

SEND Information report



November 2020

Special Educational Needs at Iron Acton CEVC Primary School

Iron Acton CEVC Primary School is a voluntary controlled maintained primary school and is part of the Pinnacle Schools Federation. The school follows the policies and guidance of South Gloucestershire Council.

South Gloucestershire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

Q: Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability?

The SEND Leader / Co-ordinator (SENCO) – Mrs Christine Wilson

- Making sure all staff support our vision of including all children and that this vision is shared with families, governors and the wider community.
- Coordinating all the support for children with special educational needs and disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Liaising with the designated teacher where a looked after child has SEND.
- Liaising with the Executive Headteacher to develop a strategic plan for meeting the future needs of children with SEND.

Class teachers

- Checking on children's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SEND Leader know as necessary.
- Writing individual plans to support learning, sharing and reviewing these with parents at least once each term (3 times per year minimum) and planning for the next stage of learning.
- Working in partnership with parents to develop a cohesive team.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

Executive Headteacher—Mr Mike Riches

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring children's needs are met by the SEND leader, class teachers and support staff.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.
- Working alongside the SEND leader to develop a strategic plan to continually improve our provision for children with SEND.

SEND Governor—Mrs Deb Marriage

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Liaise with the SEND leader to monitor provision for children with SEND, ensuring that the School Policy for SEND is embedded.

'.....a caring and supportive environment for pupils, which helps them to feel safe and well looked after.

Adults form positive relationships with pupils and, as a result, pupils know who to go to if they have any worries

Ofsted April 2018

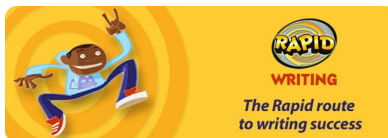
In this report

- What are the different types of support available for children with SEND?
- How can I get help for my child?
- How is extra support allocated?
- How will teaching be adapted for my child with SEND?
- What support is given to parents of a child with SEND?
- Is the school accessible for a child with SEND?



1stClass@Number

for children who need a helping hand with mathematics



Some of the interventions provided by the school

Q: What are the different types of support available for children with SEND at Iron Acton Primary School?

Inclusive teaching and learning for all pupils in the classroom, also known as Quality First Teaching.

For your child this would mean:

- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class, for example using more practical learning approaches.
- Specific strategies, which may be suggested by the SEND Leader or outside agencies, are in place to support your child to learn.
- Your child's teacher will have assessed carefully their progress and will have identified the gaps in their understanding. Additional support will be provided to meet your child's needs.

Intervention groups.

These are for children identified by the class teacher as needing some extra support in school.

These may be:

- run in the classroom or another teaching space.
- run by a teacher, teaching assistant or outside professional.

For your child this would mean:

- He / She will engage in group sessions with specific targets to help him/her to make more progress.

SEND Support

A small number of children are identified by the class teacher / SEND Leader as needing some extra specialist support from a professional outside the school.

This may be from:

- Local Authority central services e.g. Inclusion Support or Educational Psychologist.
- Outside agencies such as the Speech and Language therapy (SALT) Service, or the school nurse.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to better understand your child's particular needs and therefore provide appropriate support.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Giving advice about how your child is supported in class
 - Setting targets based upon professional guidance
 - Running specific interventions e.g. a social skills group
 - Giving ideas for support outside of school and in the home
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching in the classroom.
- The school buys into these services and is allocated a number of hours of support. Therefore, children are seen in priority order as identified by the school, based on an individual basis.

Q: Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Teaching assistants
- Educational Psychologist (additional time)
- Educational Welfare Service
- Inclusion Support Service

Paid for centrally but delivered in school:

- Educational Psychology Service (Statutory time)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Inclusion Team (Statutory)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Paediatrics
- Voluntary Services
- Supportive Parents



Having the courage to care

Q: How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to the class teacher. Initially who will discuss those concerns with you and, if necessary, the SEND leader.
- If you are not happy with the way that the concerns are being managed and that your child is still not making progress you should speak to the SEND Leader or Head teacher.
- If you still have concerns you can speak to a school Governor. A list of governors is available on the website or from the school office.

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

- If your child is then identified as not making progress, the school will call a meeting to discuss this in more detail and to:
 - ◇ listen to any concerns you may have,
 - ◇ plan any additional support your child may receive,
 - ◇ discuss any referrals to outside professionals to support your child's learning.

Do not underestimate yourself by comparing yourself with others. It's our differences that make us unique and beautiful.



Types of support continued: Educational Health Care Plan

This means your child will have been identified by the class teacher/ SEND Leader as needing a particularly high level of individual or small group teaching, which cannot be provided from the school budget.

Your child will also need specialist support from an outside agency. This may be from:

- Local Authority central services e.g. Inclusion Support Service or Behaviour Support.
- Outside agencies such as the Speech and Language therapy (SALT) Service. Or the Educational Psychology Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which determines whether your child's needs are sufficiently complex to require 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 support.
- Once all the information has been collected, the Local Authority will decide if your child's needs are severe, complex and lifelong (0-25 years). If this is the case they will write an Education and Health Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with current support and to ensure a plan is in place which ensures your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of additional support your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be employed to support your child with whole class learning, run individual programmes or run small groups including your child.

Q: How is extra support allocated to children?

- The school budget, received from South Gloucestershire LA, includes money for supporting children with SEND.
- The Executive Headteacher sets the budget for SEND in consultation with school governors, on the basis of school needs. This includes resources, training and support for staff and pupils.
- The Executive Headteacher and the SEND Leader discuss all the information they have about SEND in the school, including:
 - ◇ children receiving support already,
 - ◇ children needing extra support,
 - ◇ the children who have been identified as not making expected progress

Q: How are the teachers in school helped to support children with SEND and what training do they have?

- The Executive Headteacher and the SEND Leader's role is to support the class teacher in planning for children with any additional needs.
- Training needs are identified and reviewed in conjunction with school needs.
- The school has a comprehensive training plan to improve the teaching and learning of children, including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Q: 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 your child's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies 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.

Q: How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and assessed against the National Curriculum in reading, writing and maths.
- Pre-KSI standards are used to assess progress where a child is significantly below national expectations
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). Year 1 pupils undertake a phonics screening check.
- Children's individual plans are reviewed, with your involvement, every term and updated.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SEND leader will also monitor that your child is making good progress.
- The SEND leader works with the SEND governor to provide an annual report to the Governing body on the progress of all SEND pupils within school

Q: What support do we have for you as a parent of child with an SEND?

- The class teacher will discuss your child's progress or any concerns you may have and share information about successful strategies.
- The SEND Leader and Executive Headteacher are available to meet with you to discuss your child's progress or any concerns you may have.
- All information from outside professionals will be discussed with you, or where this is not possible, given to you in a report.
- Learning plans will be discussed with you when reviewed.
- Homework will be adjusted to suit your child's individual needs.
- A home/school contact book may be used to support communication if appropriate.

Q: How is Iron Acton CE VC Primary School accessible to children with SEND?

- The building has some limitations for those with physical disabilities (stairs in the main building for example).
- We ensure that equipment used is accessible to all children regardless of their needs.
- Parents / carers and pupils with mobility issues are able to drive up the main pathway and park level with the school site.
- An individual risk assessment ensures the child's needs are met with school on a temporary / long term basis.
- Extra curricular activities are accessible for children with SEND.
- Specific equipment is purchased as necessary to meet the specific needs of children with SEND

Q: How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SEND Leader and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Special visit opportunities for children with SEND are arranged with local secondary schools

When moving classes in school:

- Information will be passed on to the new class teacher; a transition meeting will take place. All records will be shared with the new teacher.
- If your child would be helped by a book to support his/her understanding of moving on, then it will be made to his/her needs.

We hope this information has been helpful. Any further questions please contact us:

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