

## SEND Information Report for Alveston C of E Primary School 2024

In accordance with section 65(3) of the Children and Families Act 2014

Welcome to Alveston C of E Primary school's SEND information report. This document aims to provide information about the provision we offer our children with SEND and forms part of Warwickshire's local offer. Details of Warwickshire's Local Offer can be found at:

<https://www.warwickshire.gov.uk/send>

Our curriculum is designed to motivate and inspire our children to develop a curiosity and passion for learning. We provide inclusive, broad and balanced educational opportunities in order to meet the needs of all the pupils attending and believe that every pupil is entitled to achieve the highest level of personal achievement. We are committed to removing barriers to learning and ensuring the best possible progress for all our pupils, whatever their needs and abilities. Our SEND policy document and Accessibility Plan are available on the school website:

<https://www.alvestoncofeprimary.co.uk>

### Special Educational Needs provision at our school

A child has special educational needs if they have a significantly greater difficulty in learning than the majority of children of the same age, or they have a disability, which has a long term and substantial adverse effect on their ability to carry normal day to day activities. Additional and/or different provision is currently being made in our school for children with a range of needs, including:

- **Cognition and Learning** – children with moderate learning difficulties or specific learning difficulties i.e. dyslexia, dyspraxia
- **Sensory and/or physical needs** – children with sensory processing difficulties, cerebral palsy
- **Communication and Interaction** – autistic spectrum condition, speech, language and communication needs
- **Social, Emotional and Mental Health** – children with attachment difficulties, anxiety, attention deficit disorder and attention deficit hyperactivity disorder

### Assessment and identification

Early identification of children with SEND is a priority. Our school promotes an assess > plan > do > review approach as outlined in the SEND Code of Practice, available here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Alveston C of E school children are identified through a variety of ways including:

- Liaison with early years settings
- Liaison with feeder schools
- Child is performing below age related expectations or not making progress relevant to their starting points
- Where progress is limited, despite high quality, inclusive teaching and intervention
- Concerns raised by parents
- Concerns raised by the class teacher
- Liaison with external agencies
- Medical diagnosis

All teachers carefully monitor children's progress on a daily basis as part of the teaching and learning that happens in the classroom. All children's progress is discussed in termly pupil progress meetings with the Senior Leadership team enabling us to track and identify children who require extra support.

If the progress a child is making is not as expected (for example progress is significantly slower than that of their peers, is not following previous rates of progress, or demonstrates a widening gap between themselves and their peers) then teaching staff will implement additional support. Clear targets are set for pupils and additional support reviewed at regular intervals to enable children to make progress. The SENDCo works closely with teachers and support staff to ensure interventions are successful. Parents are kept up to date with their child's progress through parents' evenings, termly review meetings and an annual review report.

If your child is not progressing with the additional support offered, then teachers, in consultation with the SENDCo, will discuss the child's needs with parents and agree next steps; a higher level of support may be needed and, in some cases, the involvement of outside agencies. The details of this are set out in the school's SEND policy. ([Policy Document](#))

### **Statutory assessment – Education and Healthcare Plans (EHCP)**

When a child is demonstrating significant cause for concern or their learning need is more complex and long term than can be met by the interventions already in place, statutory assessment may be considered. The EHCP will make special educational provision for a SEND child to secure improved outcomes for them across education, health and social care and can remain in place until the child is 25 years old.

The decision to request a Statutory Assessment is made through ongoing consultation with parent/carers, the child and external support services. The request is made to Warwickshire Local Authority. The process is bound by a specific timescale and statutory procedures. For more information about the EHCP please see <http://www.warwickshire.gov.uk/requestehcassessmant>

### **Assessment and review**

The class teacher is responsible for assessing the child's progress against their personal targets. Children identified as having SEND have their personal targets and provision documented on the school's online tracking system, INSIGHT. Interventions are reviewed each half term with the SENDCo.

### **Child and parental involvement**

Parents/carers are central to the school's SEND processes and procedures. We are committed to working in partnership with parents as we see this as vital to ensuring the children have the encouragement and support they need to make good progress. We encourage parents in dialogue through our email system and learning updates may also be given via our messaging platform, Seesaw. Staff and parents have regular discussions through the year in the form of:

- consultations and review meetings
- parents' evenings
- reports from outside agencies
- an Annual Report
- learning plans
- day to day communication is established for some SEND children in the form of a home school book or messages on Seesaw

- external support services are involved in reviews where appropriate
- statutory reviews of Education Healthcare Plans are held annually

We have an 'open door' ethos whereby additional appointments can be made to speak in more detail to the class teacher and/or the SENDCo.

All children, including those with SEND, are aware of their next steps and targets. The child's voice is of paramount importance; we talk to children individually about their learning and take notice of what they think will help them make progress. As stated in our recent Ofsted report October 2021, 'Leaders listen to pupil's views and use this to provide bespoke support.'

### **Our approach to teaching children with SEND**

When children are identified as having SEND, they remain the responsibility of the class teacher. The teacher will track the children's progress which is monitored by the SENDCo. Children with SEND identified through the processes already stated and requiring additional and/or specific intervention are placed on the school's SEND register. Appropriate provision is planned for the children, delivered through specific targets, individual or small group work or access to programmes devised by external agencies as necessary. All this information is documented on INSIGHT, our online tracking system.

Class teachers adapt their teaching to meet the needs of individual children; this may include different settings, for example, children may be taught within a small group, working collaboratively with peers or one to one with the teacher or support staff. Lesson content may include a range of activities with different outcomes according to abilities and alternative recording methods used. Pace and format of the lesson can vary. Some children with SEND need additional adaptations such as visual timetables, additional English or Maths support, spelling or extra phonics, writing slopes and sensory consideration.

### **Transition to our school**

'Moving on' can be especially difficult for children with SEND and we take steps to ensure transition is as smooth as possible. Our Early Years teachers and SENDCo actively liaise with feeder schools. Additional meetings are often arranged with parents/carers and external support services to ensure children with SEND transfer successfully and the correct provision is in place from their point of entry. We work in close liaison with the current setting to create transition books and resources as well as additional transition sessions where necessary. We arrange home visits for all children prior to starting in Reception.

### **Transition between year groups**

Towards the end of the year transition days take place. During these days, children throughout the school experience their new teacher and classroom. Handover meetings are held between teachers and key information is shared with the child's new teacher. Class SEND files are passed on which include all relevant documents and information on children on the SEND register. Intervention folders are also passed on. In the second half of the summer term, children with SEND who require additional support with transition are encouraged and supported to make extra visits to their new class and familiarise themselves with staff and the classroom. Additional transitional resources are made with the child such as transition books which are taken home over the summer holidays.

### Transition to secondary

We plan a transition programme for Y6 children with SEND in consultation with parents/carers, children and staff; this may include extra transitional visits, where they can meet relevant staff and ask questions in a smaller and more informal setting. Visits may be supported and non-supported according to a child's need. We use 'All about me' A4 personal profiles which summarise how best to support a child with their learning. We also use the 'Talkabout' programme for those SEND children requiring support with making new friends. The SENDCo has a handover meeting with the SENDCo at the child's secondary school. Secondary school staff will also spend time in our school to help familiarise themselves with the needs of individual children.

### Support from external services

We work alongside a number of external services to help provide for and support our children in school. Our wider inclusion team includes:

#### **Specialist Teaching Service (STS) – currently Liz Lee**

STS provides early intervention and specialist services to children, young people and families with additional and complex needs, both through our staff and across partner agencies. Their specialist teachers assess pupils who have been identified as having a specific need and offer advice to families and practitioners, as well as detailed reports to inform interventions. STS support children and young people with cognitive and specific learning difficulties as well as social and emotional issues. They also work with children who have physical disabilities, sensory impairments, communication difficulties (which include pupils with autistic spectrum condition and specific language disorders) and children with more and profound complex learning difficulties.

#### **Educational Psychology Service (EPS) – currently Jo Farmbrough**

Warwickshire Educational Psychology Service is a professional psychological support service for children and young people (aged 0-25), their families, schools, communities and other settings. Educational Psychologists (EPs) have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with children and young people.

#### **Speech and Language Therapy Service (SALT)**

The Speech and Language team work with parents and schools to identify and support needs following the multi-agency *Speech, Language & Communication Need pathway – a graduated response* (see [www.swft.nhs.uk/SLCN.aspx](http://www.swft.nhs.uk/SLCN.aspx)). They undertake initial information gathering and child assessment followed by the formulation, provision and evaluation of treatment plans where needed. They also provide advice and support to parents and carers. The team work closely with other professionals, sharing information and providing on-going advice and guidance, to ensure the provision of the right support at the right time and recommend referral to other agencies when needed, e.g. Educational Psychology Service

We have support and guidance from a number of other agencies including:

Lifespace <https://www.lifespace.org.uk/>, Place 2 Be <https://www.place2be.org.uk/>, Young Minds Matter <https://www.ymm.org.uk>, Occupational Therapy Service, Physiotherapy, Warwickshire Health Service - COMPASS and RISE <https://cwrise.com/> as well as Early Help.

Advice and recommendations from outside agencies are implemented and reviewed as part of the Assess > Plan > Do > Review cycle.

### SEND expertise and training

The SENDCo Natalie Rogers is an experienced teacher of 16 years who is currently undertaking the national qualification for the co-ordination of SEND. Each class has a dedicated teaching assistant during the mornings, all of whom implement additional support for children, including those with SEND. A number of teaching assistants support specific pupils with higher needs SEND.



Our teachers and teaching assistants have undertaken additional specialist professional development in Team TEACH (positive handling training). Staff have undergone additional SEND training including Autistic Spectrum Condition, Anxiety, ADHD, Attachment, Speech, Language and Communication needs and Emotion coaching and Bereavement. We provide various evidence-based programmes including Accelerated Reader Programme, Social Use of Language Programme, Talkabout, Lego Therapy, MOVES and Inference.



We have Erica Fairfax-Lucy who specialises in teaching children with dyslexia. Erica works in school two days a week and works one to one with children with specific learning needs in KS2.

### Evaluating the effectiveness of SEND provision

Teachers review the impact of provision for SEND children on a termly basis through pupil progress meetings with the senior leadership team, termly meetings with the SENDCo, review meetings and data tracking. All interventions are monitored and evaluated to assess impact and positive outcomes for all children.

Further information and evidence are gathered through learning walks, observations and talking to the children, evidence in books, standardised assessments and progress towards individual targets as detailed on the school's tracking system, INSIGHT.

The SEND policy is reviewed on an annual basis by the Head, the SENDCO, the Senior Leadership team and SEND Governor.

### Enabling children with SEND

Alveston C of E Primary School is a single storey building that is accessible to all. We are happy to discuss individual access arrangements. We currently have:

- two disabled toilets for those children with reduced mobility (Equality Act 2010 paragraph 3), including one with a shower facility
- dedicated intervention teaching spaces in KS1 and KS2

All children work in a variety of groupings within the classroom e.g. small groups encompass both similar and mixed abilities, partners, mixed gender. Extra-curricular clubs are open to all.

### **Improving emotional and social development, including how we listen to the views of SEND children and how they are included in the school's anti-bullying policy**

At Alveston we recognise the importance of supporting children with their emotional well-being and social development as these create the foundations for healthy behaviours and educational attainment.

Each year Class Teachers deliver the Taking Care Project, which helps children to develop strategies to keep themselves safe from physical, emotional and sexual abuse. Our PSHE (Personal, Social, Health and Emotional) curriculum tackles the issues of bullying, being a good friend and looking after your own well-being. We have had whole school training in Restorative Practice and Zones of Regulation and these are employed across the school. E-Safety is taken very seriously and is regularly reviewed.



In addition, the SENDCo and a number of teaching assistants deliver small group or 1:1 social and emotional interventions for children who need more targeted pastoral support. Mrs. Watkins runs Lego Play every lunchtime for children. This is a calm nurturing environment where children can enjoy more structured, supported play in a smaller group.

### **Meeting the needs of SEND children and their families with support from external bodies, such as health services, local authority support services and voluntary sector organisations.**

In addition to the external services mentioned earlier such as COMPASS and RISE, we support with guidance from:

- SENDIASS/KIDS (Special Educational Needs Information and Support Service) <https://www.kids.org.uk/warwickshire-sendias-front-page>
- The Family Information Service [www.warwickshire.gov.uk/fis](http://www.warwickshire.gov.uk/fis)

### **Arrangements for parents of children with SEND who may wish to complain about provision**

Parents with a concern should firstly ask to speak with the class teacher. If the matter cannot be resolved, an appointment should be made with the SENDCO who may, in turn, arrange a meeting with the Head Teacher. If the concern cannot be resolved with the Head Teacher, parents will be directed to the school's complaint procedure where the next step would be to contact the Governing Body.

### **Alveston C of E Primary School contact details**

Headteacher: Anne Clewley [head3002@welearn365.com](mailto:head3002@welearn365.com)

SENDCo: Natalie Rogers [rogers.n1@welearn365.com](mailto:rogers.n1@welearn365.com)

SEND Governor: Martin Grubb [grubb.m1@welearn365.com](mailto:grubb.m1@welearn365.com)

School contact telephone number: 01789 293412