



# SEND Information Report 2023

for children with Special Educational Needs and/or Disabilities.



**Almondsbury CE VC Primary School,**  
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## **Our Offer**

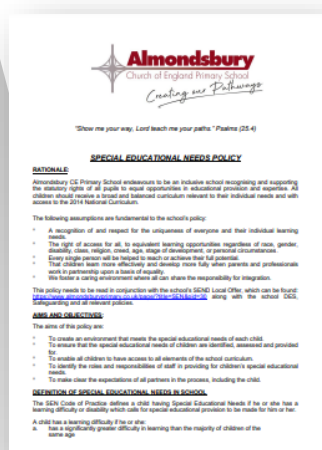
At Almondsbury CE VC Primary school we strive to enable all children to fully achieve their potential. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions where additional support may be needed to help them achieve their targets.

Some children need increased support to access learning because:

- they have a significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible are informed.

Our Special Educational Needs and Disabilities Co-coordinator is Mrs. Samantha McDowall. She is aided by the Head teacher, Mr. Paul Smith and the SEND Governor, Mrs. Sue Hewson. United, they support the Class teachers to effectively adapt learning of all children who are judged to have Special Educational Needs or Disability. We are very proud of the progress that the children who are deemed to have SEND make during their time at Almondsbury CE Primary School.



The rationale underpinning Almondsbury Primary Schools SEN's provision is set out in the school's SEN Policy which can be accessed on the school website. The policy together with the schools Local Offer answers parent's questions about how as a school we identify and meet the requirements of children who have a Special Education Need. The content of the policy closely follows the guidance set out in the 2015 Special Education Needs Code of Practice and follows a graduated response to a child's needs ranging from 'Concern' to 'SEN Support' and then, if required to 'EHCP statutory assessment'. At all stages of the process the child's class teacher and SENCo will work closely together to ensure the correct level of provision is in place and that parents are informed.



# Roles and Responsibilities

## Every Class Teacher is responsible for:

- ♦ Monitoring the progress of all children in their class.
- ♦ Identifying, planning and delivering any additional help the child may need.
- ♦ Informing the SENDCo of the additional provision in place for their pupils.
- ♦ Ensuring that the school's SEND Policy is followed for all pupils.
- ♦ Keeping parents informed.

*•All teachers are teachers of Special Educational Needs•*



## The SENDCo is responsible for:

- ♦ Co-ordinating all additional support for all pupils with Special Educational Needs and Disability.
- ♦ Developing and updating the school's SEND Policy to ensure that all pupils receive a consistent, high quality response to meeting their needs in school.
- ♦ Updating the school's register of need.
- ♦ Keeping records of the child's progress and needs.
- ♦ Keeping parents/carers informed about the support that their child is getting.
- ♦ Reviewing how all pupils with SEND are doing.
- ♦ Liaising with outside agencies to ensure best possible provision.
- ♦ Providing and facilitating specialist training to colleagues to ensure that pupils with SEND achieve the best progress possible.



## The Head teacher is responsible for:

- ♦ The day to day management of all aspects of the school which includes the support for children with SEND.
- ♦ Giving responsibility to the SENDCo and the Class Teachers while having overall responsibility for ensuring that all pupils needs are met.
- ♦ Ensuring that the schools governing body are kept up to date in any issues in school relating to SEND.
- ♦ Ensuring the SENDCo has or is working towards the National Award for SENCos.



## The School's Governing Body are responsible for:

- ♦ Ensuring the necessary support is made for any SEND pupils attending the school.

# Professional relationships

We are committed to developing professional relationships with and taking on-board the expertise of the following services at Almondsbury CE VC Primary School.

- ♦ SENCo
- ♦ Teaching Assistants
- ♦ Educational Psychology Service
- ♦ Behaviour Support Service
- ♦ Speech & Language Therapist
- ♦ Inclusion Support Service
- ♦ School Health Nurse
- ♦ Sensory Support Service
- ♦ Emotional Literacy Support Assistant (ELSA)
- ♦ Occupational Therapist
- ♦ Physiotherapist Service
- ♦ Community Paediatrics
- ♦ Clinical Geneticists
- ♦ Families Plus
- ♦ Child and Adolescent Mental Health Service (CAHMS)
- ♦ Primary Mental Health Specialist (PMHS)

## INCLUSION

### STAGE 1 - Concern

Teachers identify concerns about a child which cannot be addressed by quality wave one teaching. Interventions and support are planned and recorded on provision mapping documents. Parents are kept informed through all stages.

### STAGE 2 - SEN Support

Children receive some interventions and support but impact has been limited. They will have an Individual Passport to support their particular difficulty and record strategies, provision, resources and outcomes. This would be used when requesting an assessment for a EHC Plan.

### STAGE 3 - EHCP

Children with ongoing, significant and/ or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan. (EHCP)



# SEND Support at Almondsbury



## How is extra support allocated?

- ♦ The school budget, includes money for supporting children with SEND.
- ♦ The Head Teacher 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 Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including, the children getting extra support already, needing extra support, children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

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

- ♦ Class Teachers plan lessons according to the specific needs of all children in their class, and will ensure that all children's needs are met.
- ♦ Specially trained support staff can adapt planning to support the needs of a child where necessary.
- ♦ Specific resources and strategies will be used to support children individually and/or in groups.
- ♦ Planning and teaching will be adapted on a daily basis if needed to meet the child's learning needs.

## How will we measure the progress of your child in school?

- ♦ Pupil progress is continually monitored by the Class Teacher.
- ♦ Pupil progress is reviewed formally three times a year and a report is given to parents/carers.
- ♦ If a child is in Year 1 and above, but is not yet in Frog Progress, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- ♦ At the end of year 2 and year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- ♦ Children on the register of need will have an IEP which will be reviewed with your involvement, at least three times a year and new targets will be agreed.
- ♦ The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- ♦ The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.



# Graduated Approach

If a learner is identified as having SEN need, we will provide support that is '*additional to or different from*' the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is in place.

**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

**Do** - providing the support, extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved, learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

## ***What support do we have for you as a parent of child with an SEND?***

- ♦ The class teacher is regularly available to discuss your child's progress or any concerns you may have. The class teacher can share information about what is working well at home and school so similar strategies can be consistently used.
- ♦ The SENCo is available to meet to discuss your child and address any concerns raised.
- ♦ All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- ♦ Targets will be regularly reviewed with your involvement and the Class Teacher.
- ♦ Home/school communication can be agreed by the Class Teacher, SENCo or Head Teacher.

## ***How is our school accessible?***

The building is accessible to anyone with a physical disability. We ensure that all activities and resources are easily accessible for all through effective adaptations and provision. Children's access needs are considered individually and include variations of the curriculum, activities, learning spaces, etc.

Additional information and support can be accessed via;



[www.southglos.gov.uk](http://www.southglos.gov.uk)



[www.sglospc.org.uk](http://www.sglospc.org.uk)



[www.sendandyou.org.uk](http://www.sendandyou.org.uk)



"We have been so impressed by the way the school have managed our child's needs, providing alternative learning spaces within the classroom and school, as well as providing him with the resources he needed to make progress."  
*Parental comment*

# Transition

## ***How will we support your child when they are joining or leaving our school or moving to another class?***

We recognise that transitions can be difficult for a child with SEND and we actively take steps to ensure that any transition is as smooth as possible.

When moving classes in school, information will be shared with the new class teacher in advance during a transition meeting. The children also visit their new class during the summer term and meet their new teacher.

If moving to another school or transitioning to secondary, we will ensure that information and records are shared with the new setting. We will make contact with the school SENDCo and ensure they know of the strategies and provision that have been successful for your child.

When needed, we will work with any setting to discuss and plan an enhanced transition to support a child's move to a new school.

Where possible your child will visit their new school on several occasions and in some cases

## ***How will I know how my child is doing?***

Throughout the school year, we will provide a range of opportunities for you to find out about your child's progress including:

- ◆ Parent Consultation Meetings in the Autumn and Spring term
- ◆ Opportunities to visit your child's learning in class during Open afternoons
- ◆ End of Year Reports to parents
- ◆ Opportunities to discuss your child's report in the Summer term
- ◆ Meetings to agree and review targets
- ◆ A yearly meeting for any child with an EHCP, involving parents, school and any relevant external agencies, to review the child's progress.
- ◆ Informal meetings with accessible and approachable school staff as requested.
- Feedback via Reading Records, homework sheets, individual target sheets, etc.
- Teacher and SENDCo feedback.

If you would like to discuss our Local Offer any further please contact the school on 01454 612517 or email [office@almondsburyprimary.co.uk](mailto:office@almondsburyprimary.co.uk).

Alternatively visit our school website [www.almondsburyprimary.co.uk](http://www.almondsburyprimary.co.uk)



# SEND in a Nutshell

