

# Stow-on-the-Wold Primary School

## SEND Information Report Reviewed March 2024

Stow-on-the-Wold Primary School is a mainstream school with an inclusive ethos. Under the Children and Families Act 2014 the governing body is committed to publishing information on the website about the implementation of the setting's policy for pupils with SEN. This information is updated annually, with any changes to the information that occurs through the year being updated as soon as possible.

Our mission statement is *"together we can succeed"* and we value the contribution that every child can make and we are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. Our Vision for the school is:

*Stow-on-the-Wold Primary School will be at the heart of the community; a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity. Everyone will have a clear understanding of their contribution to the School in its central role of raising standards; educational, physical, moral, cultural, spiritually and social*

The SEN Information report below will provide information about:

- The kinds of SEN that are provided for.
- Policies for identifying children and young people with SEN including assessing their needs.
- The name and contact details of the SENCo
- Arrangements for consulting with the parents of children with SEN and involving them in their child's education.
- Arrangements for consulting young people with SEN and involving them in their education.
- Arrangements for reviewing children and young people's progress towards outcomes.
- Arrangements for supporting children and young people between phases of education, including preparing for adulthood.
- Approaches to teaching children and young people with SEN.
- Adaptations that are made to the curriculum and the learning environment.
- The expertise and training of staff to support children and young people with SEN.
- Evaluating the effectiveness of provision made for children and young people with SEN.
- How children with SEN are able to engage in activities in the setting available to all.
- The support offered to improve social and emotional development, for example the pastoral arrangements.
- How the setting involves the support from other bodies, including health and social care.
- Arrangements for handling complaints.

All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENDCO and all other members of staff are responsible for teaching children with SEND. This SEND Information

Report is supported by our SEND policy which can be accessed via the school website or by contacting the school office. See <https://stowprimaryschool.co.uk/school-information/send/>

### **What kinds of SEN are provided for at Stow-on-the-Wold Primary School**

The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered welcome as equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole and staff are all teachers of SEND children. We would aim to provide an excellent education for any child for whom it was felt we are an appropriate school to meet their needs.

### **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

Special Educational Needs and Disability Coordinator (SENDCO) **The SENDCO, Mrs Rebecca Scutt** has responsibility for the overall management of SEND in the school. She can be contacted via the school office (01451 830784) or by email ([head@stow-on-thewold.gloucs.sch.uk](mailto:head@stow-on-thewold.gloucs.sch.uk)) Class teachers, School Governors and the Headteacher are all also accessible in this regard.

The school also has a trained fully qualified SENDCO Mrs Rebecca Pearce, who shadow a Mrs Scutt and is also available for consultation, advice and support to children and families.

Mrs James, senior teacher, is also available to support families. She has a wealth of experience of children with additional emotional needs, neurodiversity and therapeutic approaches to dysregulated behaviour. She is available to offer information and advice to families through the stages of the graduated pathway.

In addition the school employs a PSA parent support advisors Mrs Elizabeth Hamilton who is available to support parents in My Plan meetings, through the process of EHCP application, at review meetings and as a sounding board to discussing and advising on children's wider needs and how to access support for you and your wider family.

The school SEN Policy which is published on our school website outlines the needs that can be met and our policies for identifying need.

### **The SENDCO is responsible for:**

- Co-ordinating and reviewing the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met.
- Ensuring that parents/carers of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going. - Ensuring that children with SEND are consulted about their education.
- Liaising with outside agencies who may come and support your child's learning (e.g. Speech and Language, ATS, EPS, local authority advisory staff, health and social care colleagues).
- Updating the schools SEND register and making sure there are records of your child's progress and learning needs. All information is held on INSIGHT, a secure online tracking system which meets GDPR compliance requirements.
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible.

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- Working with class teachers, parents/carers, children and other professionals to write, My plans, My Plan Plus, outside agency referrals, and the online processes for EHCP applications and reviews

#### **The Class Teacher is responsible for:**

- Keeping appropriate records on your child and his/her progress, which can be used to identify areas of support.
- Working with the SENDCO and identifying, planning and delivering any additional help your child may need. This may include supporting children in class, in small groups or through interventions, or individual support, and overseeing the work of other adults paid and volunteers in class.
- Working with the SENDCO to share and review assessment and progress information.

Consulting with your child regularly to find out his/her views on education and ensuring he/she is fully involved with decisions made about the education process. Systems include pupil conferencing, use of My Profile, My Journey and exploring specific intervention tools or resources with the child.

- Informing you of progress during Parent/Carer Consultation Evenings and at My Plans and EHCP review meetings.
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work, so he/she can make the best possible progress. Class teachers are responsible for coordinating the support given and overseeing the provision for the child.
- Working with outside agencies who may offer advice and help to support your child.
- Following the school's SEND policy.

#### **The Headteacher is responsible for:**

- The day to day management of all aspects of the school, including the support for children with SEND.
- Ensuring that the needs of children with SEND are met.
- Keeping the Governing Body up to date about any issues in the school relating to SEND.
- Working with the Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

#### **The SEND Governor is Mrs Alison Swallow.**

She will be kept informed of SEND in the school by the SENDCO, Headteacher and the SENDCO's annual report, and through monthly reports on SEN given via standards committee verbal reports and full Governing Body meeting written Heads reports and updates.

She will make sure that the necessary support is in place for any child who attends school who has SEND and will be proactive in seeking practical and financial support, and other opportunities to further provide for the needs of identified children in school. As a staff governor she is well placed to have oversight of provision and to act as ambassador for families and for staff in terms of the effective and efficient use funding and provision for SEND.

#### **How can I let the school know if I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should initially speak to your child's teacher.

- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Headteacher.
- If you are still not happy then you can speak to the SEND Governor Mrs Swallow or the PSA parent support advisor Mrs Hamilton.
- Formal complaints should go through the School Complaints Policy which can be found on the school website or by contacting the school office.

### **How will the school let me know if they have a concern about my child's progress or attainment in school?**

Regular meetings with staff are held to discuss the progress of all children to identify if anyone is potentially underachieving.

Areas of concern are monitored by the class teacher, Senior Leadership Team and SENDCO.

If your child is identified as not making progress or he/she is working well below national age related expectations, the school will set up a meeting to discuss this with you in more detail.

During this meeting the school will listen to any concerns you may have, plan and explain any additional support your child may receive, and discuss with you any planned referrals to outside agencies.

The SENDCO may attend this meeting, or may meet with you at a later date to discuss progress and outcomes of any initial support.

### **How is Stow-on-the-Wold Primary School physically / educationally accessible to children with SEND?**

- The school has full wheelchair access to the main building and to the junior and infant classes.
- It has widened doorways to allow wheelchair access throughout school.
- There is an accessible toilet.
- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified, e.g. visual impairment, hearing impairment or neurodiverse needs then specific further advice around resources and accessibility is sought.
- Extra-curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school, curriculum and clubs.

### **What are the different types of support available for children with SEND?**

Provision for each child is met on an individual basis.

Some children will have support in class; others will be withdrawn for short periods to cover individual or small group work, while some will be taught in smaller groups or with the use of scaffolded resources, perhaps reducing cognitive loads, changing the colour of the paper or the interactive whiteboard background, enlarging print size.

Class Teacher input: Teachers endeavour to provide excellent classroom practice.

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- The class teacher will have the highest possible expectations for your child and all pupils in his/her class.
- Teaching will be based on building what your child already knows, can do and can understand.
- Different techniques and ways of teaching are utilised to fully involve children in their learning in class (e.g. more practical learning, overlays, coloured paper, seating arrangements, additional neurodiverse resources to support concentration).
- Specific strategies are in place to support your child to learn
  - these may have been suggested by the SENDCO or outside agencies.
- Your child's teacher will have carefully checked your child's progress and will have decided how to meet gaps in learning to help them make the best progress possible.

#### **Specific group work with a smaller group of children**

- These groups are called intervention groups.
- They can be run in the classrooms or outside.
- They can be run by a teacher or teaching assistant.
- Your child will engage in the group session with specific targets to help them make more progress.
- Sometimes an external professional will guide or run these groups.

#### **Specified individual support**

- This can be provided in a classroom setting or outside of the classroom.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC Plan), although other children may be considered for additional adult input and support as required

- Children who receive this level of support have been identified by the class teacher, SENDCO and outside agencies as needing a particularly high level of support.
- Your child may also need specialist support in school from a professional outside the school - e.g. Advisory Teaching Service, Educational Psychologist.
- For your child this would mean a request to the local authority for an EHC Plan.
- Once an EHC Plan is in place it will outline the type of support required and how the school will deliver this support. This will be reviewed at least annually and amended, increased or ceased as required

#### **How is extra support allocated?**

- The school budget, received from the Gloucestershire Local Authority, includes money for supporting children with SEND.

Money is also received from other local authorities if a child is supported by them.

In 2022-23 was £14,732

In 2023-24 the additional funding was £20,883

The Headteacher decides on the budget for SEND in consultation with the school governors.

- Funding is used for employing teaching partners to work with children with EHC Plans, target individuals and groups and send staff on relevant training if required. Funding may also be used to support review meetings, time for referrals and applications, support for children at other times of the school day such as break and dinner or when out on trips or to fund specific resources or tools for the child.
- Funding may also be used to purchase resources for use with individuals or groups where appropriate. For example laptops, intervention materials and licences, classroom aids
- All resources/training and support are reviewed regularly and changes made as needed.

### **How are the teachers supported in working with children with SEND and what training do they receive?**

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- Whole school training is given to staff as and when appropriate. For example dyslexia awareness, autism awareness, training for specific medical conditions such as epilepsy, asthma, diabetes and cortisol deficiency
- Staff who need additional training are either sent on training courses, or are provided with in house training when needed.
- The SENDCO is involved with the SEND cluster group based in the North Cotswolds.
- Educational Psychologists and Advisory Teaching Service advisors are involved in training and advice for teaching assistants and staff as well as NHS health specialists such as the Speech and Language Therapy Service.
- Services that visit the school to help with support/advice and training include:
  - Parent Support Advisor
  - Occupational Health Service
  - Advisory Teaching Service for Hearing Impaired, Communication and Interaction, cognition and learning, visually impaired, Educational Psychology Service
  - Specialist Health Advisors (e.g. Diabetes team) and school nurses
  - Speech and Language team
  - Educational Welfare Officer
  - Behaviour Support advisors

Examples of recent training include:

- Dyslexia awareness
- First aid including an emphasis on diabetes
- Training on promoting Communication and interaction.
- Talk Boost Training
- NELI programme training
- Asthma and epipen training and other allergy awareness training for all staff
- SENDCO training for one teacher
- Dyslexia training for staff

- Mental health First aid training
- Emotion coaching for all staff
- Training in neurodiversity is planned for 2023-4 academic year including ADD ADHD ASD and revision of dyslexia, dyscalculia and children showing signs of early childhood trauma

### **How will teaching be adapted for my child with SEND?**

All pupils have the right to a broad, balanced and relevant curriculum and the school's long term curriculum plans are available to parents on the school website.

All pupils with SEND are taught with their peers in mainstream classes by the class teacher and study the curriculum appropriate for their needs.

All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

Teachers match the learning objectives, to the needs and abilities of the pupils.

They use a range of strategies to develop pupils' knowledge, understand and skills.

Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment process.

Specific resources and strategies may be used to support your child individually and in groups.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved.

### **How will I know if the teaching has been effective?**

- Information from teachers will indicate whether or not your child is making academic progress against national age related expectations and that the gap is narrowing between them and their peers.
- By reviewing the progress made by your child in achieving his/her class based targets, My Plan / My Plan+ / EHC Plan objectives.

Through verbal feedback from the child, the parent and teacher to build a wider picture.

- Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.

### **How will the school measure the progress of my child in school?**

The school is committed to continually monitoring the progress of all the children in the school.

This takes place in a number of ways:

- Progress is continually monitored by the class teacher with regular assessments carried out.

- Data from these assessments are recorded in line with Early Years Foundation Stage and/or National Curriculum requirements.

Children who may not be meeting age related expectations may be assessed against a more sensitive levelling approach called pre key stage assessments

- At the end of each Key Stage (Year 2, no longer mandatory and 6) children are formally assessed using statutory tests and tasks. These are required by the Government and the results are published nationally.

In addition, children in Year 1 will also complete a Phonics Screening check and phonics acquisition is checked termly in R Y1 and 2

- Children receiving additional support will have this evaluated at the end of every term to ensure the support is effective and whether it needs to continue be increased or stopped. More complex needs may be assessed every six weeks and provision reviewed more frequently
- The progress of children with a Statement/EHC Plan is formally reviewed at an Annual Review meeting with all adults involved invited to attend.
- The SENDCO monitors the progress of all SEND children by collecting and analysing data at the end of every term.

#### **Who are the other agencies providing support to children with SEND in school?**

Local Authority Services which may be delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Advisory Teaching Service
- Behaviour Support Advisor

Health Provision which may be delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Children and Young People Service (CYPS)
- CAHMS children's mental health services
- GRASAC support for children.

#### **How will my child be included in activities outside the classroom, including school trips?**



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- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips.

We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

- A variety of school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

### **How will the school support my child's emotional and social development?**

We recognise that some children have additional emotional and social needs that need to be developed and nurtured.

These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

We recognise that children may have experienced early childhood trauma or are trying to communicate their unmet needs through their behaviour. We believe all behaviour is communication and we use the PACE approach to supporting any dysregulated behaviour in school. Children will also have an individualised behaviour plan.

All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum devised by the Gloucestershire Healthy Learning and Living Team, known as the PINK Curriculum, to support this development. All children are taught these important aspects of the curriculum.

All children are taught about bullying, and the school is aware that children with SEND may be vulnerable to bullying, so we encourage children to talk to any adult in school if they are concerned about the way they are being treated by their peers.

Our Anti-Bullying policy contains more information and can be accessed via the school website or the school office. However, for those children who find aspects of this difficult we offer:

- Lunchtime and playtime support through planned activities and groups.
- Intervention strategies including social stories and wondering aloud, getting alongside the child and trying to ensure their voice is heard and their feelings acknowledged
- Specific teaching of emotions so children can recognise and act upon their own feelings and emotions, taking responsibility for their actions.
- The opportunity to talk to the Parent Support Advisor, who will then liaise with parents/carers as well as school staff.

If your child still needs extra support, with your permission, the SENDCO will access further support through outside agencies such as the educational psychologist, behaviour support or CAMHS

### **How will you support my child as he/she moves between classes or to another school?**

We recognise that transition of any sort can be a difficult time for you and your child and we will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCO to ensure we have information on the best way to meet the needs of your child.

We will also invite you and your child to visit the school so we can discuss the best ways to meet his/her needs.

- When moving classes in the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher.

Strategies and ideas that have been working well will be shared.

A support book may sometimes be used to help your child. This may include photos of key staff and the buildings so they know what to expect

Timetables and maps to show children where they will be going and with whom.

- When moving to a new school we will contact the SENDCO to ensure they know about any special arrangements and will ensure that all records are passed on. Key staff from the pastoral or SEND team may be invited to our school to get to know your child before they move school.

When moving to secondary school we will arrange to meet the SENDCO to talk about ways to ensure the transition is smooth. There may be a specific meeting to prepare you and your child for this move and it will be appropriate for the child to visit his/her new school possibly on further occasions such as enhanced visits, summer school or at a time when there are no children in session.

### **How will I be supported as a parent/carers of a child with SEND?**

- The class teacher is regularly available to discuss your child's progress or any other concerns you may have.

He/she will share information about what is working well and will listen to what may be working at home so similar strategies can be used.

- Support staff working with your child regularly will liaise with you as and when appropriate.
- The SENDCO and Headteacher are available to meet with parents/carers to discuss any concerns they/you may have.
- If outside agencies have visited your child the school will feed information back to you and share any support or strategies that can be used.

Where possible a report will also be supplied.

- EHC Plans will be reviewed and planned with you.
- Classroom learning will be adjusted to meet the needs of your child and where changes are significant you will be informed.

Help will also be given on how to adapt homework and home learning.

- When it is deemed appropriate and helpful a home/school communication book will be set up to communicate daily information.

All of the information in this report is relevant to children with SEND who are looked after by the local authority.

Relevant school documents:

Special educational needs and disabilities policy

Anti-bullying policy

Safeguarding and child protection policy

Behaviour policy

School complaints policy

Note: All of these policies are available on the school website or you can request copies via the school office. For further information regarding the Local Offer for Gloucestershire please visit:  
[www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)

Rebecca Scutt

March 2024