



## Churchdown Village Infant School

### SEND Information Report

- **How does our school know/identify that children have special educational needs (SEND)?**

Where children have already been identified with SEND before they start at Churchdown Village Infant we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.

If you tell us you think your child has a SEND we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has a SEND, for instance because they are not making the same progress as other children, we will observe and assess their needs. Should we require further support we will contact a specialist external service i.e. The Advisory Teaching Service (ATS).

- **What are the first steps our school will take if special educational needs are identified?**

When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the Special Educational Needs and Disabilities Coordinator (SENCo).

Our school also has meetings every term between each class teacher and a member of the Senior Leadership Team to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. From here, our identification process will begin and through close monitoring, the specific needs of your child will be established.

Targeted teaching or interventions may be used, whereby your child may receive additional support either in or outside of the classroom. These are often run by skilled Teaching Assistants (TA) under the direction of the Class Teacher (CT) or SENCo. This involves a CT or TA working with a small group of children toward the same/similar targets. The following is a sample of the interventions that take place at Churchdown Village Infant School:

- Fizzy Club
- Language for Thinking

- Reading
- Spelling
- Alphabet Recognition
- Number Recognition
- Time to Talk

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more details to;

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning

- **What should parents/carers do if they think their child has SEN? How can they raise concerns?**

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

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 Head Teacher who may refer you to the SENCo.

- **How will our school include parents and students in planning support?**

As their parent, you know your child best and as such, you are one of school's greatest resources in addressing their special educational needs. We aim to involve parents and, where appropriate, pupils at every level of support.

We would like you to talk to your child's class teacher so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. An appointment will need to be made to ensure availability.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

My Plans (previously known as Individual Education Plans) will be reviewed with you, and your child where possible, each term setting new targets and evaluating previous targets that have been set.

A home/school contact book may be used to support communication between the school and the parents.

## How will our school teach and support children with SEN?

### **Class teacher input via excellent targeted classroom teaching**

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCo) to support your child to learn.

### **Specific group work with a smaller group of children. This group may be run either in the classroom or outside, by a Class Teacher or a Teaching Assistant and by someone who has had training to run these groups.**

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will plan group sessions for your child with targets to help your child to make more progress.
- A Teaching Assistant/teacher or outside professional (for instance a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.

These are often called 'Intervention' groups by schools.

### **Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups.**

### **AND/OR Individual support**

- If your child has been identified as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, 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 the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

**Specified Individual support - *Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).***

- 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.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a 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.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support.
- The Statement or EHC Plan will outline the number of hours of support your child is entitled to and will outline a set of objectives for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Click on the links to access additional information

[SENDIASS](#)

[Gloucestershire County Council](#)

- **Who will be working with your child?**
- **Which other services do we use to provide for and support our pupils/students?**

Within our school your child will have a class teacher and a teaching assistant. They may work with the SENCo who will be overseeing their SEN provision.

Other people or external agencies that may be involved include:

- Advisory teaching service
- Educational psychologist
- School nurse
- Occupational health
- Physiotherapy

- Speech and language service
  - Behaviour Support Team
- **How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**
    - The school has a SEND register which is updated termly by all class teachers.
    - Each class has an SEND folder comprising of a current class SEND register, class interventions, letters from Speech and Language / Medical, My Plans.
    - Children with SEND are identified on weekly/termly plans.
    - Children with an EHC Plan have an additional SEND Folder which contains their EHCP as well as all My Plans/My Plans + including evidence.
    - SEND updates are given throughout the school year during staff meetings.
    - The SENCo holds regular meetings with all relevant staff who come into contact with that child.
  - **What expertise does our school and our staff have in relation to SEN?**
    - The SENCo holds a National Award for SEND.
    - The SENCo's job is to support the class teacher in planning for children with SEND.
    - The school has a duty to provide continual professional developments opportunities for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc.
    - Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an 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 e.g. from the ATS or EPS.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place, or has taken place, by the staff members in the school, please speak to the SENCo or Head teacher.

- **How does our school provide support to improve the emotional and social developments of our SEN pupils/students?**
  - Our school prides itself on the pastoral care we provide.
  - When planning all teachers reference opportunities to develop SMSC
  - The school has a Safeguarding Governor and our Safeguarding policy can be found on the school website.
  - Many staff are first aid trained, including midday supervisors however we are unable to administer medication unless through prior arrangements have been made with the

school. All medications needed to be handed into the school office and a Medicine Form must be completed and signed.

- Our school has a policy of zero tolerance on bullying and all relevant policies are available on the school's website.

- **What access do our SEN pupils/students have to facilities and extra-curricular activities available to all children?**

A range of extra-curricular activities are available to all pupils at Churchdown Village Infant School. If your child needs additional support to attend one of these activities an Inclusion Grant can be applied for. Please contact the SENCo to discuss this option further.

- **How do we assess and evaluate the provision we have arranged for your child.**

- Termly Intervention evaluations are completed by all staff leading additional support groups.
- Progression guidance is used to measure progress for some SEND pupils.
- Termly progress meetings are held with the class teachers and members of the Senior Leadership Team.
- Target Tracker is used to record, monitor and analysis assessment data for all core subjects.
- My Plan reviews, My Plan Plus reviews and Annual Statement/EHCP review meetings are held for some SEND pupils.

- **Who will be talking to and keeping in touch with the parent/carer?**

- Information is shared with parents at Parent Evenings and through their child's annual report.
- If your child has a My Plan, you will be invited to a minimum of 2 review meetings with the SENCo and class teacher to review current targets and create new targets, where appropriate. The class teacher will gather evidence and progress against the current targets and discuss this with both the pupil, where possible and the SENCo before attending the meeting.
- If your child has a Statement / EHC Plan, you will be invited to an Annual Review with the SENCo, the current class teacher and where possible any additional outside agencies that are involved i.e. the Advisory Teaching Service, the Speech and Language therapist. The class teacher will gather evidence and progress against the current targets and discuss this with both the pupil, where possible and the SENCo before attending the meeting. You, as the parent/carer, will be asked to complete a review form by the school and outside agencies will also be asked to bring any relevant information/evidence to contribute to the Annual Review.
- All information from outside professionals, i.e. following a meeting with yourselves and/or your child, class teacher or SENCo will be sent to you in a form of a report or visit notes.

- **How will our school involve young people with SEN in their education?**

- The Class Teacher, Teaching Assistant or SENCo will be responsible for sharing targets with pupils.
  - Pupils involvement in creating and reviewing targets depends on the needs and capability of each pupil.
  - Where possible, pupils will be asked to share what they think their strengths are and what they would like to work on.
  - Where possible, pupils will be asked to evaluate how well they think they are working towards their targets, whether they think they have achieved their targets and what they think their next steps should be.
- **How do we prepare our school to welcome and support SEN pupils/students and how do we arrange and support a transfer to another school/educational establishment?**

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
  - We will contact the school SENCo 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.
  - In some cases the Parents will be invited to a meeting with the current Teacher and SENCo and a representative from the new setting, i.e. the SENCo and/or new Class Teacher.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and a meeting will take place with the new teacher.
  - If your child would be helped by a transition book to support them understand moving on, then it will be made available for them.
  - In some cases the Parents will be invited to a meeting with the SENCo, the current Teacher and the new Class Teacher.
- **Where can you find our SEN policy? What role do the Governors have? What does our SEND governor do?**

Our SEND Policy can be found on the school website.

Our school is accountable to its' Governing Body, which in turn is accountable to parents and the community. Parent and staff representatives are elected to the Governing Body. In addition, the Governing Body can appoint its own Community Governors and it is traditionally these posts which the Governing Body uses to cover skills gaps.

The Governing Body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school.

The SEND Governor must do their best to ensure that the school makes the necessary provision for every pupil with SEND. An SEND Governor provides the link between the Governing Body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at Governing Body meetings and give up-to-date information on SEN provision.

Additional governors are appointed to monitor the provision for Looked After Children and Gifted and Talented children.

Our school has a strong ethos of inclusion for all. This is reflected in our SEN Policy. Please refer back to website for SEN and Inclusion Policy.

- **What can you do if you are not happy? Who can you contact for more information?**

You first point of contact is always the person responsible – the class teacher, the SENCo and the Head Teacher.

If you wish to discuss your concerns further or do not feel that they have been resolved, we will arrange a meeting for you with our Chair of Governor's who can be contacted through the school.

### **Additional Links**

[Churchdown Village Infant School](#)

[Family Information Service](#)

[SENDIASS](#) (Provides free, independent advice, regarding all areas of special educational need)

[The Key](#)