacher, has responsibility for:

- developing and monitoring the School's SEND policy and provision
- establishing the appropriate staffing and funding arrangements
- reporting annually on the School's SEND policy
- ensuring that pupils with SEND play a full part in the life of the school
- ensuring that parents are notified of a decision by school that their child has SEND
- ensuring the school works with health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The SEND governor meets regularly with both the SENCOs to monitor and evaluate all of the above.

## **7. What training do staff supporting children with SEND undertake?**

Class teachers are supported in their SEND provision by the SENCOs. SENCOs meet with the teachers regularly to discuss the progress of children on the SEND register and any concerns the teachers may have. Teaching assistants work directly with class teachers and are supported by them.

We provide whole school in service training regularly on changes to SEND practice as well as training to improve our practice. Staff also attend courses about different aspects of SEND provision e.g. Supporting Children with Autism, Attachment Disorder, Manual Handling.

## **8. What specialist services and expertise are available or accessed by the school?**

There are times when it is essential for children to be assessed by or to work with an outside professional. The different services we use on a regular basis are:

- Educational Psychology Service (directly funded by the school)
- Advisory Teaching Service (paid for centrally but delivered in school)

- Speech and Language Therapy (paid for by Health Services and usually delivered in school)
- Occupational Health (paid for by Health Services and usually delivered in school)
- Physiotherapy (paid for by Health Services and usually delivered in school)
- Play therapist (paid for by Health Services and usually delivered in school).

There are many other agencies that support schools. These can also be accessed depending on the individual needs of the child. They also provide resources and equipment to support children access the school curriculum and grounds. TA staff have regular updates on using specific equipment to support children in the school.

The school has been extended to provide additional disabled access and hygiene facilities.

## **9. How will the school prepare and support my child when joining the school or transferring to a new school?**

When a child moves school or transfers to Secondary, the SENCOs will meet or organise a phone call with the SENCO of the sending/receiving school to ensure the safe transfer of documentation. It is essential that the receiving school has a full picture of the work undertaken with the child.

Where necessary, the SENCOs will organise visits to the receiving school to enable the child to have a smooth transition.

## **10. How do I raise concerns if I need to?**

We hope that all SEN at Slimbridge Primary school will have their needs met. If things do go wrong, though, it is very important that parents are able to use informal and formal complaints procedures to remedy the situation as soon as possible.

The first thing to do if you are unhappy with something at school is to speak to your child's class teacher and/or the school SENCO/Head Teacher. Next steps in the complaint procedure would be to contact the Governing Body, a complaint to the governing body should be addressed to the chair of governors.

If you cannot resolve a problem informally, ask for a copy of the school's complaints procedure.

## **11. Who can I contact for further information?**

For more detail on our school's practices and procedures please read our SEND policy on our website or come and speak to us.

Also see our website, for useful information and contact numbers and specific information on the following:

**Gloucestershire Local Offer**

**Slimbridge School Local Offer**

Slimbridge Primary School Special Educational Needs Co-ordinator – Mrs Alison Cooke

Please contact through the school office on 01453 890216 or email [admin@slimbridge.gloucs.sch.uk](mailto:admin@slimbridge.gloucs.sch.uk)