

Upton Snodsbury C of E First School



SEND Information Report

2023/4

Welcome to our SEN Information report which is part of the Worcestershire Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). All governing bodies of Maintained Schools have a legal duty to publish information on their website about the implementation of the Governing Body's policy for pupils with SEN. This information is updated annually. All Worcestershire Local Authority Maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

At Upton Snodsbury C of E First School we value all members of our school community. Our Local Offer has been initially produced by the SENCo and Headteacher, in consultation with parents and the Governing Body. We welcome your comments on our offer, so please do contact us at office@upsnodsfirst.worcs.sch.uk

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

This report outlines the provision Upton Snodsbury C of E First School offers children with Special Educational Needs, including our policies on identification and assessment. Any queries regarding SEN should be directed to the SENCo.

The SENCo is: Mrs Caroline Dunne.

Tel: 01905 381388

E-mail: cdunne@upsnodsfirst.worcs.sch.uk

The Governor for SEN: Mr Mark Ewins

Headteacher: Mrs Rachel Mayo

Brief description of school, phase, size, any special/resourced base provision on site	
<p>Upton Snodsbury C of E First School is a Church of England school situated in a small village on the outskirts of Worcester.</p> <p>The school has approximately 46 children on roll between the ages of 4 and 10 years. The children are taught in 3 mixed-ability classes. There is a EYFS class, a mixed Year 1 and 2 class and a mixed Year 3 and 4 class.</p> <p>There is currently no resourced specialist provision on site.</p>	<p>The majority of pupils are from a White British background with 0% entitled to Pupil Premium Grant.</p> <p>The EAL population of the school continues to be around 2.5% but all children are native English speakers.</p> <p>The biggest areas of SEN/D are Communication and Interaction and Social, Emotional and Mental Health needs.</p>

Upton Snodsbury is a mainstream First school and as such we strive to be as inclusive as possible, with meeting the needs of pupils with a Special Educational Need/s and or Disabilities, wherever possible, where families want this to happen.

In school we ensure that we meet the individual learning needs of all our pupils through our outstanding teaching and learning use of adaptive strategies and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting, engaging and accessible curriculum. This document is intended to give you information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed below, however, support is tailored to the individual child and provision is modified regularly. Every child receives Quality First Teaching within the classroom but for those pupils who may require further support, additional help may be provided through individual or group interventions with pupils who have similar needs. If you would like to know anything more about what we offer here at Upton Snodsbury then please do not hesitate to contact us directly.

The school will meet the needs of children with the following SEND:

- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory / Physical

Identifying the Special Educational Needs of Pupils

At different times in their school life, a child or young person may have a special educational need.

The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty which calls for special education provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

1. a) has significantly greater difficulty in learning than the majority of others the same age, or

2. b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Class teachers will speak with the parents and child, gathering information in order to complete an initial concern record. This form will include the views of parents and the pupil, as well as those of other adults working with the child, previous teachers and assessment results. This will be submitted to the SENCo. There can be many reasons why a learner may 'fall behind'. These can include absences, movement between several schools, difficulties with speaking English or worries which distract them from their learning. Upton Snodsbury understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND.

Only those with a learning difficulty that requires special educational provision will be identified as having SEND. Children are identified as having SEND through the following process:

STAGE 1- CONCERNS

This information will be gathered as an Initial Concerns which will be given to the SENCo.

They will review:

- Previous progress,
- Starting point
- Wave 1 provision and classroom practice
- Discussions with parents and pupil to identify improvements to support

STAGE 2 - MONTIORING

The teacher will:

- Define provision and specific targets through class provision map
- Target support

The SENCo will:

- Monitor and review impact (over 1-2 cycles)

The teacher/SENCO will:

Discuss the next steps with the parents/carers

The information below details the offer within the school and ways in which parents, children and young people may access the support required. Upton Snodsbury C of E First School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children with SEN are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully integrated into mainstream classes and have full access to the National Curriculum.

THE SEN AIMS OF THE SCHOOL:

- to ensure that all children with a special education need, whether physical, intellectual, social, or emotional, receive an appropriate, differentiated curriculum, make progress and experience success.
- to identify, monitor and evaluate appropriate SEN provision.
- to work in partnership with other agencies and support services, use their expertise and advice so that our children receive the best support.
- to ensure that all pupils have access to a broad and balanced curriculum, including the Foundation Stage and the National Curriculum where appropriate.
- to provide a curriculum appropriate to the individual's needs and ability through adaptive teaching.
- to ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- to ensure that pupils with SEN take as full a part as possible in all school activities.
- to work in partnership with parents to enable them to make an active contribution to the education of their child.
- to ensure that pupils with SEN are involved, where practicable, in decisions affecting their future SEN provision.

ADMISSION TO THE SCHOOL:

Any parent or carer who wishes their child to attend Upton Snodsbury needs to apply through the Local Authority; at the point of application parents or carers should detail any Special Educational Needs their child is experiencing. Pupils who have an Education, Health and Care Plan need to inform the Local Authority at time of application so that they can consult the school to ensure that we are an appropriate placement for their child

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?

Class teacher. This is the first recommended point of contact to discuss any concerns.

S/he is responsible for:

- Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.
- Writing Individual Provision Maps (IPM), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Collecting pupil voice from pupils in relation to their learning
- Planning appropriate intervention to support children effectively.
- Taking responsibility for demonstrating the impact of provision and pupil progress.
- Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Liaising with the Inclusion Team. The class teacher can be contacted by: speaking to them at the end of a school day to arrange an appointment or telephoning the school and asking for a message to be left with the class teacher.

The SENCO,

The school SENCo is Mrs Caroline Dunne.

She is responsible for:

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that class teachers are supported to ensure that you are:
 - o Involved in supporting your child's learning
 - o Kept informed about the support your child is receiving
 - o Involved in reviewing how they are progressing
 - o Involved in planning your child's support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapist, Educational Psychology,
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supporting your child's class teacher to write Provision Maps and Individual Provision Maps (IPM) that specify the targets set for your child to achieve.
- Preparing an application for a statutory assessment for an Education, Health and Care Plan where needed.
- Managing the annual review for children with an Educational Health Care Plan.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensure that regular written reports are given to the Head teacher for each report that is submitted to the Governing Body of the school.
- Publish an annual SEN Information Report and taking account of the Local Offer from Worcestershire County Council.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for pupils who have SEN.
- Report to and liaise with the Headteacher.

The SENCo can be contacted by: asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment.

Support Staff/TAs

Support Staff (often referred to as TAs) provide support in a number of different roles. This ranges from within class support, to providing support outside of the classroom for pupils with additional needs; at the Targeted Support Level.

TAs may provide more personalised support to individual pupils in class. They may be allocated to work for short periods of time with an individual pupil with very complex special educational needs and/or disabilities but primarily work with a small group of pupils.

Interventions provide specialist personalised support in a particular area, for example communication needs, or pupils with social and emotional needs.

Whilst TAs take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to your child's class teacher. The class teacher, SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions. A child may receive support from a number of adults, and a conversation

with the class teacher, SENCo will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.

Headteacher

The Headteacher is Mrs Rachel Mayo.

She is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.

She delegates responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.

- She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

The Head teacher can be contacted by: telephoning the school for an appointment via the school office.

SEND Governor

The named SEN Governor for the school is Mr Mark Ewins.

He is responsible for:

- Making sure that the school has an up to date SEND Policy. The SEND Policy forms part of the school's information report or 'school offer'.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- To support and challenge Head Teacher and SENCo with regards to SEN/D within the school.

- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Our SEN Governor meet with our SENCo at least termly to ensure they are fully informed about inclusion.

Contacted by: writing to the SEN Governor via the school office.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy Service (OT).
- Staff who will visit the school from Chadsgrove Special School or Perryfields Primary PRU for Behaviour Support (BST).

What are the different types of support available for all children, children with SEN and /or disabilities in this school?

Class teacher input via good/outstanding classroom teaching – All children to receive this.

The teacher will have the highest possible expectations for your child and all pupils in their class. This is referred to in school as “High Quality Teaching”.

- All teaching is based on building on what your child already knows, can do and can understand. This is achieved through ongoing assessment and focused marking of children’s work.
- 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 Inclusion Leader/SENCo or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a specialist provider to help with a particular difficulty.

Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN Support.

- Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to ‘close the gap’ between your child and their peers. In Early Years progress will be measured against the Development Matters framework (0-5).
- You will be immediately informed. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is always time limited (it lasts for a certain number of weeks) and will have clear targets to help your child make more progress.

Specific small group work. This group may be run in the classroom or outside.

The class teacher and the Inclusion Leader/SENCo will plan interventions to support your child's learning. The class teacher will also seek support from skilled Specialist Providers where applicable. This support has been developed to meet the needs of children with the following additional needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory / Physical

Interventions may include small group work or individual sessions on a specific theme. We acknowledge that a number of children will have special educational needs (SEN) at some time in their school career. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

When considering the type of support individual pupils might need, all teachers have been advised to think in terms of two groups of pupils: "Underachieving and less experienced learners" and "Pupils with a closely defined special educational need or disability"

Pupils identified with special educational needs require a response from the school that goes beyond what should typically be available to every child in every classroom.

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEN of children who speak English as an Additional Language, home language assessment may also be used where deemed appropriate to inform provision

Where children's behaviour has been identified as a cause for concern in line with steps taken to support pupils in the school behaviour policy, the school works with the principle that children's behaviour is often the product of other underlying needs, for example social interaction or communication needs.

- Where small group sessions are put in place they will be run by a TA, teacher or an outside professional (like a Speech and Language Therapist) using a recognised programme / strategies. These small group sessions are often referred to in school as 'interventions' and steps have been taken to ensure that there is a strong 'evidence base' underlying the interventions that we have selected to use.
- At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

Specialist Groups run by Outside Agencies

Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support. This may be from Children's First Services or outside agencies such as the Speech and Language Therapy (SALT) Service Where specialist professionals work with your child to understand their needs and make recommendations, these 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 targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.
- A group or individual work in school run by an outside professional.

You will always be involved in decisions about how the support will be used and what strategies will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child.

Support provided through an Education, Health and Care Plan (EHCP) or Statement of SEN. This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from local Authority Services Outside agencies such as: Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS

**Children with 'Substantially Higher Levels' of need and whose learning needs are more severe, complex and potentially Lifelong*

Where specialist professionals work with your child to understand their needs and make recommendations, these 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 targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.
- A group or individual work in school run by an outside professional.

You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child.

If, despite the good and outstanding classroom teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP).

This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Worcester web site at <http://www.worcestershire.gov.uk/thelocaloffer>

This is done in full partnership with you and your child. In preparation for making a request for an Education and Health Care Plan, the school SENCo will involve you in the process of collecting evidence from school and outside agencies and ensuring that parental voice is paramount. This information will be shared with the Local Authority at the point at which a request is made for an Education and Health Care Plan. After the school has sent in the request to the Local Authority the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient 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, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. If they do not think your child needs this, they will ask the school to continue with the SEN Support in School.

After the reports have all been sent in, a draft EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. At this point you can request any changes that you feel are necessary as well as make a final decision about which educational setting you feel will best meet the needs of your child (this is also known as naming a school).

The school named on the EHCP must make its best endeavours to put in place the support identified in the plan. The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.

How will we support your child with identified SEND starting at school?

- If your child has been allocated a place in our school by the Local Authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school (if appropriate with your child) to have a look around and speak to staff and meet the staff who will work with you and your child while they are in the school.
- If other professionals are involved, we will endeavour to hold a Team Around the Child (TAC) meeting to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. At this point, a decision may be made that your child may require a SEN Plan to be put in place as soon as they start school. This may be because they have 'Very High Levels of Need' that have not already been identified through an Education and Health Care Plan and will need to be closely monitored during your child's first few terms at school.

- A member of staff may make a home visit and also visit your child if they are attending another provision or school.
- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you before your child is given a starting date. We will also try to develop a personalised social story and transition book to explain to your child about the school and their new class.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress. The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you and review their SEN plan (if they have one).

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

If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity.

- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCo or Head Teacher.
- If you are still not happy you can speak to the school SEN Governor.

Policy and procedure for handling complaints concerns voiced by parents can be resolved by simple clarification or the provision of information and it is anticipated that most concerns can be readily resolved at this informal stage. However, there may be more serious concerns and parents may wish to make a formal complaint. If this is the case reference should be made to our policy and procedure for handling complaints, a copy of which can be found either on our website or is available from the school office

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you have raised concerns about your child's progress, and high-quality personalised teaching has not met your child's needs, the teacher will raise this with the SENCo. If you have raised the concern the school will invite you in to discuss it and plan a way forward.
- The teacher will discuss your child's progress with you at our parents' evenings when you will be informed of your child's progress and any additional support being given.
- School will also have regular meetings between each class teachers and the Headteacher member in the school to ensure all children are making good progress. These are called "Pupil Progress Meetings" and take place once every term. This is another way your child may be identified as not making as much progress as expected.

If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention

group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with support professionals) in order to support their progress in learning.

If your child is still not making expected progress the school will discuss with you:

- Any concerns you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together, to support your child at home/school.

Who are the other people providing services to children with SEN in this school?

Directly funded by the school

- Educational Psychologist where required
- Occupational Therapist (as needed)
 - Access to the Local Authority Inclusion Team
 - 1:1 or small group teachers
 - Learning Support Team (Chadsgrove Special School)
 - Behaviour Support Team (Perryfields Primary PRU)
 - Support Professionals
 - Trauma Informed Practitioner
 - Professional training for school staff to deliver specialist interventions

Provided and paid for by the Health Service

- School Nurse
- Health visitor
- Speech and Language Therapist

The contact details for the support services can be found on the Worcestershire Local Offer website www.worcestershire.gov.uk/thelocaloffer
 The Worcestershire Local Offer Web site contains information of the services available to children, young people and their families under the Worcestershire Local Offer.

How are the adults in school helped to work with children with a SEND and what training do they have?

Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.

- The SENCo is a qualified teacher and has undertaken the National SENCo accreditation. The SENCo's job is to support the class teachers and TAs in planning for children with SEN.
- The school has dedicated continuing professional development (CPD) training time for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Individual teachers and support staff attend training courses run by our commissioned specialists, Educational Psychologist and Speech and Language Therapist or outside agencies that are relevant to the needs of specific children in their class e.g. from the medical /health training to support staff in implementing care plans.
 - Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- 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.

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- TAs can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's Provision Map or Individual Provision Map
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by their class teacher.
- His/her progress is reviewed formally every term and an Early Years/ Year Group related expectation (ARE) given in reading, writing and maths as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.

- At the end of Key Stage One (i.e., at the end of Year 2) all children are more formally assessed. The school's strategy for doing this is through teacher assessment and optional end of key stage SATs. Children in receipt of SEND Support have an Individual Provision Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters or certificates sent home
 - Additional meetings as required
 - Termly IPMs Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCo / Head Teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCo / Headteacher will also discuss with you any new assessments and ideas suggested by outside agencies for your child.
- IPM's will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- The IPM may include ideas for how you can support your child at home, following the discussion with you.
 - If possible, the external professionals involved with your child will be happy to meet with you on request.
- Regular workshops that include ideas of ways in which you can support your child with learning; these are often practical ideas that are accessible to children with special educational needs and/or disabilities.
- Additionally, there are links to useful websites in the Inclusion section of the school's web page.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan you can also be supported by the independent advisory service SENDIASS. They will ensure that you fully understand the process and can be contacted on 01432 260955

How have we made this school physically accessible to children with SEND?

The school is constantly reviewing accessibility. We welcome their advice and feedback and make every reasonable adjustment suggested.

- All classrooms are accessible for children with disabilities
- Where applicable classrooms have a small reflection area.

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- Where possible we will also support the creation of a social story to support their transition.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- You can meet with the new teacher before the move takes place.
- Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All Provision Maps, IPMs and relevant documentation will be shared with the new teacher.
- If your child would be helped by a book and/or social story to support them understand 'moving on' then it will be made for them.

In Year 4 our SENCo and Year 4 teacher will discuss the specific needs of your child with the transition staff from their Middle school

- Your child will attend a small group in school, to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

How will we support your child's emotional and social development?

We recognise that some children have extra 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.

- All classes follow a structured PSHE (Personal, Social, Health, Education) curriculum to support this development. However, for those children who find aspects of this difficult we may offer:
- We are a trauma informed school.

Other relevant information and school policies include:

Worcestershire Schools Local Offer

Accessibility Plan

Equality Objectives

SEND Policy

This SEN Information Report was amended in September 2023.