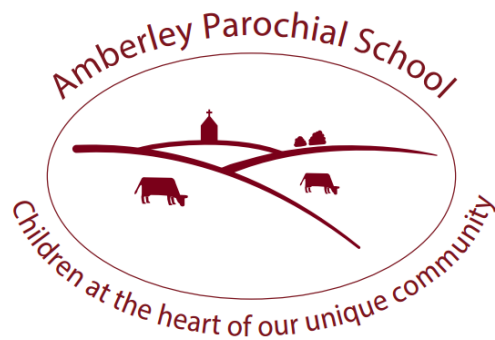


SEN Information Report



Becoming
reflective, independent and aspirational learners for life

Review date: Annually

Confirmation of ratification by Governing Body:

Governor:	C.Atherton	Date:
Headteacher:	S.Cale	Date:

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1. Aims

At Amberley Parochial School we believe in positive intervention; removing barriers to learning, raising aspirations and levels of achievement. Children are always at the centre of our decision making. We work in partnership with parents and other agencies to provide a positive educational experience for all our children including those with Special Educational Needs or disability.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Children learn and develop in different ways. Teachers at Amberley Parochial School use a variety of teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools provide for all children. However, some children, at some time in their school life need extra help. As part of this extra help schools must:

- Talk to parents/carers if they think their child has a special educational need and let them know what extra support the school is giving
- Appoint a member of staff who is the Special Educational Needs and Disabilities Coordinator (SENCO)
- Have a Special Educational Needs policy which is made available for parents
- Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to schools by the government which outlines what schools must do to support pupils with SEND and gives recommendations for good practice.

At Amberley we recognise that a child's parent/carer plays a crucial role in their child's development and we will involve and support you and your child throughout their time at Amberley.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The Code of Practice recognises that children's needs fall within four broad areas. These are:

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication. Pupils with speech, language and communication needs (SLCN) may have difficulty with one, some or all the different aspects of SLCN. Pupils with Autistic Spectrum Disorders are likely to have particular difficulties with social interaction. They also may have difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision, hearing or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with a multi sensory impairment may have a combination of vision and hearing difficulties. Some children and young people with a physical disability require additional on going support and equipment to access all the opportunities available to their peers.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Clare Atherton**

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support

- Ensure parents/carers are involved in the planning of provision and regularly reviewing how well their child is doing
- Where appropriate involve your child in decisions on how best to support their learning
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services and work with other professionals who may be able to support your child
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Keep up to date with the school's SEN provision including resources and funding
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work in partnership with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Ensure the school has an up to date SEND policy

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class underpinned by Quality First Teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy
- Liaise with parents keeping them informed of progress
- Check on the progress of your child, identifying, planning and delivering any additional support required to support progress

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At Amberley Parochial School we will assess each child's current skills and levels of attainment on entry, which builds on previous assessment from other settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is performing below age related expectation and not making progress
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal provision (Quality First Teaching for all pupils), or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The class teacher and SENCO will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- The child's views are sought to identify what is going well and how they can be supported
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

If there are concerns that a child is not making progress in key areas of learning further assessments may take place. When it has been decided that a child needs extra SEN support we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The child's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting your child is moving to. We will agree with parents and children which information will be shared as part of this.

All children entering Reception at Amberley school will have two 'familiarisation' visits prior to starting school in September. For children identified with SEND, the SENCO and Early Years teacher will contact preschool settings to seek information about the level of needs and provision already provided for children who are starting in reception. If there are more significant needs and/or support from other agencies this may include a more formal transition meeting, where more detailed arrangements are discussed, including a home visit should this be appropriate.

When moving between classes there will be an opportunity to meet the new class, new teacher and other key staff. Children at Amberley will often be familiar with other staff in the school through shared whole school activities and assemblies. Key information regarding plans, resources or provision will be shared with the new teacher.

When moving to Secondary School the SENCO will make contact with the Year 7 Lead and SENCO to plan transitions. Successful arrangements and interventions currently used will be shared with the receiving school and additional visits may be arranged to reduce anxieties and help the child become familiar with the new setting. Multi-agency meetings may be arranged if your child needs a more detailed transition plan. The parent/carers' involvement in the process will be important to supporting a successful move.

When a child moves to another school we will contact the school SENCO and share information about special arrangements and support that has been made to help your child meet their learning goals. We will ensure that records are passed on as soon as possible.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual children. If required, more specific interventions will be available to support groups or individuals to develop key areas of learning. In some cases it may be necessary to increase or change the level of support for your child to help them to make progress. This may involve seeking advice and support from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent. Details of additional support offered will be included on their SEN support plan and reviewed regularly.

If, despite an increased level of support, it is evident that the complexity of your child's needs requires provision beyond what can be offered by our own resources a request for an Education Health and Care Plan (EHCP) may be requested. The SENCO will explain this process to parents/carers and show you how to find out more information about this and other support organisations.

At Amberley Parochial School we provide a range of interventions to support various learning needs. The range of interventions are reviewed regularly to ensure they meet the needs of children, including children who require support to develop their social interaction and resilience.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We have an Accessibility plan in place to ensure that pupils with SEN and disability can take part in all aspects of school life
- We undertake additional planning and risk assessments to ensure that children with SEN can take part in a wide range of extracurricular activities, school outings and residential trips

- We monitor attendance at after school clubs to make sure that pupils with SEND are able to access these enrichment activities

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions to develop key areas of learning and development to children. Teaching assistants will support children flexibly both on a 1:1 basis and in small groups with the long term goal of encouraging and developing independent learning skills. Details of additional support offered to your child will be included in their individual plan. The range of interventions offered will be regularly reviewed to ensure it matches the needs of children at school, including children who require support to develop their social interaction and resilience.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy
- Educational Psychology Service
- Early Help Team
- Gloucestershire Family Information Service
- Advisory Teaching Service

5.9 Expertise and training of staff

Provision for children with SEND is included in the regular monitoring of quality of teaching across the school. This helps us to identify priorities for the programme of continuing professional development (CPD) to support whole school inclusive practice and to support new staff.

The SENCO engages in a range of opportunities to share best practice and keep up to date with current local and national initiatives and policy to support SEN children. The school also seeks advice from other relevant agencies to help school staff meet the needs of each child.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Evaluating the effectiveness of SEN provision .

We evaluate the effectiveness of provision for children with SEN by:

- Reviewing children's individual progress towards their targets each term
- Reviewing the impact of interventions and ensuring they follow the assess, plan, do, review cycle
- Using pupil and parent questionnaires
- Monitoring by the SENCO including an annual audit of provision
- Have an overview of how children with SEN achieve across the school
- Using provision maps to measure progress and impact of interventions
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Monitoring carried out by the SEN Governor

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our children, including our breakfast club and after school clubs. All children are encouraged to go on our residential trips and encouraged to take part in sports day, school plays, special workshops, etc. No child is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for admission of disabled children is on a case by case basis and with regard to the school's duties under the Equality Act 2010 and with reference to the school's Accessibility Plan. At Amberley Parochial School we aim to improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education. This includes aids to physical access to the school such as ramps, steps and adapted toilets. It also includes aids to access education such as specialist ICT equipment and portable equipment for children with motor co-ordination and poor hand/eye skills. At Amberley we aim to include all children including those with SEN or disabilities, in the full life of the school. Our strategies include:

- Having high expectations of all children
- Ensuring all children can take part in the full curriculum including sport, music and drama.
- Planning out of school activities including all school trips and excursions so that children with disabilities can participate.
- Setting admissions policy and criteria, which do not discriminate against children with disabilities or treat them unfairly.
- Devising teaching strategies, which will remove barriers to learning and participation for children with disabilities.
- Planning the physical environment of the school to cater for the needs of children with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for children with disabilities in a form that is user friendly.
- By using language which does not offend in all its literature and make staff and children aware of the importance of language.
- By examining our library and reading books to ensure that there are examples of positive images of disabled people.

The Accessibility Policy is updated every two years and can be read on the school website. The Accessibility Policy also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.

5.12 Support for improving emotional and social development

At Amberley Parochial School we believe it is important to develop the whole child not just their academic ability. We are a small, friendly, open school and encourage parents and carers to speak to teachers and key staff about concerns. We provide support for children to improve their emotional and social development in the following ways:

- Children with SEN are encouraged to be part of the school council
- Have trained lunchtime supervisors who know the children well
- Pair the younger children with a "Buddy" from Year 6 to encourage positive behaviour and ensure children have someone to play. This also has positive benefits to the "Buddy's" self esteem
- Have a thorough PSHE curriculum which is personalised to the children's needs and programmes to specifically support social and emotional development
- Promote the school's Values and Learning Powers
- We have a zero tolerance approach to bullying.
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5.13 Complaints about SEN provision

If you are unhappy with any of the support your child is receiving, speak to your child's teacher or SENCO in the first instance. If you are still unhappy and feel matters are unresolved you can make a complaint about SEN provision to the Head teacher. If your concerns are unresolved you can make a formal complaint following the procedures in the school's complaints policy. This can be found on the school website.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

Further information for families is available on the Glosfamilies Directory www.glosfamiliesdirectory.org.uk

Link to Gloucestershire's Local Offer

www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2

5.15 Contact details for raising concerns

Sharon Cale – Head Teacher
head@amberley.gloucs.sch.uk

Clare Atherton – SENCO
catherton@amberley.gloucs.sch.uk

5.16 The local authority local offer

Our contribution to the local offer is set out in the Amberley SEN Information Report

Our local authority's local offer is published here:

www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2

6. Monitoring arrangements

This policy and information report will be reviewed by SENCO and SEN Governor every year. It will also be updated if any changes to the information are made during the year. A copy of the report will be made available to parents and published on the school website.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding