

Slimbridge Primary School SEN Information Report and Local Offer.

Welcome to our SEN Information Report which also serves as our contribution to the Gloucestershire County Council Local Offer for learners with Special Educational Needs (SEN). The School's contribution to the Local Offer can be accessed online at (<http://www.glosfamiliesdirectory.org.uk>). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published must be updated annually. Our SEN Policy details our mission, values, vision, aims, principles, policies and procedures and this report explains how we implement the Policy on a day to day basis

Admissions for SEND children

Children who have an Education, Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Governing bodies are required by Section 324 of the Education Act 1996 to admit a child with an Education, Health and Care Plan that names the school, even if the school is full. Parents of children with an Education, Health and Care Plan should contact their child's casework officer for any further information

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 at 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).

Children with additional medical and physical needs have personal health care plans and staff work with the NHS professionals to administer medication and provide appropriate care. Parents are encouraged to keep the school fully up to date with medical needs and any changes to their child's care, this includes personal care needs.

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 with specific targets on their My Plan or EHCP, may have a separately planned PE lesson that sat alongside the other children. Trips and visits are carefully planned to allow all children to attend.

All Year 2 & 3 children have a minimum of 10 weeks of swimming lessons and the school works with families and the pool to make this assessable to all pupils. If families didn't want their child to swim alternative PE would be investigated.

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.

Any changes to the curriculum will be decided after consultation between the SENCo, Class teacher, 1.1 TA, outside agencies, parents and the child, as appropriate.

All children are encouraged to attend after school and enrichment activities, additional support will be sort to facilitate this e.g. through a MY Plan+. Parents are fully involved in this process and the impact of the child's involvement on themselves and others will be measured.

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.

Teachers and TAs working directly with children will have specific training to support individual needs. If a child has dyslexic tendencies they will receive small group and individual interventions, such as Bear Necessities or Apples and Pears. These will be closely monitored and progress tracked.

Slimbridge School has two trained Thrive practitioners to support children with emotional, social and behavioural issues. Children are assessed and an individual programme of work developed to support their needs. This includes a family assessment and programmes of activities that parents can use to support their children at home. Staff work closely with parents to include them in the decision making.

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).
- Virtual School supports Children in Care.

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?

Parents and their children are very welcome to visit the school and talk to the Head teacher and SENCo at any time. This gives people of opportunity to see our facilities, assess access and discuss individual needs.

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.

Children can visit their receiving school with a Slimbridge TA, take photographs and talk to staff who will support them in the new setting. When a child comes to Slimbridge they can be provided with a booklet of photographs and information to look at before attending and staff can visit their current school to start building trusting relationships.

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 on <http://www.glosfamiliesdirectory.org.uk>

Slimbridge School Local Offer on the school website

SEND Policy

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

Funding information -

http://www.gloucestershire.gov.uk/media/4481/gcc_1188_personal_sen_budgets_a5-web8079.pdf

12. The role of the School Governors (to include information of Children in Care)

The Children & Families Act 2014 places the legal responsibility for meeting the needs of children with SEND with the governing body. Specifically the board must use its best endeavours to secure that the special education provision called by the child's special educational needs is made. The governing body will ensure there is a member of the governing body with specific oversight of the school's arrangements for SEN and disability.

The link governor for special educational needs (SEN) will:

- Understand the governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- Monitor all aspects of SEN and disability provision and report back to the governing board on these
- Monitor the progress of pupils with SEN and report back to the governing board on these
- Make sure the school ensures that the necessary special educational provision is made for any pupil with SEN
- Make sure that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Ensure the governing board is up to date about issues related to SEN and disability
- Make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website
- Ensure the school has appointed a SENCO and they have received appropriate training
- Meet regularly with the SENCO to discuss the school's SEN provision, budget and resources
- Ensure that the school is meeting the needs of pupils with SEN and disabilities
- Ensure the school is making reasonable adjustments in line with the Equality Act 2010
- Making sure SEN is considered in any budget discussions

- Attend training on the role of the SEN governor, as appropriate

13. What to do if you are not happy with your child's care at Slimbridge Primary School.

Firstly, we hope to avoid children and parents being unhappy with the school through good communication. If you have a problem please see your child's class teacher, the SENDCos or the Head teacher. If we can't resolve the situation then you need to refer to the Complaints Policy on the school website or available from the School Office.

Parents can get further support from bodies, such as, SENDIASS on www.glofamiliedirectory.org.uk
Or IPSEA on www.ipsea.org.uk

This information was reviewed and updated in January 2018 (Annual review cycle)

Appendix A

Accessibility Plan.

Improving access to education and educational achievement by disabled pupils is essential to the Government's policy of ensuring equality of opportunity, full participation in society and the economy and the Children and Families Act (2014)

1.2 The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on schools in relation to disabled pupils and prospective pupils. The Governing Body has the following key duties

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Slimbridge Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary to meet the needs of individual children on role at Slimbridge School. This covers improvements to the physical environment of the school and physical aids to access education;
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the reasonable provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.)
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan should be read in conjunction with the following policies and documents. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

- Curriculum
- Equality Policy
- Staff Development
- Health & Safety (including off-site safety)
- SEND Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Teaching and Learning Policy

Accessibility Plan 2015-2019

Improving the Physical Access at Slimbridge School

An Access Audit (carried out by Dickinson Associates in June 2005) made the following recommendations relating to access:

Access Report Ref.	Item	Activity	Timescale	Cost £
2.2	Specific accessibility parking bays	Mark out accessibility parking bays with clear hatched out access route	Next playground markings	£600
7.5	Lifts to the mezzanine	Install a stair lift to the library	If necessary	£1000
13.2	Signage to toilets	Directional signage	Dec 18	£200
14.1	Unobstructed route to toilets	Refit toilets by class 3 and reorganise cloakroom facilities	Dec 18	
15.11	Hearing enhancement system		If necessary	£2000
15.2	Standard classroom layout	Make accessible for wheelchairs	When necessary	
23.7	Flashing lights in isolated areas	Consult with Fire officer	If necessary	

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On enrolment of children with additional needs	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing – particularly as new staff or the needs of pupils change	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Review annually	Increase in access to all school activities for any disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Review annually	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Sept inset to review needs	Society will benefit by a more inclusive school and social environment
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Review on admission of new pupils	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Review on admission of new pupils	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring	Get advice from HVSS on alternative formats and use of IT software to produce customized	All school information available for all	Review annually in Sept	Delivery of school information to pupils & parents with visual difficulties improved.

accessibility for pupils with visual impairment	materials.			
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Review at SEN meetings 3x a year and statutory review points	School is more effective in meeting the needs of pupils.