



## **SEND information Report**

Frampton Cotterell C of E Primary School is a fully inclusive school. We support the statutory rights of all pupils to equal opportunities and celebrate each child as an individual, recognising that each child has differing strengths and needs. We believe that all children should receive a broad and balanced curriculum, relevant to their individual needs, with access to all areas of the curriculum.

At Frampton Cotterell C of E Primary School we aim to provide an environment where everyone is welcomed, valued, safe and secure. We are committed to promoting equality of opportunity regardless of issues of race, belief, disability, sexuality, gender or class and to provide equality of access for all. We have very high expectations of both adults and young people.

As a school, we provide support for children with a wide variety of needs, including autism, speech and language needs, learning difficulties and sensory or physical needs. This support is funded through our school budget for the majority of children. Children who have an Education, Health and Care Plan are allocated additional funding to ensure the support and provision they need is in place.

### **Who should I speak to if I think my child may have Special Educational Needs or Disability (SEND)?**

In the first instance speak to your child's class teacher. They may carry out some observations or assessment or may arrange for your child to have some extra support to target an area they are finding difficult. If there are still concerns following this, you and the class teacher may wish to meet with the SENCO to discuss your child's needs further.

Our SENCo is Mrs Knight. She is responsible for:

- Co-ordinating all the provision for all our children with special educational needs or disabilities (SEND) and monitoring their progress.
- Developing the school's SEND policy to make sure all our children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and are involved in reviewing how they are doing.
- Liaising with other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Providing specialist support or professional development for teachers and support staff so they can help children with SEND in our school.

### **How does the school know if a child needs extra help?**

Your child's class teacher continually assesses how all pupils are progressing and learning. This is assessed using age related national expectations. In addition, the school looks at the progress of every child at least three times a year.

If there are concerns about a child's progress or any aspect of their behaviour or wellbeing, we will consider the possible reasons for this and whether any additional support is needed. This will be done following the Graduated Approach.

If you are concerned about your child's progress or needs you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to our SENCo. If you are still not happy you can speak to the Headteacher.

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

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specially trained support staff can adapt the teachers 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. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### How are the teachers at Frampton Cotterell C of E Primary School helped to work with children with an SEND and what training do they have?

All teachers are teachers of children with SEND. They are able to differentiate work to suit the needs and abilities of all children in the class. Where a child has specific needs the class teacher can seek advice from the SENCo as to how best to meet the child's needs.

Staff receive regular training on SEND through staff meetings and in service days. Where there is a particular need, additional training will be provided. This may include input from external agencies such as the SEND Cluster and Inclusion Service and include training on ASD, Dyslexia, Attachment and speech and language difficulties.

### What are the different types of support available for children with SEND in Frampton Cotterell C of E Primary School?

The best approach to ensuring children's progress is excellent targeted classroom teaching also known as quality first teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the Inclusion Leader or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Some children will require specific intervention work to help them make progress. These are usually done with in smaller groups of children. They can include intervention for academic, social, emotional or behavioural needs. They will be run in or outside the classroom, by either a teacher or teaching assistant, who has received training.

### **SEN Support**

Children who have been identified as requiring additional support will be placed on the school's SEN Register. This is always done in consultation with parents.

These children require support that is in addition to or different from the teaching that is usually delivered in class. This might include:

- Additional resources such as wobble cushions, writing slopes, ear defenders
- A different approach to teaching such as practical activities, different ways of recording their learning or learning breaks
- Interventions to help them develop particular skills
- Using ICT

### **Education Health and Care Plans**

For some children the additional support provided at SEN Support will not be sufficient to help them make progress. They may need more adult support than is typically available in class which is usually provided through an Education Health and Care Plan (EHCP). This type of support is available for children whose learning needs are severe, complex and lifelong and cannot be met through quality first teaching or intervention over time.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which assesses your child's needs and sets out the amount of support that your child will need to help them progress. The Local Authority will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support. Once all the reports have all been sent in, the Local Authority will decide if your child needs an EHC Plan. This will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### Which interventions are used at Frampton Cotterell C of E Primary School?

The school has a wide range of interventions available. These do not always run but are put in place when children need them. The following are examples of the types of interventions we have available.

Communication & Language – Talk Boost, Time to Talk, Think Social, Language for Thinking, Colourful Semantics, Lego Therapy

Cognition & Learning – Booster groups for phonics, writing and maths, Switch On reading, Toe by Toe, Plus One, Power of 2, Memory skills, Attention Training

Social, Emotional & Mental Health – Friends Resilience, Zones of Regulation, Friendship groups, Nurture activities, support from Learning Mentor

Sensory & Physical – Smart Moves, Sensory strategies, fine motor activities, handwriting (Write from the Start), Sports Coach

### What opportunities will there be for me to discuss my child's progress?

We offer an open door policy where you are welcome to make an appointment to meet with either your child's class teacher or the SENCo to discuss how your child is getting on.

If your child is on the SEN Register, you will have regular opportunities to meet with your child's teacher to discuss their progress as part of our Graduated Approach, which ensures that the needs of all children with SEND are met. The Graduated Approach is a cycle of assess, plan, do, and review as follows:

## **Assess**

Once concerns have been raised, the class teacher will consider whether there are any factors that might be hindering your child's progress or learning and whether any further assessment is required. This will be done with the SENCO, Mrs Knight. The class teacher and/or SENCO may observe the child in class or carry out some assessments to identify specific areas of concern. The outcomes of any observations or assessments will be shared with parents.

## **Plan**

The results of any observations and assessments will be used to plan what needs to be done to support a child further. The aim is to remove any barriers to learning that have been identified. Parents and children are an important part of this process and will be asked for their views when the plan is formulated. This is recorded on an SEN Support Plan or SEN Support Plan Plus.

The plan will normally include an action for the child and parents as well as actions for the school. It may include a programme of support or work with specific targets which the child can achieve. A range of other strategies may also be tried such as trialling specialist equipment e.g. pen grips or seat wedges, visual aids or an individual work station. Referrals may be made to seek further advice from other specialist services.

If it is agreed that a child requires provision that is additional to or different from every day school provision, the child will be added to our Special Needs Register at SEN Support. This is always discussed with parents.

## **Do**

The plan is put into place for an agreed period of time.

## **Review**

After the agreed period of time the parents and class teacher will meet together to review progress. Where appropriate the child can also be involved in this discussion or their views can be sought before the meeting. The SENCO may also be invited to attend.

At the meeting the actions from the SEN Support Plan will be reviewed, focussing on the impact on the child and their progress. Other factors or concerns may also be discussed. The outcomes of these discussions will determine the next steps. These may be:

- To continue with the current plan
- To decide new actions or targets
- To agree that no further action is required.

The cycle will then continue as before. There will be a minimum of 4 meetings during a school year but, where necessary, these can be more frequent. These meetings are held as follows:

- Term 1 (October) – this will be a review of the transition meeting from the end of the previous year to ensure the targets set remain appropriate.
- Term 3 (January) – targets are reviewed and new ones set.
- Term 5 (April) - targets are reviewed and new ones set.
- Term 6 (July) – the current class teacher, new class teacher and parents meet to review targets and to prepare for transition. This ensures a thorough handover so that effective strategies and interventions are in place from the start of the new academic year.

If you have any concerns about your child's progress, you can speak to their class teacher at any time.

### What specialist services and expertise are accessed by the school?

As a school we work closely with any external agencies that we feel are important to meeting an individual child's needs within or outside school.

This could include:

- Inclusion Support
- Behaviour Support
- Educational Psychology
- Sensory Support Services — for children with visual or hearing needs
- Social Services
- Early Help Services such as Compass
- School Nurse
- Paediatricians
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy.

### How are the school's resources allocated and matched to the needs of all pupils with SEN?

The school budget, received from South Gloucestershire, includes money for supporting children with SEND. The headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Senior Leadership Team discuss all the information they have about SEND in the school, and decide what resources/training and support is needed.

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

All staff believe that children having high self-esteem is vital to a child's well-being. We have a caring, understanding team who look after all our children.

The school recognises the importance of children's wellbeing for their education and provides frequent opportunities for children to engage in wellbeing activities from the 'Five Ways to Wellbeing'. This may include learning new skills, practicing yoga, doing something active or spending time doing something for others. As part of our Recovery Curriculum, all children take part in a wellbeing activity for the first 20 minutes after lunch.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the class teacher liaises with the SENCo for further advice and support. This may include time with our Learning Mentor or Thrive practitioners. Where additional support is needed, this may involve working with outside agencies such as our Parent Support Adviser or Compass.

### What support does Frampton Cotterell C of E Primary School have for you as a parent of child with an SEND?

Parent views are very important to us. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

Additional support is available from our SEN Support TA.