



Almondsbury

Church of England Primary School

Creating our Pathways

SEND Information Report 2025

for children with special educational needs and disabilities.

“Adaptations made to learning, for pupils with special educational needs and/or disabilities, ensures they have full access to the same education as their peers. Adults know the pupils’ needs well. They support pupils effectively. This means that all pupils progress extremely well through the intended curriculum.”

OFSTED, 2023



Almondsbury CE VC Primary School,
Sundays Hill, Almondsbury, Bristol, BS32 4DS

Tel: (01454) 612517

email: office@almondsburyprimary.co.uk



Our offer

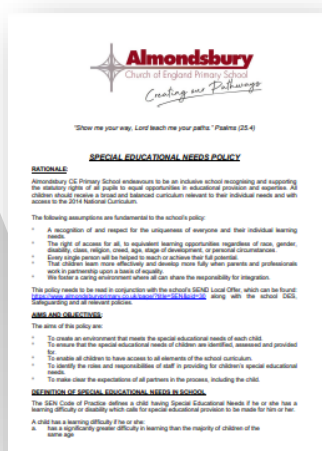
At Almondsbury CE VC Primary school we strive to enable all children to fully achieve their potential. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions where additional support may be needed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

Some children need increased support to access learning due to having:

- significantly greater difficulties in learning than the majority of children of the same age
- 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 endeavor to remove and overcome all barriers to equal access in learning and our school environment. We regularly monitor and track progress of all pupils to inform our practice and ensure support is effectively implemented. We actively welcome the full engagement of parents and guardians and where necessary seek the support and advice from outside specialists to ensure that we implement effective strategies and provisions whilst also ensure that we maintain a breadth of skill and knowledge amongst our staff in order to meet the needs of all learners.

Our Special educational needs and disabilities coordinator (SENCo) is Mrs. Samantha McDowall. She is aided by the Executive Headteacher, Mr. Paul Smith and the SEND Governor, Mrs. Sue Hewson. United, they support the Class Teachers to effectively adapt learning for all children whom have special educational needs or disabilities. We are very proud of the progress that those with SEND make during their time at Almondsbury CE VC Primary School. Which was also recognised by OFSTED in our most recent inspection in December 2023.



The rationale underpinning Almondsbury Primary Schools Special Educational Needs (SEN) provision is set out in the school's SEN Policy which can be accessed via the school website. The policy together with the school's Local Offer and Universal Offer shares how as a school we identify and meet the requirements of children whom have SEN. The content of the policy closely follows the guidance set out in the Special Education Needs Code of Practice, 2015 and follows a graduated response to a child's needs, escalating from 'concern' to 'SEN support' and if required 'EHCP statutory needs 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.
- ◆ discussing additional provision with the SENCo for the pupils in their class.
- ◆ guarantee the school's SEND Policy is followed for all pupils.
- ◆ keeping parents are informed.



The SENCo is responsible for:

- ◆ coordinating all additional support for those pupils with SEND.
- ◆ developing and updating the school's SEND Policy to ensure that all pupils receive a consistently high-quality response to their needs.
- ◆ maintaining the school's Register of Need.
- ◆ keeping records of the child's progress and needs.
- ◆ ensuring parents/guardians are informed about the support that their child is receiving
- ◆ reviewing how all pupils with SEND are progressing.
- ◆ liaising with outside agencies to ensure the best possible provision.
- ◆ providing and facilitating specialist training to colleagues to ensure that pupils with SEND achieve the best progress possible.



The Headteacher 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 SENCo and the Class Teachers while having overall responsibility for ensuring that all pupils' needs are met.
- ◆ informing the school's Governing Body of any issues in school relating to SEND.
- ◆ ensuring the SENCo has or is working towards the SENCo qualification.



The School's Governing Body is responsible for:

- ◆ ensuring the necessary support is provided for all SEND pupils attending the school.

Professional relationships

We are committed to work effectively with specialist professional services at Almondsbury CE VC Primary School. We routinely work with the following services;

- ◆ SENCo
- ◆ Teaching Assistants
- ◆ Educational Psychology Service
- ◆ Behaviour Support Service
- ◆ Speech & Language Therapist
- ◆ Inclusion Support Service
- ◆ School Health Nurse
- ◆ Sensory Support Service
- ◆ Occupational Therapist
- ◆ Physiotherapy Service
- ◆ Community Paediatrics
- ◆ Clinical Geneticists
- ◆ Families Plus
- ◆ Child and Adolescent Mental Health Service
- ◆ Primary Mental Health Specialist
- ◆ Emotional Literacy Support Assistant

INCLUSION

STAGE 1 - Concern

Teachers identify concerns about a child which cannot be addressed by high quality teaching. Interventions and support are planned, implemented & recorded on Provision Map. Parents are kept informed through all stages.

STAGE 2 - SEN Support

Children receive some interventions and support but are not making accelerated progress. They will have a learning plan with specific targets to support their difficulties. Provisions, outcomes, resources and strategies will be documented on Provision Map. This would be used when requesting a needs assessment for an Education, Health & Care Plan (EHCP).

STAGE 3 - EHCP

Children with ongoing, significant and complex needs may be entitled to receive a higher level of support through an EHCP.



SEND Support at Almondsbury

How is extra support allocated?

- ◆ The school budget, 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 Head Teacher and the SENCo 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

How will we measure the progress of your child?

- ◆ Pupil progress is continually monitored by the Class Teacher.
- ◆ Pupil progress is reviewed formally three times a year and an update is given to parents/guardians.
- ◆ If a child is in Year 1 or above, but not yet accessing the National Curriculum, a more sensitive assessment tool is used to track and monitor smaller steps in progress, across all areas of development.
- ◆ At the end of year 6 all children are assessed using Standard Assessment Tests (SATs).
- ◆ Children on the Register of Need with have a Learning Plan which will be reviewed with parental/guardian involvement, at least three times a year and new targets will be agreed.
- ◆ The progress of children with an EHCP are formally reviewed during an Annual Review.
- ◆ The SENCo will also monitor that children are making good progress within individual/group work.

Graduated Approach

If a learner is identified as having SEND 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 learning plan and Provision Map, which documents the support that is in place.

Assess – taking into consideration all the information from discussions with parents/guardians, the child, the Class Teacher and assessments.

Plan – identifying the barriers to learning, intended outcomes, and details the additional support that will be implemented with an aim to overcome the barriers. Plans are recorded on Provision Map.

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/guardian, 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 SEND?

- ◆ The Class Teacher is regularly available to discuss your child's progress or any concerns you may have. They can share information about what is working well at school, so similar strategies can be used consistently.
- ◆ The SENCO is available to discuss your child and address any concerns raised.
- ◆ All information from outside professionals will be discussed with you and with the professional involved directly, or where this is not possible, in a report.
- ◆ Targets will be regularly reviewed with your involvement and the Class 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



www.sglospc.org.uk



www.sendandyou.org.uk

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.

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.

If you would like to discuss our Local Offer any further please contact the school on 01454 612517 or email; office@almondsburyprimary.co.uk

Alternatively visit our school website www.almondsburyprimary.co.uk



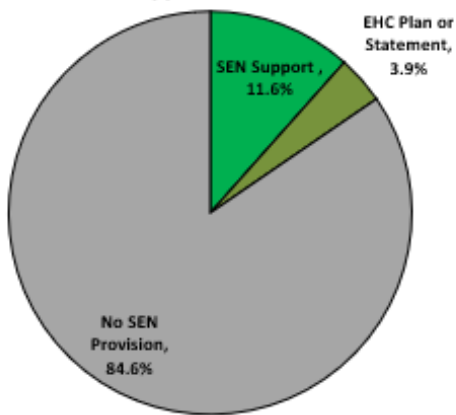
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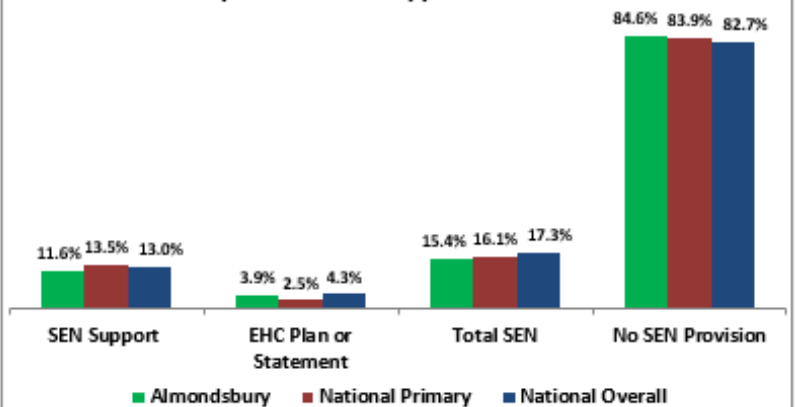
Creating our Pathways

SEND in a Nutshell

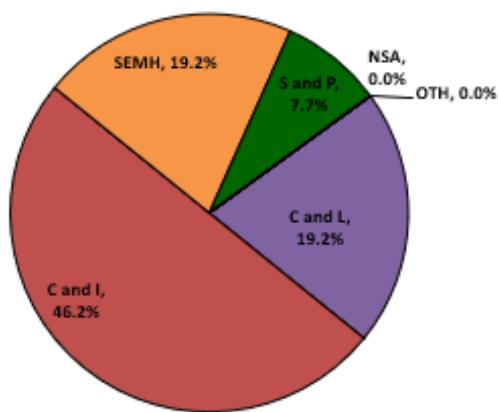
SEN Support Status



Comparison of SEN support with National



SEN Broad Area of Need



Comparison of SEN Broad Area of Need with National

