

Coaley Church of England



(Voluntary Controlled) Primary School

**SEND Information Report and Contribution to the
Gloucester County Council Local Offer 2017-2018**

Category: Annual Renewal

Version:1:0

Agreed by Governors: February 2017

Review Date: February 2018

Owner: Head Teacher and Governing Body

Linked Policies: SEND Policy, Safeguarding Policy, Accessibility Policy,
Complaints Policy, Medical Conditions Policy.

***Coaley C of Primary is committed to safeguarding and promoting the welfare of children
and young people and expects all staff and volunteers to share the same commitment.
All staff and volunteers are subject to an enhanced DBS check.
Please refer to the school's Safeguarding Children Policy for more information.***



SEND Information Report 2017-18

Coaley C of E Primary School

This SEND information report contributes to Gloucestershire Local Authority SEND local offer

'In our school every person matters'. This ethos pervades the school. Our school is a happy and vibrant school. All pupils are encouraged to learn to love learning and the dedication and expertise of the staff inspire pupils to become excited and motivated about their learning. We pride ourselves on being an inclusive school which aims to remove barriers to learning and close the gap.

Definition of SEND from the Code of Practice

A child or young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Teaching and Support Staff

All our teaching and support staff have a responsibility for teaching and learning for **all** pupils, including those with SEND and any other additional need. Class teachers differentiate work appropriately to support the needs of pupils with SEND. The SENDCo coordinates suitable provision as required. Everything possible will be done to meet the child's SEND needs. We encourage children with SEND to engage in all activities in our school

Special Educational Needs Coordinator (SENDCo)

Mrs Kearns is the SENDCo at our school.

The SENCO's responsibility is to liaise with class teachers, parents, pupils, external agencies and health professionals in providing and coordinating suitable provision for pupils with SEND.

Teaching Assistants

We have a dedicated team of Teaching Assistants who work in classrooms to support all pupils and also provide excellent learning opportunities for pupils with additional needs.

These teaching and learning opportunities may also be in 1-1 or small group situations. There is a wide range of experience on our staff, so we are well equipped with supporting pupils with additional needs.

Some examples of the bank of experience for specific learning needs are:

Cognition and Learning strategies (including dyslexia) at all levels of the curriculum, Hearing Impairment, Autistic Spectrum Disorder, Visual Impairment, Social and Emotional Support, Behaviour support, Dyspraxia including fine and gross motor.

SEND Governor

Our SEND Governor Mrs Gillian Holmes meets with Mrs Kearns and reports to the Governors to keep them informed and updated of SEND provision and progress.

What kinds of SEND can Coaley School provide for?

As a mainstream school, we provide for SEND needs that can be in the areas of Cognition and Learning, Social, Emotional and Mental Health, Physical Needs, Hearing and Visual (Sensory) Impairment and Communication & Interaction and Medical Needs. The SENDCo will discuss with Parents /Carers how their child might be best supported in the School. School staff working in close partnership with parents/carers and pupils is essential.

Further reference:

- SEND Provision map
- Equality Policy and Equalities scheme and Accessibility Policy
- Admissions Policy
- SEND Policy

How does Coaley C of E Primary School identify that children have Special Educational Needs?

In line with the SEND Code of Practice Jan 2015 and Gloucestershire Guidance July 2014, Coaley School follows the pathway for graduated and integrated approach to identify additional needs and put appropriate support in place. This can either be as part of a My Plan, My Plan + or Education Health and Care Plan.

The emphasis is on a person centred approach. As part of the person centred approach, pupils are invited to provide information about themselves. These may include their hopes and goals, what is important to them and what helps them and what doesn't. This would form **My Profile**.

My Plan

Once a child has been identified with additional needs then he/she will have a **My Plan** written to help meet additional needs. These needs may include learning, health, wellbeing, communication, social inclusion or care. This will be reviewed on a regular basis. If the review of a My Plan shows that the child is not achieving outcomes then further involvement of other agencies may be required with a possible move to a **My Plan⁺**.

Support provision will be offered depending on the additional needs of the child.

My Plan⁺

My Plan⁺ is where a Multi- agency approach is needed to support the child. This is where wider needs would be addressed. This could be medical or social needs relating to home and family which may impact on learning needs and /or wellbeing.

- The child will receive some support or interventions appropriate to meeting needs. This will be for a period of time that will allow suitable time for progress to be made.
- Parent(s)/Carer(s) will be involved in the multi- agent meetings to help identify support needs required.

The Multi – agency group may feel that the school is not able to meet the needs of the child with complex and high level additional needs within their existing resources. If this is the case, an evidence based request may be made to the Local Authority to conduct a more detailed assessment possibly leading to an Education Health and Care Plan (EHCP)

Education Health and Care Plan (EHCP)

An Education Health and Care Plan is a statutory plan to meet significant educational needs. A child may need this plan if significant educational needs require a higher level of support than offered through the My Plan +.

Existing **Statements of SEND** will phase across to the EHCP's as directed by the local authority.

SEND Personal Budgets for EHCP

The SEND Personal budget is funding available to achieve educational outcomes in an Educational Health and Care Plan that cannot be met within existing resources. SEND Personal Budget Funding can be used for any provision on the agreed plan to support educational progress.

What should I do if I think my child has Special Educational Needs and/or Disabilities?

- 1 Talk to the Class Teacher and SENDCo about your concerns
- 2 The Class Teacher and SENDCo will investigate further if required. These investigations may highlight an additional need. Support can range from adjustments in the teaching and learning in the classroom, to diagnostic tests for specific learning needs, to involving outside agencies.
- 3 Following investigations, a meeting will be set up to meet with the parents/guardians with the class teacher and the SENDCo to discuss the way forward in improving the teaching and learning for your child.
- 4 Further reviews will be undertaken to check the progress of your child during that academic year. These can be in the form of parents evenings or agreed meeting times by all concerned.

What do I do if my child has Special Educational Needs and/or Disabilities and is joining the school?

- 1 When you visit the school, speak to the Head Teacher about the needs of your child. The new Class Teacher will be made aware of any needs your child has and will prepare accordingly.
- 2 At the time of transition information will be passed from your child's previous school to the Head/SENDCo about your child's needs.
- 3 After initially settling into school, baseline assessments will be conducted in the first few weeks of entry into the school.
- 4 Parents/carers are always welcome to talk to the school about any concerns they have. We can arrange informal meetings to make sure that the transition runs smoothly and successfully.

- 5 If your child has Education Health and Care Plan the provision will be discussed during the transition process.

How will Coaley School provide additional teaching and learning support for my child's additional needs?

There are a variety of interventions available to enable your child to make progress. This will depend on the needs of your child. The decision of which intervention to provide and the duration of the intervention will be at the judgement of the SENDCo and teaching staff, parents/carers and your child. This may be in liaison with outside agencies as required. These are regularly reviewed.

When can I meet with teachers to find out about my child's progress and review his/her provision?

Parents/carers are welcome to talk about their child as needs arise with the class teacher and SENDCo. Please call the office to arrange an appointment.

There are planned opportunities built into the school year for parents/carers to come into school and discuss their child's progress and wellbeing. The planned opportunities for all parents/carers are:

- Parents Evenings held twice a year: October and March.
- Parent Expectation Evening held in the Autumn Term and Key Stage 1 and Key Stage 2 SATs Meetings held in the Spring Term.
- Weekly drop-in sessions on a Friday morning.
- A parent/ carer may be invited to a meeting with the class teacher and/or SENDCo for a more holistic in depth discussion about their child's strengths and areas of development/need. These discussions result in targets being set to support the child, parent and teacher. These are undertaken twice or three times a year. Pupils are also consulted about their thoughts and views.

There are informal arrangements made for the SENDCo to meet parents/carers throughout the year as needs arise. A child's additional support can be discussed and reviewed as regularly as required.

How will I know how my child is progressing?

All children are tracked closely to make sure that they make good progress related to age related expectations. Parents are informed of their child's progress through termly reports.

These detail how your child is progressing compared to national expectations. Pupils who are not making expected progress will be offered interventions to help them make progress.

What are the transition arrangements for my child to Secondary school or Special School?

Coaley C of E Primary School liaises closely with all of the feeder Secondary Schools and Special Schools. Transition arrangements are considered in Y5 for pupils on an EHCP plan. Parents/Carers are encouraged to visit local Secondary Schools at this time, and form an opinion of where they would like their child to go. Pupils without an EHCP may also wish to consider thinking about Secondary schools ahead of Y6. All procedures recommended by Gloucestershire Local Authority should be followed when applying to Secondary School.

Parents/Carers of a child with SEND, with an EHCP, may wish to consider a special school for Secondary placement, as a mainstream secondary school may not be wholly appropriate. If this is considered an option, then parents/carers, the pupils and SENDCo with advice from Educational Psychology and Advisory Teaching Service, amongst others will help with this decision.

In all cases, extra visits can be arranged in the terms leading up to transition to Secondary School to ease any anxieties or worries the child or parent/carer may have.

APPENDIX

Inclusion Statement from the New Primary Curriculum 2014

- 4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [SEN Code of Practice Jan 2015](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.
- 4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

Role of SENDCo

Coaley C of E Primary School abide by the SENDCo role as laid out in the SEND code of Practice

6.87 The SENDCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENDCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENDCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

(SEND Code of Practice 2015)

Monitoring of Policy

This policy will be monitored through staff meetings and will be reviewed annually and amendments made as necessary.

Devised with and Circulated to Staff	Circulated (Governors)	Offered for adoption	Date of interim review	Date of full review
February 2017	February 2017	March 2017	September 2017	February 2018

Signed (Chair of Governors)

Date

