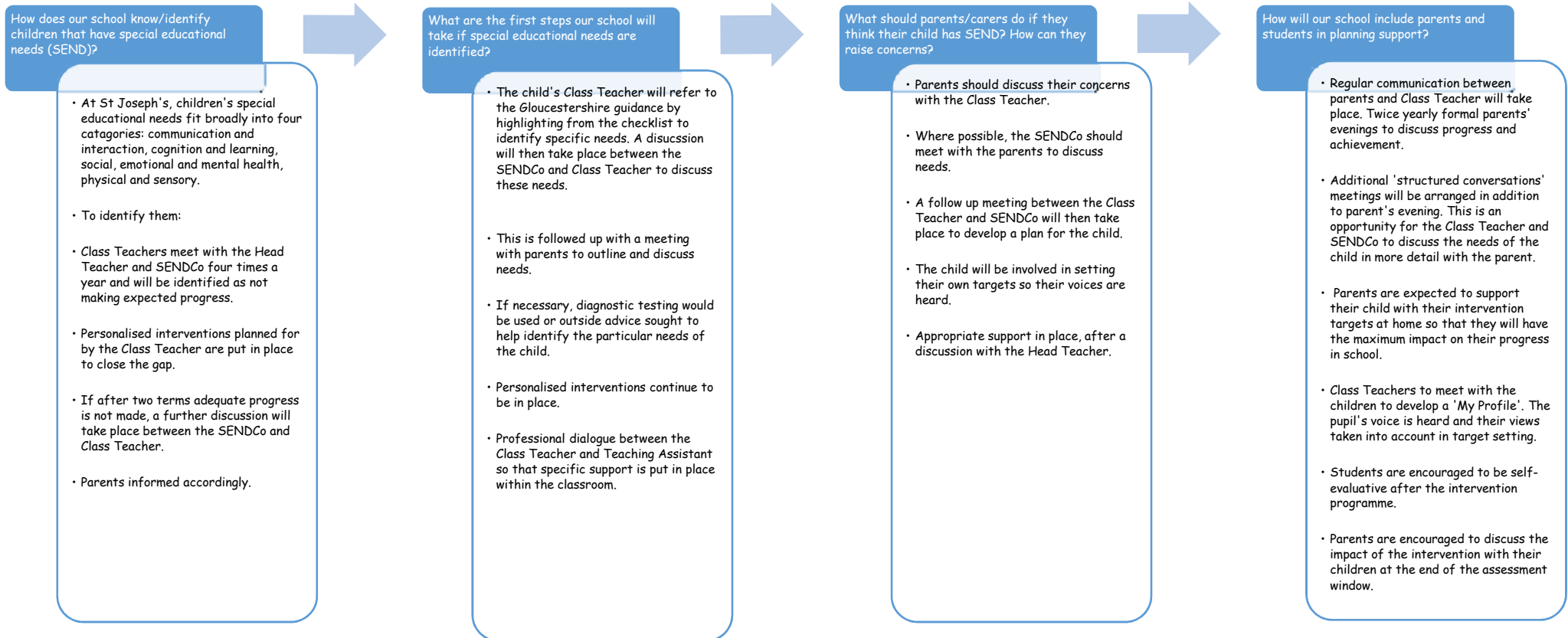


SENDCO's SPECIAL EDUCATION NEEDS (SEN) REPORT, INCLUDING THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER



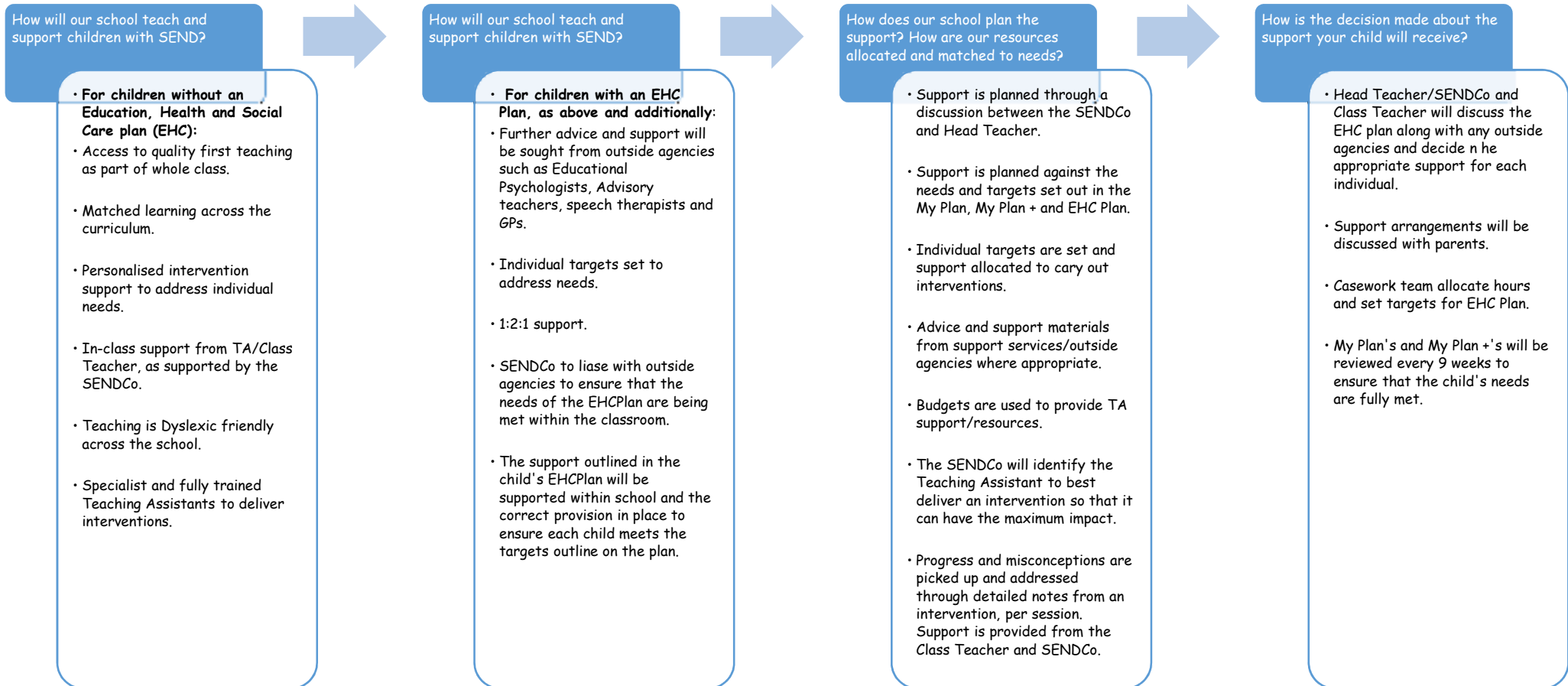
IDENTIFYING SPECIAL EDUCATIONAL NEEDS



SENDCO's SPECIAL EDUCATION NEEDS (SEN) REPORT, INCLUDING THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER



TEACHING & SUPPORT



SENDCO's SPECIAL EDUCATION NEEDS (SEN) REPORT, INCLUDING THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER



PROGRESS & EFFECTIVENESS

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed?

Individual targets will be set and progress will be monitored using school tracking systems and formal assessments every 9 weeks.

Objectives and targets reviewed and amended to meet needs of the individual (as stated on the My Plan, My Plan + or EHC Plan).

Annual review meeting with parents, class teacher, SENDCo and outside agencies to discuss needs, progress and next steps.

Individual children to be involved in discussing their targets and their progress. Discussions between the Class Teacher and child to contribute towards a 'My Profile'.

Who will be working with your child?

Head Teacher/SENDCo

Class Teacher and Class TA

Outside agencies as and when necessary (Educational Psychologists, Speech and Language, Nurses etc)

What role will the child's teacher play?

Your child's class Teacher is ultimately responsible for meeting your child's needs and ensuring your child makes good progress.

The Class Teacher will discuss your child's needs with the classroom Teaching Assistant to ensure the support identified is provided by all members of staff.

Class Teacher will discuss the EHC plan with SENDCo and outline how support will be allocated.

Class Teacher will monitor progress and change activities as and when necessary.

Class Teacher will liaise with parents, keeping them informed with progress and any areas of concern.

The Class Teacher will also raise any concerns with the SENDCo or Head Teacher.

How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Class Teacher will discuss SEND needs/EHC plan/My Plan/My Plan + with Teaching Assistant.

SENDCo to meet with Class Teacher and TA to discuss plans in place for SEN.

What are Gloucestershire schools expected to provide from their budget?

See <http://www.gloucestershire.gov.uk/schoolsnet/sencospot>

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EXPERTISE

Training of staff	<ul style="list-style-type: none">• SENDCo attends regular cluster meeting to update knowledge and to keep up to date with good practice.• SENDCo holds the National Award for Special Educational Needs at Postgraduate level.• SENDCo is provided with regular support from Head Teacher.• Teachers and TAs attend relevant training courses.• Specialised training for Epidermylosis Bullosa to meet the needs of an EHCPlan.
List areas of expertise	<ul style="list-style-type: none">• Specialised training for specific medical conditions. (Epidermylosis Bullosa, Epi-pen and diabetes training).• Support from outside agencies for supporting children with hearing impairments.
What intervention programmes does our school run for children with SEND and how are they delivered?	<ul style="list-style-type: none">• Reading and spelling supported by phonics programme• Reading and spelling supported by use of Dancing Bears, Bearing Away, Apples and Pears and Bear Necessities, Rapid writing• Close-the-Gap individualised support• Circle time/Social skills groups• Touch typing• The 'Listening Programme' for auditory processing
What teaching strategies does our school use for children with learning difficulties including: autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties, dyslexia	<ul style="list-style-type: none">• Advice and support from GP, Paediatrician, ATS Service.• Individual needs met through individual/small group work.• Additional TA support if appropriate.• Teaching strategies will include individual time tables, appropriate positioning, use of visual cards and IWB, writing slopes and spelling cards, alphabet and sound mats, high frequency word cards, number lines/100 number square, coloured overlays.
What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?	<ul style="list-style-type: none">• Whole school behaviour policy• Individual reward cards and systems (home-school diaries)• Reward for playtime and lunchtime• Celebration assemblies• Privilege points• Encouragement of the 'restorative justice' approach



OTHER SERVICES

Which other services do we use to provide for and support our pupils?

- GP
- School nurse
- Education Psychologist
- Speech & language therapists
- Occupational Health Team
- Epidermylosis Bullosa nurse
- Advisory Teaching service
- PCSO's
- Community social worker
- Local charities e.g. 'Hammer Out'
- CYPs (Child and Young People's Service)
- Child and Adolescent Mental Health Service (CAMHS)

How do we meet the needs of SEND pupils?

- Targets and interventions planned in line with recommendations from above services.

How do we support families of these pupils?

- Parents involved through meetings and discussions with Class Teacher and SENDCo.
- Communication may also be through informal meetings as well as using home/school book.
- Parents and children contribute to the My Plan/My Plan+/EHC plans through questionnaires and meetings.



How does our school provide support to improve the emotional and social developments of our SEND pupils (pastoral, medical, social support available)?

- School follows County policy regarding the administration and managing of medicines in school.
- Asthma inhalers are kept in the office.
- Staff have regular and up to date First Aid training.
- Epi-pen training for staff.
- Whole school awareness on Epidermylosis Bullosa.

How does our school help with personal care where this is needed (for instance: toileting, eating)?

- Extra support given as and when necessary.
- Mid-day supervisors support when needed at lunchtime.
- Disabled-access facilities available if necessary.
- For support with an EHC Plan, personal care is specifically outlined. Please refer to our intimate care policy for more details.

What is our policy on day trips, school outings, health and safety arrangements?

- All trips and school outings follow recommended pupil - adult ratios.
- Risk assessments are carried out for all trips and outings to ensure that all children have equality of access to school trips.
- All child medication needed to be carried by the Teacher in charge only.

What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND? What measures are in place in our school to prevent bullying?

- Class Teacher has overall responsibility for pastoral care of every child in their class.
- Clear anti-bullying policy and procedures in place.
- Extra support is given by TAs if appropriate.
- SENDCo regularly checks for up to date training and will allocate specific members of staff to attend.

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What access do our SEND pupils have to facilities and extra-curricular activities available to all children?

- Children with SEND are made to feel as valued as any child within the school by being given opportunities to develop their skills and achieve their full potential in all areas of the curriculum.
- All extra-curricular activities are available for all children, across Foundation, Key Stage One and Key Stage Two.

Who will explain and discuss this with parents/carers?

- The Class Teacher is responsible for keeping in touch with the parents through informal discussions and through parents' evenings.
- Meeting with the Head Teacher and SENDCo can be arranged on request.

How will parents/carers know how well their child is doing?

- Progress and attainment is tracked and discussed with parents at parents' evenings and other informal meetings.
- My Plan's and My Plan + are reviewed and updated every 9 weeks and feedback is provided for parents. Parents are also provided with a copy.
- Additional meetings with the Class Teacher and SENDCo are offered during the course of the year to review and monitor progress and to discuss new targets through the use of 'Structured Conversations'.

How does our school measure outcomes and impact of the support provided to the pupils?

- My Plan targets are reviewed and the outcomes of the interventions are monitored and recorded.
- The SENDCo will monitor children with SEND every 9 weeks and annually as part of the on-going monitoring process.

When and at what interval will this happen?

- My Plans are reviewed and adjusted as and when necessary, but at least 4x a year.
- Targets amended and updated according to the needs and progress made.



Who will explain and discuss this with young people?

- The Class Teacher or Teaching Assistant will discuss the targets with the individual children.
- The SENDCo may also discuss the targets with the children through pupil conferencing.

How will our school involve young people with SEND in their education?

- Children will be involved in discussing their targets and their progress.
- Children are encouraged to recognise when they have achieved their targets.
- Children's views will be sought before any review meetings, if appropriate. This is through the use of a My Profile.

How do we assess and evaluate the provision we have arranged for your child?

- Targets are reviewed using results of assessments and through discussions with Class Teacher, TAs and the individual children.
- Outcomes are recorded and progress is monitored every 9 weeks.

SENDCO'S SPECIAL EDUCATION NEEDS (SEN) REPORT, INCLUDING THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER



OTHER SUPPORT

How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school?

- Please see our school website for admissions arrangements. If parents are suspicious of any special educational need, the school strongly encourages the parents to contact the school directly so that a meeting can be put in place to discuss this.
- Strong links with our on-site Pre-School setting.
- Meet Class Teacher and SENDCo to discuss any new needs arising from meetings and discussions.
- Meetings are held with agencies and parents/carers prior to starting school, if possible.
- New schools are involved in the review process and help to set new targets for their new setting.

How do we prepare our pupils for adult life?

- All children are taught the necessary skills to become independent learners and to work both as individuals as well as members of a team.
- Sex Education for Year 6 children.
- School council team.
- Chaplaincy team - monitoring and leading in the prayer life of the school.
- Cycling proficiency.
- Buddy time. Year 6's to support and 'buddy' with a Reception child.
- Door monitors, lunchtime monitors etc.
- Relationships topics taught from Reception to Year 5 in PSHE.

What resources and equipment do we provide for children with SEND?

- Appropriate resources and equipment will be provided following assessment of individual need.
- Specific training is also provided, where appropriate.
- Special arrangements for exams is provided for individuals, in line with the national guidelines following a discussion between the Class Teacher and Head Teacher.

What arrangements are in place with other schools/educational providers when our SEND pupils transfer?

- Liaison with pre-school settings before children start school (By Reception Teacher).
- Communication with secondary school transfer, through visits and discussions with staff (SENDCo's from Secondary school settings).
- Year 6 children attend secondary school visit during the end of the summer term.
- Individual pupils supported when visiting secondary school.

How accessible is our school to pupils with SEND?

- The school site is accessible for children with wheelchairs and there is a disabled access toilet.
- Personal Evacuation Plan's in place for those children with a disability.

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FURTHER INFORMATION

Where can you find our SEND policy?

The SEND policy is available on the school website <http://st-josephs-nympsfield.org/>

Copies available from the school office

What role do Governors have? What does our SEND Governor do?

SEND Governor supports and monitors the effectiveness of the provision of SEN in school

The SEND Governor meets with the SENDCo to discuss the needs and provision of resources for children with SEND

The SEND Governor then provides a report outlining the SEN provision and the progress of the children with SEND

What can you do if you are not happy?

Discuss issues with Class Teacher/SENDCo, Head Teacher

Follow complaints procedure, if necessary

How can parents/carers arrange a visit to our school? What is involved?

Parents can contact the school office by telephone or by email to discuss arrangements for booking a visit to the school

Who can you contact for more information?

More information can be obtained from the Class Teacher, SENDCo, SEND policy or the Head Teacher

The SENDCo is Miss Natalie Jones (Current Year 2 Teacher)
njones@st-josephs.gloucs.sch.uk

When was this information updated?

September 2019