

Overbury CofE First School

School Information Report for learners with Special Educational Needs and Disabilities (SEND) 2016-17

Written in Partnership with the Bredon Moles Cluster of First Schools



Welcome to our Special Educational Needs and Disabilities (SEND) information report which is part of the Worcestershire Local Offer for learners with SEND. All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for children with SEND. This information is updated annually.

At the Bredon Moles Cluster First Schools we value all members of our school community. Our School Information Report has been produced in consultation with schools in our cluster and then modified to suit our individual school.

Identifying the Special Educational Needs and Disabilities of our pupils

Where a child'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. Further information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments, to identify what specific needs the child has and how the school and family can support these.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The schools understand 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.

At different times in their school life, a child or young person may have SEND. The Code of Practice 2014 defines SEND as follows:

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

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

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."

Our Approach to Teaching Learners with SEND

At the Bredon Moles Cluster of First Schools we ensure that all children in our schools are equally valued, having the same access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- We have successful communication between teachers, children with SEND, parents of SEND children, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- The children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We work to develop our successful cluster work, with the Bredon Moles Cluster, to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, within the restraints of our budget.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We have effective systems and procedures for SEND, taking into account the Code of Practice (2014).
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Support for children with Special Educational Needs

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'varies from' the differentiated approaches and learning arrangements normally provided as part of high quality, classroom teaching intended to overcome barriers to their learning. This support is set out in our whole school Provision Map.

We share our practice with other schools in our cluster, which can include provision maps and assessment tools. In this way we learn from each other, develop a wider understanding of different SEND, and share training opportunities to improve the support we offer our learners.

When providing support that is 'additional to' or 'varies from', we engage in a four-stage process: Assess, Plan, Do and Review.

Assess: this involves taking in to consideration all of the information from discussions with parents or carers, the child, the class teacher and outside agencies when applicable.

Plan: this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome these barriers. Decisions will be recorded on an Individual Educational Plan called an APAR at Overbury and will form the basis for review meetings held as part of Parent/Teacher Consultations and Child/Staff discussions.

Do: providing the support- extra assistance for learning or learning aids- as set out in the APAR.

Review: measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved - learner, their parents or carers, teacher and SENDCO- contribute to this review. This stage then informs the next cycle, if necessary; there may also be input from outside agencies e.g. Learning Support Team. Liaisons with teachers and teaching assistants (TAs) to discuss progress of learners are ongoing in addition to termly Pupil Progress Meetings with the Head Teacher.

This additional support 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school as part of a group of learners with similar needs or on a 1:1 basis. These 'interventions' may be run by a teacher or TA.

Whilst the majority of learners with SEND will have their needs met in this way, a tiny proportion will meet the criteria to apply for an Educational and Health Care Needs Assessment (EHCNA). Through this, the Local Authority will determine whether to make provision in accordance with an Educational and Health Care Plan (EHCP).

Opportunities for Enrichment

At the Bredon Moles Cluster of First Schools, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents; carers, children, staff and other providers to ensure these transitions run as smoothly as possible.

Planning for transitions will take place at the appropriate time and information will be shared with the SENDCO at their next school. This information will outline needs and support that have proven effective. Where possible, children will visit their new provider and, in some cases, liaisons between staff and additional visits for the child can be arranged.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Pernilla Pascolutti (SENDCO) to discuss your concerns.

We welcome your comments on our offer, so please do contact us. The best people to contact are:

Headteacher - Mrs Pernilla Pascolutti

SENDCO - Mrs Pernilla Pascolutti

SENDCO Operational Manager - Mrs Susie Purslow

SEND Governor - Canon Susan Renshaw