



## Littledean C of E Primary School Special Educational Needs and Disabilities (SEND) Report

This document outlines the support and provision pupils with Special Education Needs and Disabilities (SEND) can expect to receive at Littledean C of E Primary School. A full SEND policy is also available from the school.

The Governors and staff at Littledean C of E Primary School recognise the importance of identifying and supporting those pupils who have a Special Educational Need. We have an 'open door' policy for parents, where a team approach is necessary to help the pupil make progress. We acknowledge the unique strengths, knowledge and experience that parents are able to contribute to the shared view of their child's needs and the best way of supporting them.

We aim to support all children, including those with SEND to reach their full potential. The range of support deployed will be tailored to individual needs following thorough internal assessments or/and by external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

### **How does Littledean C of E Primary School know if a child needs extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or teaching assistants or the child;
- Limited progress is being made or attainment is consistently below the expected level;
- There is a change in the pupil's behaviour
- There is a change in circumstance such as bereavement or trauma.

Your child's class teacher will discuss any SEND issues with you. The class teacher may talk about your child's needs with the school SENDCo (Special Educational Needs Coordinator). All children need teaching matched to their individual needs. Some children need different levels and types of support in order to bridge the gap to achieve age related expectations. This information and discussion would always happen in conjunction with parents.

Regular monitoring and assessments of all children are carried out by the class teacher. These are shared with parents during termly parent meetings and in the written report at the end of the academic year.

Where more specific or in-depth assessments are needed, these will be discussed with parents before and after they take place.

### **What are the four areas of Special Educational Needs?**

The school follows [Gloucestershire's Guidance for Practitioners working with Children and Young People with Special Educational Needs](#) and recognises the four broad areas of Special Educational Needs. The purpose of using these broad areas is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum

Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need is undertaken and regularly reviewed to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular strengths and needs and we seek to address them all using well-evidenced interventions targeted at their areas of difficulty.

The broad areas of need are:

- **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. The school works closely with the Speech and Language Therapy Service. In some cases, the Speech Therapist comes into school to offer additional training to staff members and in other instances, parents and therapists share information with the school that it uses to support the children. The school recognises that children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Staff including the SENCo and Family Support Worker, write Social Stories and Social Cartoons to help these children to understand the consequences of actions in social situations and to build on their social skills to ensure that they are more successful in social situations.

- **Cognition and Learning**

The school offers support for learning difficulties as required, when children learn at a slower pace than their peers, even with appropriate scaffolding. It recognises that Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. The school provides intervention for fine and gross motor skills which support pupils who struggle in this area including those who may have dyspraxia. The school is aware that the best way to combat dyslexic tendencies is to provide high quality English teaching and this it does.

- **Social, Emotional and Mental Health Difficulties**

All staff are aware that children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health

difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. In some cases, these children will be put onto the Special Educational Needs register. However, this is not always the case as the behaviour may not be an indication of social, emotional and mental health difficulties and other support may be effective. Pupils may have group or 1:1 sessions with our trained ELSA (Emotional Literacy Support Assistant) and/or group or 1:1 support with our mental health lead. The school refers pupils to Young Minds Matter, Teens in Crisis and CYPS if more in depth counselling or treatment is necessary. The school will always work closely with parents to decide on the most effective course of action to support the children in school.

Pupils with SEND may require additional pastoral support to ensure their views are heard as well as ensuring that they are safe and happy in school including the prevention of issues such as bullying.

- **Sensory and/or Physical Needs**

The school recognises that some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. The school works closely with outside agencies such as the Advisory Teaching Service and Educational Psychologists to provide effective support for these pupils. The school recognises that some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers and makes all reasonable adjustments to enable this.

### **What should I do if I think my child may have special educational needs?**

- The class teacher is the first point of contact for responding to parental concerns;

#### **Responsible for:**

- Adapting and refining the curriculum to respond to strengths and needs of all pupils
- Monitoring the progress of your child and identifying, planning and delivery of any additional support.

- If further assistance or clarification is needed then contact Mrs Jen Walters who is the school's SENDCo – [senco@littledean.gloucs.sch.uk](mailto:senco@littledean.gloucs.sch.uk)

#### **Responsible for:**

- Applying the school's SEND policy.

- Coordinating provision for children with SEND (Special Educational Needs or a Disability) and developing the school's SEND policy
- Ensuring that parents are:
  - Involved in supporting their child's learning and access
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing how their child is progressing
  - Consultation about planning successful movement (transition) to a high school
    - Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any difficulties
    - Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
    - Evaluating the effectiveness of the provision for pupils with SEND through monitoring and evaluating the impact and effectiveness of interventions, using termly assessment information to identify children who may have SEND and monitoring the assessment data for children with SEND.

For additional support, you could contact:

- Parent Partnership Services can be contacted by email: [pps@carersgloucestershire.org.uk](mailto:pps@carersgloucestershire.org.uk) or phone on 0800 158 3603 or you can visit their web page on: <https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send-including-autism/parent-carer-support/support-services/> ('Your child does not have to have a special educational need to contact the Parent Partnership service, your concern is enough.')
- SENDIASS offer advice and support. Further information can be accessed via their web page: <https://sendiassglos.org.uk/>

### **How will I know how Littledean C of E Primary School supports my child?**

All children are catered for within the class through the adaptations provided by the class teacher. We match each child's abilities with the teaching they receive. This is called Quality First Teaching.

As a school, our main aim is to provide inclusion for all. Staff regularly adapt learning environments, classroom resources and teaching strategies to make sure all pupils can access learning alongside their peers. This provision is common practice in the classroom and used by all pupils, not just used with pupils with Special Educational Needs.

Teaching may be as a whole class, in small groups or on a 1:1 basis according to the needs of each child. In lessons all classes may have support from at least one Teaching Assistant who will support various children following direction from the class teacher. Specialist teaching may be used (for example in Speech and Language) where it is needed.

Adaptation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge within their learning.

In addition, your child may receive more targeted support through an intervention. This support may be in one or more of these areas:

Strategies/programmes to support speech and language:

- Speech and Language Therapist provides programme to be followed by staff in school
- Specific adaptation or modification of resources e.g. use of Widget symbols
- Speech Therapy group/1:1 work delivered by support staff following speech therapy advice

Strategies to support/develop English including reading:

- Focused reading time in class, with group or 1:1 reading
- Small group/1:1 intervention programmes where required
- Precision teaching e.g. for learning to read and write tricky words
- Key Stage one and where appropriate, Key Stage two, daily phonics using the Little Wandle Programme including use of the daily catch-up programme

Strategies to support/develop maths:

- Small group/1:1 intervention programmes where required

Strategies to support/develop emotional literacy:

- ELSA sessions as part of a small group led by a qualified Emotional Literacy Support Assistant
- Nurture groups to deal with issues such as bereavement, developing self-esteem, anger management and development of social skills lead by our Mental Health Lead

Provision to facilitate/support access to the curriculum:

Some small group/individual withdrawals depending on need

### **Local Offer**

Under the new Government Bill, the Local Authority is required to publish a Local Offer of services for children with SEND. This will set out clearly the services available in the area, and how to access them.

[https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2\\_1](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1)

### **How will Littledean C of E Primary School monitor my child's progress?**

On-going monitoring takes place by pupils' teachers, subject leads, in addition to the SENDCo, to identify pupils who are making less than expected progress and to avoid pupils becoming over reliant and dependent on adult support.

Pupil's progress is tracked following our termly assessment windows. These results are analysed and children who require further support are identified either because they are working below age related expectations or if their progress has slowed down.

Interventions are regularly reviewed by class teachers, teaching assistants and the SENDCo to ascertain the effectiveness of the provision.

Needs of pupils on the SEND register are reviewed at least tri-annually.

#### **How will the curriculum be matched to my child's needs?**

- If a child has been identified as having a special need, they will be given a My Plan. Targets will be set according to their area of need and these will be monitored by the class teacher and by the SENDCo 3x per year or more frequently if there is a need. My Plan's will be shared with parents via email. The targets within the My Plan will be discussed with parents at Parent's Evenings.
- If appropriate, specialist equipment might be given to pupils such as a writing slope, pencil grips or coloured reading overlays.
- If more support is needed from outside agencies, then a child may be given a My Plan + which will have targets and be monitored in the same way as a My Plan.
- If a child has very specific needs which are not being met with a My Plan or a My Plan+ then the decision (in consultation with Parents) might be made to go through the process of applying for an Education, Health and Care Plan (EHCP).

#### **How will you help me to support my child's learning?**

- The class teacher may suggest ways that you could support your child. Parent meetings are held every term. Sometimes more regular review meetings are required.
- The SENDCo, class teacher or Mental Health Lead (Mrs Suzanne Webb) may meet with you to discuss how you can support your child with strategies to use if there are difficulties with a child's behaviour/ emotional needs or signpost to outside agencies if this would be more appropriate.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are sometimes provided that can be used at home.

#### **What support will there be for my child's overall well-being?**

- Members of staff such as the class teachers, Mental Health Lead, Teaching Assistants and Head teacher/SENDCO are readily available for pupils who wish to discuss issues and concerns.

#### **Pupils with Medical Needs**

- If a pupil has a medical need, then a detailed care plan is compiled with support from the School Nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive specific training when necessary, such as epi-pen, diabetes or asthma training.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- A number of staff have first aid training and 2 members of staff have paediatric first aid training.

- If a child is unable to toilet themselves due to medical needs, an Intimate Care Plan will be drawn up with staff and parents to meet the child's needs.

### **What specialist services and expertise are available at or accessed by the school?**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

The agencies used by the school include:

- Speech and Language Therapist
- Educational Psychology Service
- CAHMS (Child and Adolescent Mental Health Services)
- Advisory Teaching Service (Cognition and Learning, Communication and Interaction, Behaviour, Emotional and Social, Physical, Hearing, Visual)
- School Nurse
- Occupational Health
- Community Paediatrician
- Social Services
- Local Authority SEND Advisor
- Winston's Wish
- Early Help Co-ordinators

### **What training are the staff supporting children with SEND had or are having?**

- Head Teacher Mrs Hayley McGoldrick has a Master's degree in Inclusive Education (M.Ed)
- Maple class teacher Miss Laura May also has the National Award for Special Educational Needs Co-ordination.
- The School has a safeguarding governors: Mrs Kelly Hall.
- The SEND Governor is Kim Howard.

All staff have completed training on Emotion Coaching and Zones of Regulation.

We have one member of staff who is an accredited ELSA Practitioner.

Other areas that staff are trained in include:

- Understanding Tourette Syndrome
- Neurodiversity in Early Years: Recognising and Enhancing Support
- Understanding and Managing the Behaviour of Pupils with SEND
- Attention Deficit Hyperactivity Disorder: Recognition and Management
- Opposition Defiant Disorder and Conduct Disorder
- Helping Unlock the Potential of Pupils with SEND
- Building Positive Relationships to Manage the Behaviour of Pupils
- Understanding and Supporting Pupils with Tourette's Syndrome
- Implementing Sensory Play and Brain Breaks for Children with SEND
- Primary Modern Foreign Languages: Adapting Provision for Pupils with SEND

SENDCO leads meetings with support staff throughout the year to address any current training issues and to update on current best practice.

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

- Activities and school trips are available to all, any specific issues can be discussed.
- Risk assessments are carried out and procedures are put in place to ensure that children have access to a broad and balanced curriculum

**How accessible is the school site?**

The school's accessibility plan focuses on improving access to the building and ensuring that our curriculum meets the needs of all. Where children have specific requirements, we work with parents to ensure that, where possible, we can meet them.

Facilities that we have at present include:

- A ramp to the front entrance;
- 2 toilets adapted for disabled users;
- Wide doors in the main part of the building;

Specialist equipment as required on an individual basis to access the curriculum.

We are committed to making reasonable adjustments to support children who have accessibility needs to prevent them being put at a disadvantage. When a child with a disability is joining the school, thought is given in advance to what they might require and what adjustments might need to be made to prevent that disadvantage. The school is also committed to preventing discrimination, to promote equality of opportunity for disabled pupils and to make every effort to remove barriers to learning.

**How will the school prepare and support my child when joining Littledean C of E School or transferring to/from a new school?**

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

**When starting in Reception at Littledean Primary School:**

All pupils due to start in Reception attend transition sessions where they spend some time with their new class teacher. As part of this process, Miss Jones (Reception Teacher) meets with parents/carers prior to their child joining the school.

**When moving to a high school:**

We will contact the school SENDCo/other relevant staff and share information about special arrangements and support that has been in place to help your child achieve their learning goals. In some cases, additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school. We will



ensure that all records are passed on as soon as possible. Mrs Webb will provide personalised transition plans for those pupils who need extra support to make it a smooth process and these pupils will be supported during their first term at their new secondary school.

**When moving schools (In Year Transfer):**

Information is gained from the previous school when a child is transferring to Littledean Primary School. If a child is leaving our school, information will be passed on as it is when a child transfers to their chosen high school.

**How are the school's resources allocated and matched to children's special educational needs?**

- The SEND budget is allocated each financial year; the money is used to provide additional support or resources.
- Resources may include deployment of staff depending on individual circumstances.

**How will I be involved with discussions about and planning for my child's education?**

Working in partnership with parents is the key to a child's happiness and educational development. All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher and or TA;
- During termly parents' evenings;
- During discussions with the SENDCo or other professionals;
- If your child has an Education Health Care Plan (EHCP), parents will be part of their child's annual review meeting where targets are reviewed, new targets set and their EHCP is updated.
- Parents and children are encouraged to comment on their child's My Plan, My Plan + or Education, Health and Care Plan.

**How can I raise concerns about provision for my child?**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the class teacher and/or Head Teacher/SENDCO. In addition, the school has a complaints policy.