

Coombe Bissett CE VA Primary
School



SEND Information Report

December 2020

In line with the Special Educational Needs and/or Disabilities (SEND) Code of Practice for 0 - 25 year olds, this report details the provision made for pupils with Special Educational Needs and/or Disabilities at our school.

What are Special Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. Where a child has SEN but does not have an EHCP their special educational need should be monitored in their individual education plan.

Disability:

Many children and young people who have SEN 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Coombe Bissett CE VA Primary School is a mainstream setting for 4 - 11 year olds; we currently have 104 pupils on role. In keeping with our church school mission statement 'we enable every child to flourish'. We therefore strive to enable every child to their full potential.

All children have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted; we achieve this by having high aspirations and expectations for our pupils with SEND within a 'caring Christian community'. Our focus is to improve their outcomes through a child centred approach. We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability.

AIMS AND OBJECTIVES:

- create an inclusive learning environment with a broad and balanced curriculum, in which all pupils can thrive
- identify pupils' needs as early as possible in order to assist pupils to reach their full

potential

- work closely with parents to identify and support pupil's needs
- take into account individual needs and learning styles of each pupil
- use a variety of teaching strategies including differentiated learning styles, to facilitate meaningful and effective learning for all pupils
- develop a feeling of self-esteem and confidence to communicate within all pupils
- provide for pupil's individual needs by supporting them in various ways including whole class, small groups and individual teaching
- closely monitor those with SEND via assessment and reviews to ensure they are making progress
- celebrate and record all achievements of all pupils
- provide access to and progression within the curriculum, through reasonable adjustments where necessary for example the use of auxiliary aids and services
- assist all staff in providing a high level of expertise to meet pupils' needs through continued professional development
- ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- develop productive partnerships with parents and other outside agencies to ensure there is a multi-professional approach to meeting the needs of pupils with SEND
- enable pupils and their parents to participate in decision making
- have high expectations and aspirations for all pupils
- evaluate provision on a regular basis to ensure its efficiency

All schools need to have a Special Educational Needs Co-ordinator (SENCO) who is a trained teacher and who has the responsibility, along with the SEND Governor, to ensure that the SEND Code of Practice is adhered to. At Coombe Bissett CE VA Primary School there is a designated SENCO, Mrs Massie, who works one full day a week. The role of the SENCO and that of the Governors in relation to SEND is detailed in the SEND Policy. The SEND Governor is Mrs Jo Maple. Mrs Massie and Mrs Maple can be contacted through the school office.

At Coombe Bissett CE VA Primary School we believe that all pupils have an equal right to an education that will enable them to achieve to their full potential. We seek to provide a targeted special educational provision for pupils, alongside a differentiated curriculum. This may require reasonable adjustments to be made to their provision and should incorporate their specific area(s) of need as identified in the SEND Code of Practice (September 2014).

The four broad areas of need and support detailed in the SEND Code of Practice July 2014 are:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multi- sensory and physical difficulties.

For a definition of these terms visit the Education section of Wiltshire's Local Offer

www.wiltshirelocaloffer.org.uk

The SEND Code of Practice states that "Special educational provision should be matched to the child's identified SEN. However, individual children often have needs that cut across all these areas and their needs may change over time." With this in mind, each child's needs are monitored and reviewed regularly.

How the school decides which pupils are entered onto the SEND Register?

Class teachers are responsible for the progress and well-being of all pupils in their class; if they have a concern about a pupil's progress, ability to access the curriculum or their social skills, then they will discuss their concerns with the parent/carer, child if age appropriate and SENCO if needed. Informal notes may be taken at this meeting. The level of need will determine the course of action; in most cases the first stage will be to implement additional support within the classroom as part of Quality First Teaching, or to set up an intervention programme. The outcomes will be agreed with the pupil and parent/carer and recorded on the Parent/Carer Consultation form. The teacher will record the provision on the Class Provision Map.

If the pupil continues to make no progress in the area of concern, then the class teacher and the SENCO will consult the Wiltshire Graduated Response to SEND Support (WGRSS). Using the outcomes of the WGRSS, a referral may be made or a My Support Plan drawn up which details desired outcomes and how these are to be achieved. At this stage the pupil will be receiving SEN Support and will be entered onto the school's SEND Register. (See flow chart)

At Coombe Bissett CE VA Primary School there is an emphasis upon the importance of early identification of needs.

Teacher or parent/carer concern



Complete WGRSS quick check

From this decide either / or



No significant concerns show up. Put intervention in place on **provision map**.

Eg handwriting

Inform parents and record on WGRSS. Get **SEND form signed** and return to SENCO.

Complete relevant sections as identified on WGRSS (assess sections) and share concerns with parent. Discuss with SENCO and decide if child is SEN (what are the reasons for the lack of progress etc).

NO not SEND



YES SEND

Child will be put on **SEND register as SEN Support**.

Record meeting details on **WGRSS** and inform parents of SEN support. Return signed record of parent meeting to SENCO.



Put interventions in place – start **assess, plan, do, review** cycle. Review progress using **WGRSS 3 x yearly** with parents.



If needs continue to cause concern after a yearly cycle using WGRSS (plan do review) start a **MSP** with pupil and parents.



If concerns continue, after 3 review cycles of the MSP discuss with SENCO whether to make a request for an **EHCP assessment**.



Consider requesting additional advice to SSENS using a **DART** on-line referral.

This can be for an individual or as a **solutions surgery**. **Parental permission** is required.

One Page Profiles updated every July and used to inform next teacher during transition meetings.

Support from the Local Authority

If a pupil joins the school with a long term or complex need they may well have a statutory Education, Health Care Plan (an EHCP) issued by the local authority, we will ensure that the school and the staff are equipped to meet this pupil's needs. If we feel that we need support and advice to meet the needs of one of our pupils then the SENCO will contact the SEND Service provided by the Local Authority. This service provides professionals who work in one of the following areas: Cognition and Learning; Communication and Interaction; Physical and/or Medical; Educational Psychology. For any queries about Wiltshire's SEND Service or information about supporting children and young people with SEND please see Wiltshire's Local Offer

www.wiltshirelocaloffer.org.uk

It may be necessary to make a referral to the SEND Service to access support via the Digital Assessment Referral Tool (DART). Parents/carers will be consulted and consent will be sought for outside agencies to be involved with their child.

If we feel a pupil is still making no progress or has long term and complex needs then we may request a My Support Plan review meeting. A SEND Lead worker may be assigned to the family to oversee the case and to help determine if a statutory EHC Needs Assessment should be made. This may result in the local authority issuing an EHCP.

What you should do if you think that your child may have special educational needs?

It is very important that you talk to your child's class teacher if you have any concerns. The teacher will listen to you and may record your concerns. If appropriate the teacher will consult the SENCO and together a course of action will be decided upon. If you are not happy with the outcome of your discussion/meeting then you can speak with the Headteacher and if you are still not satisfied then you could speak to a Governor.

How the school informs parents/carers about the progress of pupils with SEND?

Class teachers will speak with parents regularly; often this may be a brief discussion. In some cases teachers may set up a line of communication with home/school books. Parents Evenings are offered in Terms 2, 4 and 6 to discuss general progress towards meeting outcomes.

Additional meetings may be needed to review My Support Plans. An annual report is sent to all parents/carers in Term 6. If the pupil is working with Outside Agencies, parents/carers are invited to attend meetings. Pupils with an EHCP will have an Annual Review, to which parents and carers and all professionals involved are invited to attend.

How the school evaluates the effectiveness of its provision for pupils with SEND?

In school we make regular assessments of all children's progress and record this against the statutory requirements of the Early Years Foundation Stage (EYFS) in Reception, or against the National Curriculum for children in Years 1 to Year 6. We also closely monitor children's well-being. At Pupil Progress Meetings, class teachers discuss the provision for all pupils with Subject Leaders. Class teachers meet with the SENCO five times a year to discuss the provision for pupils on the SEND register and Provision Map. The teacher will also have regular discussions with both the supporting Learning Support Assistant and pupil to see if they feel that the provision is helping the pupil to reach agreed outcomes. The SENCO looks at data to assess the effectiveness of the provision and intervention programmes. The Headteacher/ SENCO, Governors and teaching staff review the SEND policy annually.

How the school supports children with SEND?

All staff have high aspirations and expectations for all pupils. Pupils with SEND are encouraged to express their opinions about their learning and to reflect on how they feel they learn best. This information is presented in their My Support Plan / My

Plan. They are able to contribute their views about school life through the School Council and take on roles and responsibilities within their classes.

We ensure that pupils with SEND are able to participate in all areas of the curriculum, including school trips and the extra-curricular activities of their choice. If necessary we adapt our provision so that a child with SEND can access learning in order to meet their full potential. We do this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes;
- providing opportunities outside the classroom to work with learning support assistants;
- providing extra adult support in class so that children are focused on accessing the curriculum;
- employing specific strategies (which may be suggested by Outside Agencies).

Depending upon the need of the child, we make adaptations so that children can access learning. These may include:

- providing enlarged print for texts;
- breaking curriculum content down into small parts;
- providing visual cues and timetables so children are able to be independent in their learning
- providing children with resources that allow independent access to curriculum content.
- Pre-teaching key vocabulary
- Giving opportunities for overlearning and consolidating

It may also be necessary to make physical adaptations in the classroom to allow children with SEND to access learning. Adaptations could include:

- specialist furniture;
- seating arranged so that there is line of sight to important resources and the class teacher;
- access to specialist computing equipment;

Our school offers disabled access, it has a disabled toilet, disabled parking space and has followed all guidance on this matter, please see the School Accessibility Plan.

Support for improving emotional and social development?

Supporting children's emotional and social development is an important aspect of our school. Where needed we provide support through small groups or one-to-one. We have a specifically designed room that is equipped to provide a safe and nurturing environment. We do not tolerate bullying and, should we have cases reported to us, we follow the school's Friendship and Anti-Bullying Policy.

The school has ELSA trained members of staff (Emotional Literacy Support Assistants) who supports pupils with social, emotional and mental health needs.

Staff Training

The SENCO attends regular updates on SEND provision through the Cluster Network meetings and disseminates this to colleagues at staff meetings. A member of our Learning Support Team attend Cluster Network meetings for support staff and disseminate information and learning to colleagues. We send staff on relevant continuing professional development courses so that they are equipped to teach children with SEND.

How is SEN Support allocated to children?

- The school budget from the Local Authority includes money for supporting children with SEND;
- The Headteacher decides on the budget for SEND in consultation with the Governing Body;
- The School Leadership Team discusses the information they have about SEND in the school and all resources/training and support is reviewed regularly and changes made as needed.

How the school prepares and supports pupils to join the school, transfer to a new class or to the next stage of education?

Prior to starting school a child may have already been identified with a Special Educational Need or Disability. Where this is the case, we work closely with parents and supporting agencies to ensure transition into school is as smooth as possible. We ensure that staff will be ready to meet that child's needs. The pupil will visit the school on at least two occasions and parents are invited to an information morning. Towards the end of each school year, class teachers meet to share information in order to make transition from one year group into another as seamless as possible for all pupils. Children also have some time in the classrooms with their prospective class teachers. For children with SEND, this provision may be increased and a new class teacher might, for example, provide a small book to a child who finds change difficult, so that child knows what to expect when they move to that class. For transition to secondary education the class teacher will be the first point of contact then if necessary the SENCO will arrange to discuss information with SENCOs from receiving schools and a firm plan for transition will be made. For children with an EHCP this will be in Term 5 of Year 5. The pupil and parents/carers will be invited to these meetings.

COMPLIANCE

Coombe Bissett CEVA Primary School's SENCO (Special Educational Needs Coordinator) is Mrs Ruth Massie. The named governor responsible for SEND (Mrs Jo Maple). Together with the Headteacher, Mr Basinger-Adams, they ensure that Coombe Bissett CEVA Primary School SEND policy works within the guidelines of the SEND Code of Practice (2014), the Local Education Authority and other policies currently within the school.

This policy has been approved by staff and governors of Coombe Bissett CEVA Primary School and written with reference to the following documents:

- *Schools Guide to the 0-25 SEND Code of Practice* September 2014
- *Early Years Guide to the 0-25 SEND Code of Practice* September 2014
- *The Equality Act 2010 and Schools* May 2014
- *Behaviour and Discipline in Schools* February 2014
- *Supporting Pupils at School with Medical Conditions* September 2014
- *Mental Health and Behaviour in Schools* June 2014
- *The Young Person's Guide to the Children and Families Act 2014* September 2014
- *Care Matters: Transforming the Lives of Children and Young People in Care*
- *National Curriculum in England* September 2013

COMPLAINTS PROCEDURE

The school has a complaints procedure, which applies to complaints about SEND provision. In the first instance the parent/carer are encouraged to discuss this with the class teacher or SENCO and then if necessary the Head teacher.