

Special Educational Needs and Disabilities

Information Report

2024 - 2025

This document provides information about the support Coney Hill Community Primary School offers to children with Special Educational Needs and Disabilities (SEND). It sets out guidance on SEND teaching, identification, role of the Governors, the SENDCo responsibilities, admissions, monitoring and assessment. We aim to support all children including those with SEND to reach their full potential with an inclusive and child-specific education.

Please read this report in conjunction with the SEND policy and School Offer Provision Map on our website: <https://www.coneyhillprimary.co.uk/> and the Gloucestershire Local Offer: <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

The Local Authorities Local Offer gives details of the provision that they can offer children with additional needs and can be found on the Glos Families directory site: <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>.

Contents

1. Who is responsible for SEND provision at our school?
2. How does our school identify pupils with Special Educational Needs and Disabilities?
3. What does our school do if we suspect a child has Special Educational Needs or Disabilities?
4. How do we identify children with a Special Educational Need or Disability?
5. What should I do if I think my child has SEND?
6. Does anyone else support a child with SEND at our school?
7. What is The Graduated Pathway?
8. Are parents/guardians involved in the SEND Process?
9. How does our school teach and support children with SEND?
10. How does our school assess and evaluate the provision for SEND children?
11. What role do the Governors have?
12. How are the staff in school helped to work with children with SEND?
13. What extra pastoral support do we offer to children with SEND?
14. How have we made the school accessible to children with SEND?
15. How does school liaise with parents, medical professionals and administer medication

and meet medical needs?

16. How do we support children with SEND when transferring from and to another school?

17. Admission of children with disabilities

1. Who is responsible for SEND provision at our school?

We have a number of staff in school who are responsible for monitoring the provision in school and/or provide support for children with Special Educational Needs and Disabilities.

Headteacher – Danielle Brayshaw

Assistant Headteachers – Sabine Newberry, Sophie Clements

Special Educational Needs and Disability Coordinator – Trudi Setchell

SEND Governor – Ceri Davies

2. How does our school identify pupils with Special Educational Needs and Disabilities?

Identification, Assessment, Provision and Review

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEND in line with the Children and Families Act (2014) SEND Regulations (2014: amended 2024) and the SEND Code of Practice 2014.

All children within our school are monitored regularly to ensure they continue to achieve, access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements. Also, there are regular discussions between the SEND Coordinator, Parents, Class Teachers, Teaching Partners, Family Services Manager and Learning Mentors.

If any pupil is not making expected progress or their needs have changed, the class teacher works with the SEND Coordinator in order to decide whether additional and/or different provision is necessary.

3. What does our school do if we suspect a child has Special Educational Needs or Disabilities:

- Historical information and data will be gathered and looked at
- Baseline assessments, monitoring/recordings and ongoing data will be analysed
- Observations from class teacher, SENDCo and Learning mentors
- Targets/Interventions will be put in place (On Alert status)
- Discussions with the parent/carers/guardian

4. How do we identify children with a Special Educational Need or Disability?

A child may be identified as having SEND following the graduated pathway process, through a combination of formative and summative assessment, observation and collection of professional, pupil and parent voices. A pupil who, despite receiving differentiated learning opportunities, may then require additional support if he or she:

- Makes little or no progress despite graduated/progressive child-specific and targeted intervention and support is delivered.
- Shows signs of difficulty in developing literacy, reading and/or mathematics skills.
- Is reported to school by a professional who has undertaken an assessment (i.e.: Audiologist)
- Demonstrates a physical or sensory difficulty (i.e.: hypo/hyper-vigilant behaviour, hearing or sight, gross/fine motor skills)
- Presents social emotional difficulties, which are not improved by the behaviour management techniques usually employed in the school and support from Learning Mentors.
- Has sensory or physical difficulties, including hearing or sight impairment, which continue to impact on progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties that continue to impact on progress despite the provision of a differentiated, child-specific and targeted curriculum.
- Has speech and language difficulties, including concept, comprehension and sequencing vocabulary, which continue to impact of learning and development despite early intervention.
- Has significant difficulties in cognition and learning, is consistently working below age expected expectations, despite early intervention, class support and differentiated planning.

5. What should I do if I think my child has SEND?

In the first instance, parents should speak with the class teacher, as they know your child best and have primary responsibility for their progress.

Our SENDCo (Trudi Setchell) is available to listen to your concerns, answer questions and offer support or advice. With parental consent, she may refer your child to external professionals for specialist input and assessment. Our Senior Management Team will also listen to your concerns and offer support.

If you are still concerned, you can contact the SEND Governor, Ceri Davies.

6. Does anyone else support a child with SEND at our school?

The parents, Paediatric personnel, SENDCo and Nurture Team may seek support from an external professional to support a child and can include one or more of the following services:

- Educational Psychologist
- Clinical Psychologists
- Child Psychotherapists
- Early Years Consultants

- Physiotherapist
- Audiologists
- Advisory Teacher Service
- Health Visitors
- Speech and Language Therapist
- Bladder and Bowel Care Team
- School Nurse Team
- Early Years' Service
- Early Help Team
- Occupational Therapist
- CAHMS/TiC+
- Young Minds Matter
- NavHub agencies
- Adoption Services
- Mentoring Services
- Trauma Informed Practitioners
- Play, Lego, Art and Music Therapists
- Education and Inclusion Service
- Community Paediatricians and GP's (usually attend meetings virtually)
- Children's Autism and ADHD Assessment Service team (CAAAS) (usually attend meetings virtually)

7. What is The Graduated Pathway?

The Levels of Intervention identifies the Area of Need and support a child with SEND needs to receives an equitable provision. There are four levels of support (detailed below). Please see the School Offer available on our website and the GCC Local Offer for further information.

<https://www.glosfamiliesdirectory.org.uk/localoffer>

1) On Alert: Individual Education Plan

This is when a teacher has identified that a child requires extra intervention, in addition to standard learning intervention, to help close the gap between the child and peers in a particular area. This status is temporary and will vary in time and category (for example: a 6 week block of daily 5 minutes phonics intervention or joining the Fizzy Programme for a term to develop motor skills). A child may have 'On Alert' status repeatedly, for different areas of need throughout their Primary education.

2) My Plan: Single Agency

This is where a child has been identified as having a Special Education Need where needs can be met with school provision and resources. Consent is obtained by parents/carers to add the child to the SEN register. The parents, class staff and SENDCo then write the My Plan to identify the need/s, create SMART Outcomes, discern how progress will be achieved and with which resources. The My Plan is reviewed at least every term. Outcomes may be short- or long-term goals.

3) My Plan +: Multi-Agency

This is similar to the first level; however, this level indicates that the child, parent and/or school have received outside professional support and/or advice to support the needs of the child. A child may start at this level if they unexpectedly require external support (for example, when diagnosed with hearing

loss requiring hearing aids or grommets). Team around the Child (TAC) meetings are held frequently (usually half termly) with parents/carers and all professionals involved sharing information and agreeing action plans. When additional SMART outcomes are provided by professionals for their area of support, staff update the My Plan+. As these services are included in the notional budget, there is usually no additional funding support.

4) EHCP: Statutory, Specialist

The Education, Health and Care Plan identifies that a child has a high level of need and requires regular intervention, support and assessment by other professionals. This legal support plan is a multi-agency document and gives clear information about the needs of the child, the child and parent's contribution, SMART Outcomes from all agencies, the educational attainment and school support in place. It must be reviewed annually and submitted to Casework for approval. Interim reviews may take place as and when changes are identified (for example, a change in the health or disability circumstances). The EHCP identifies that additional funding above the notional budget is required to support the child's needs and SMART outcome attainment.

8. Are parents/guardians are involved in the SEND Process?

Input from parents is vital in helping to identify areas of concern about a child. Parents are encouraged to talk to us about their worries through face-to-face meetings, via email or telephone. Parents are invited to attend My Plan, My Plan + and EHCP review meetings, to help set targets and review previous targets with the class teacher. **Parental consent and agreement of SEND Plans and Reviews is required in the form of a signature. Informed Parental Consent is achieved prior to children being added to the SEND Register, and permits staff to share personal data in accordance with the Parental GDPR Information Leaflet.**

The class teacher is responsible for keeping parents up to date with progress and issues relating to their child with SEND. The SENDCO and Family Support Team will liaise with parents and outside agencies when needed.

9. How does our school teach and support children with SEND?

Please read this information in conjunction with the SEND School Offer Provision Map. The school (Teachers, Teaching Partners and the SENDCO) respond to children with special educational needs by:

- Quality First Teaching: ensuring that all lessons are scaffolded to encompass the needs of the class, groups and individual pupils needs.
- Adapting the curriculum to meet the needs of the pupil.
- Providing intervention as a result of targeted outcomes, via a specific intervention programme, or through adaptive teaching in lessons
- Providing help and resources for children who need support with communication, reading, speech clarity and language, literacy and numeracy
- Planning for inclusion in learning, and in physical and practical activities.
- Being proactive in seeking external professional support and advice.
- Communicating regularly as a whole school staff team and with parents.
- Intervening with additional 1:1 or small group sessions to assist and support learning.
- Training opportunities both internally and externally

- Helping children to manage their behaviour and to take part in learning effectively and safely. We follow a detailed and structured Behaviour policy. Some children may need an individual behaviour program or support from Learning Mentors.
- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having a positive “Can do” approach and boost the pupil’s confidence and self esteem
- Having high expectations and tracking progress carefully.
- Use of TP’s and other adults to support learning and move learning forward are used where they will be beneficial. This may be in class support, 1 to 1 and small group work.
- Seeking advice and working with outside agencies and professionals
- We adapt teaching strategies and resources to meet the needs of different learning difficulties, for example: Autistic Spectrum, Hearing Impairments, Visual Impairment and Speech and Language Difficulties.

10. How does our school assess and evaluate the provision for SEND children?

A combination of formative and summative assessment is used to inform the progress and attainment achieved by children over a period of time. In accordance with the National Curriculum, achievement of outcomes is tracked on an external system (Target Tracker) and on internal curriculum trackers held by the school and monitored by the Curriculum Lead, Subject Leaders and SENDCo. Teachers use their judgement to determine the small steps of progress within long-term targets at least half-termly. Termly meetings are held at the end of each term with parents to share progress and agree a plan of action to support children with SEND Plans during the following term.

11. What role do the Governors have?

The Governing Body is responsible for the conduct of the school and must promote high standards of education at the school. They act as a “critical friend” and are a source of support. The Governors have a duty to ensure parents are kept informed through the policy and reports to parents.

The SEND Governor must do their best to ensure that the school makes the necessary provision for every child with SEND. It is their role to help raise awareness of SEND issues at governing body meetings.

The SENDCo produces Governor SEND Reports containing data and action taken to support children across the school.

12. How are the staff in school helped to work with children with SEND?

Staff receive Continuing Professional Development (CPD) to support children with SEND on a regular basis. Whole staff training on Safeguarding Children and Young People and First Aid takes place annually.

Teachers and teaching partners with pupils who require specific or specialist training, attend training courses run by outside agencies that are relevant to the specific needs of children in their class. The SENDCo will also disseminate opportunities for further training. Published information is routinely checked and shared with appropriate staff members.

The SENDCo will support the class teacher in planning for children with SEND in their class and sourcing resources and equipment. The SENDCo will liaise with external professionals to arrange training for such resources and equipment.

13. What extra pastoral support do we offer to children with SEND?

Our school has Nurture Team consisting of a Family Action Team Manager and two Learning Mentors. They provide a vital service and support to our children and families. They provide ongoing individual and group therapy sessions, programmes of intervention for children with additional needs, and nurture support for individual challenges or experiences. They attend Social Care, TAC and TAF meetings, and refer families to external professionals and source assistance to provide support and advice to parents.

We liaise with Early Help and the Education Inclusion Service teams for additional family support, or to access funding for pastoral therapies.

We are a Young Minds Matter school, with access to Educational Mental Health Practitioners. Information about this is published on our website in accordance with the YMM participation policy.

14. How have we made the school accessible to children with SEND?

We aim to ensure that all SEND children have equal access to all aspects of school provision, including extra-curricular activities. All school trips including the residential trip in Year 6, are available to all pupils with any extra SEND provision being made where needed.

The SENDCo works in conjunction with the Site Manager to ensure all areas of the site are accessible. They write Personal Emergency Evacuation Plans to ensure the safe exit of pupils with additional needs.

There are no steps in classrooms and external access doors. We have disabled facilities, including a suite with ceiling hoist, adjustable changing tables, Closomat toilet, shower and an accessible sink and toilet.

We have a range of resources available to support SEND learning, such as Touch-Type technology, EAL apps, writing slopes and wheeled whiteboards.

15. How does school liaise with parents, medical professionals and administer medication and meet medical needs?

Class teachers and Teaching Partners have a responsibility to administer medication and fulfil medical needs prescribed by medical professionals, such as Paediatric Consultants. Senior Management have a responsibility to ensure staff are fully trained and certification is updated as required. Governors have a responsibility to ensure premises are adequate and maintained.

- All staff are trained to administer medication as needed, with Key Worker personnel receiving training for children in their care at least annually.
- Both Teachers, Teaching Partners and SENDCo may liaise with medical professionals e.g. GP's, hospital consultants, medical health practitioners, therapists.
- Parents are required to complete and sign a school medical form and ensure supplied medication is named securely and in date.
- Parents are required to update school regarding the allergy, medical and dietary needs of their child/ren. School and the Catering company will supply the necessary forms.
- The SENDCo will produce and update the Allergy and Dietary Information Board for classrooms, the school kitchen, Cookery Room, Nurture/Breakfast Room at least annually.
- Staff who administer medication shall sign and date the medical form, stating doses and names of medication given, and ensure a witness signs.
- Emergency Plans detailing procedures and protocol for children with significant medical needs are signed by the parents and displayed in the child's classroom and in the office.
- Individual risk assessments and emergency procedures are updated when required and checked at least annually.
- Whole staff training in first aid and child protection takes place annually. Specific personnel are trained as Paediatric First Aiders and attend regular training courses.
- Our school has a health and safety policy.

16. How do we support children with SEND when transferring from and to another school?

The school has close links with a number of local pre-school settings. This helps make the transition in to Reception very smooth. New Reception children are invited to take part in a transition program with ensures they are familiar with the school before they begin in the September.

We have a comprehensive Transition Package, including:

- Speaking to pupils and parents/carers about upcoming transitions
- Supporting parents with applications
- Supporting pupils emotional wellbeing (i.e.: Y6 Tea and Chat groups)
- Inviting new children to spend time at our school (i.e.: Preschool Picnic)
- TAC or TAF Meetings arranged with Preschool or end of Key Stage staff, Key Workers, SENDCo, parents, Nurture Team and the new setting SENDCo/Head of Year/Class teacher
- Sharing SEND Plans and discussing the child's support package
- Pupils have the opportunity to visit their new settings, prior to their transfer. This is sometimes facilitated with a staff member.

The SENDCo and Family Action Team Manager transfer all relevant documentation to the child's new setting and achieve a signed delivery notice/email acknowledgement.

Where possible, we liaise with other primary schools and parents when receiving an in year admission of a child with SEND to ensure a smooth transition to our school. We welcome any potential parents to come and visit the school and to speak to the Head teacher and SENDCo about any aspect of school life.

17. Admissions of children with disabilities

In conjunction with the admissions policy, arrangements are made for the admission of children with disabilities, to ensure site, staff and educational entitlement of the child can be met. This includes ensuring the needs and outcomes outlined in the Education Health Care Plan can be achieved.

- school tour offered to the child and parents/carers
- TAC and/or TAF meetings held with associated professionals to ensure triangulation of need related to admission
- SENDCo will review the SEND, EHCP Plan and/or Health Care Plan to identify adaptations required to support a successful admission (i.e.: staff training, staff employment, adaptive classroom resources)
- SLT and SENDCo will coordinate and authorise appropriate adaptations to support a successful admission (i.e.: handrails)

Transfer or Consult Requests from the local authority

The SENDCo, Governing Body and SLT will perform duties, including, but not limited to, the following:

- consult with parents/carers
- hold a professional discussion with previous setting (i.e.: class teacher, SENDCo, Key Worker, GFAPS lead teacher)
- obtain and share information with limited and appropriate staff members, including documents such as EHCP's and Personal Support Plans
- complete diagnostic assessment of need report, ascertaining reasonable steps required to meet need
- consult with the LA and professionals (i.e.: SALT, Physio, Paediatric Bladder and Bowel Care Team, Advisory Teaching Service, Educational Psychologists, Disability Team, Early Help)

Signed:



Headteacher

Date: Sept 2024