

Blakeney, Pillowell and Walmore Hill Schools' Federation



SEND Information Report

September 2022

Our approach to supporting children with Special Educational Needs or Disabilities (SEND)

Within our Federation we strive to support all children to enable them to achieve at school. In order to do this a variety of steps are taken to support them through their learning journey. Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy-to-understand information sets out what is normally available in schools to help children with SEND as well as options available to support families who need additional help to care for their child. Please refer to our School Local offer maps as a quick visual guide for where to find help or support. These are available for each school on the website.

The wider Gloucestershire Local Offer is also available here: <https://sendiassglos.org.uk/the-local-offer/>

The Governors and staff within the Federation recognise the importance of identifying and supporting pupils who have a Special Educational Need or Disability. We have an 'open door' policy for parents, where a team approach is necessary to help the child make progress. We acknowledge the unique strengths, knowledge and experience that parents can contribute to the shared view of their child's needs and the best way of supporting them.

The range of support deployed will be tailored to individual needs following thorough internal assessments or/and by external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

Who should I contact to discuss the concerns or needs of my child?

Class Teacher:

Responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.

- Monitoring the progress of your child and identifying, planning and delivery of any additional support.

If you have concerns about your child, you should speak to your child's class teacher. You may then be directed to the Special Educational Needs and Disabilities Coordinator (SENDCo).

Executive SENDCo & Inclusion Lead: Mrs Nicky Dowle senco@blakeney.gloucs.sch.uk

Responsible for:

- Applying the school's SEND policy.
- Coordinating provision for children with SEND (Special Educational Needs and/or a Disability) and developing the school's SEND policy.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing how their child is progressing.
 - Consulted about planning successful movement (transition) from a pre-school into our school or on to senior school.

Executive Headteacher: Mr Darren Preece federation.head@blakeney.gloucs.sch.uk

Responsible for:

- The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

Governors:

Responsible for:

- Supporting school to monitor, evaluate and develop quality and impact of provision for pupils with SEND across the federation schools.

How does school know/identify if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants, our pastoral support worker or the pupil's previous school.
- There is a lack of progress.
- There is an unexpected change in the pupil's behaviour.
- A pupil asks for help.

Your child's class teacher will discuss any SEND issues with you. The class teacher may talk about your child's needs with the school SENDCo. All children need teaching matched to their individual needs. Some children need different levels and types of support to bridge the gap to achieve age related expectations. This information and discussion would always happen in conjunction with parents.

Regular monitoring and assessments of all children are carried out by the class teacher. These are shared with parents during termly parent meetings. As well as this, more regular information will be shared with parents according to the needs of each child.

<p>Where more specific or in-depth assessments are needed, these will be discussed with parents before and after they take place. From there, we can begin to put in place additional support where needed.</p> <p>If a child has identified needs when they join us, staff will work closely with parents. Concerns can be shared, along with any prior information about the child.</p> <p>In addition, school will liaise with pre-school or previous educational settings to ensure that the child's needs are met. Children's progress is consistently assessed and tracked by the teaching staff and monitored by the SENDCo, subject leaders and Headteacher.</p>
<p>What are the first steps our school will take if special educational needs are identified?</p>
<p>As mentioned, the class teacher will meet with the SENDCo /Head and other staff who work with the child. We will arrange to meet with the parents if this has not already been done. When special needs are identified, we will look to put in place support strategies.</p> <p>If appropriate we will involve external agencies to work with the child or offer advice to the staff.</p> <p>We will discuss with parents whether their child should be placed onto the SEND register and a My Plan written to detail the additional support being provided. This will implement the Graduated Pathway of Assess, Plan, Do, Review to ensure that the child begins to make the necessary progress.</p>
<p>What should parents/carers do if they think their child may have special educational needs? How can they raise concerns?</p>
<p>If you have concerns then initially contact your child's class teacher or Mrs Dowle, SENDCo.</p> <p>Our schools have an open-door policy and encourage parents to raise any issues immediately. We always strive to work collaboratively and cooperatively with parents.</p> <p>Please speak to your child's teacher and we can plan the next course of action from there. If a parent is not happy with the response they receive, they are encouraged to contact both the Headteacher and the SENDCo for further discussion.</p> <p>Alternatively, if a parent is still dissatisfied, they may want to use our Complaints Procedure, which is also found on our websites within the Complaint Policy.</p>
<p>How will our school include parents and pupils in planning support?</p>
<p>Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.</p> <p>If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.</p> <p>These interventions will be recorded on the pupil's individual education plan – My Plan - and will record the interventions, the timings and the target of the intervention. This will be discussed with parents at parents' evenings and a copy will be available for them. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENDCo.</p>

In addition to interventions, we offer focussed teaching outside of their usual classroom for children who are significantly below or above other pupils in their class.

Pupil Progress Meetings are held each term between staff. This shared discussion may highlight any potential problems for further support to be planned which will be discussed and coordinated by the SENDCo. When a child is on the Graduated Pathway of Special Educational Needs, parents are invited to take part in these discussions, and their point of view is taken into account. This will then inform the redrafting and actions of either the My Plan or My Plan+.

We aim to meet with parents on a regular basis and hold parent's evenings at least twice a year to offer an opportunity to discuss your child's progress - we refer to these as structured conversations. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the 'My Plan'/'My Plan +'.

We will always work with the children, and they will also discuss and review their targets regularly. We believe that 'pupil voice' about issues that involve them is an important approach to meeting a child's needs.

Should you have any concerns, appointments can be made to speak in more detail to the class teacher and/or SENDCo by visiting the school office, telephoning or emailing. The contact details can be found in this information report or on the website.

How will you help parents/carers to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through parents' evenings or through structured conversations at other times.

The SENDCo may meet with you to discuss how to support your child.

If outside agencies such as the Educational Psychologist have been involved, they will provide a written report which will include suggestions and resources that could be used at home.

Accessibility Planning:

Currently within our federation we have pupils with additional needs due to hearing impairment, visual impairment, as well as medical needs such as epilepsy and type 1 diabetes. Entry to the federation schools' is considered for all pupils equally regardless of disability or impairment under our admissions policy. This is available on our websites.

In order to ensure that our disabled pupils are not treated less favourably than other pupils we work with many external professionals to implement and disseminate their advice and guidance to all staff to ensure the highest degree of equality of access to school life.

We implement the necessary staff training for the use of any recommended equipment as required on an individual basis for both safe care for the children and to allow access to the curriculum.

All our schools have disabled toilet facilities on site. However, our most accessible settings for physical disability would be either Blakeney or Walmore Hill.

We work closely with the Advisory Teaching Service for hearing, visual impairment and physical disabilities to implement best practice to meet our pupils' needs. We also have input from specialist health services including the school nursing service, physiotherapy service, occupational therapy service, speech and language therapy service as well as paediatric nursing specialists for epilepsy and diabetes.

We would always encourage any parent seeking a place at one of our settings for their child with additional needs to contact the Headteacher and SENDCo for a discussion about their particular

needs. Wherever possible we would try to plan to provide the help needed for your child to access the school and curriculum to their greatest potential.

Please refer to our Accessibility policy and plan prepared under [paragraph 3 of schedule 10 to the Equality Act 2010](#) for greater details around:

- increasing the extent to which disabled pupils can participate in the school's curriculum.
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The school's accessibility plan focuses on improving access to the curriculum and school environment ensuring that these meet the needs of all our children. Where children have specific requirements, we work with parents to ensure that, where possible, we can meet them.

How will our school teach and support children with SEND caring for their overall wellbeing?

All children and young people with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, SENDCo and all other members of staff have important responsibilities to ensure access to the curriculum through appropriate, reasonable adjustments to the curriculum, teaching, learning environment, access to ancillary aids and assistive technology.

All pupils have the entitlement to a broad, balanced and relevant curriculum. Most pupils with SEND are taught, wherever possible, with their peers in mainstream classes by class teachers and study the curriculum at the appropriate level for their ability. Pupils may sometimes be taught by a Teaching Assistant on an individual or small focus group to target more specific needs.

With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified (differentiated), or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

For a more detailed description of our approach to meeting children's learning needs please read our SEND Policy.

For extensive further information from the County Local Offer please visit the Glos Families Directory at:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

Who will be working with your child?

People involved with your child in the first instance are likely to be the class teacher and teaching assistant. If further support is required, then this will likely involve the SENDCo. If your child has more complex needs which cannot solely be met from within school, then this will likely involve external agencies through education such as the Educational Psychologist or Advisory Teaching Service or through health services such as the Speech and Language Therapist, School nursing service or through social care such as the Family Support Worker.

<p>These people will be involved in assessing, reviewing, overseeing arrangements and working towards agreed outcomes including where a child is 'looked after'.</p>
<p>How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</p>
<p>The review of the My Plan, My Plan + or EHCP is written within two weeks of the review meeting and sent out to parents and all professionals involved with the child so that information is effectively shared. In the case of the My Plan this will likely be carried out by the class teacher. If a child has a My Plan + or an EHCP this will be carried out by the SENDCo.</p> <p>The SENDCo co-ordinates the information for children identified with SEND at all levels. Information received from external agencies is passed on to class teachers, teaching assistants and shared with relevant external professionals supporting the child. Similarly, school staff take an active part in the review process for children at all stages of the SEND graduated pathway to try to secure the best outcomes and appropriate progress for the children.</p>
<p>What role will the child's teacher play?</p>
<p>The day-to-day responsibility for planning and teaching every child is undertaken by the class teacher, they will be the first point of contact for the child's learning needs. This is carried out in conjunction with the county guidance on best practice for quality first teaching. Where possible the approach will be one of inclusion for each child. Sometimes a child's individual plan or learning needs will require withdrawal from the classroom for specific interventions. This will most often be carried out by a teaching assistant under the guidance of the class teacher and the SENDCo.</p>
<p>What expertise does our school and our staff have in relation to SEND?</p>
<p>All staff regularly undertake continuing professional development training to meet the specific needs of the children they teach.</p> <p>Our SENDCo is a qualified specialist teacher and assessor of specific learning difficulties holds professional registration with PATOSS and a NaSENCo award</p> <p>Where children have medical needs, these are supported by our team of first aiders, many of whom are trained in paediatric first aid. Any additional training that staff need to support children is undertaken by the school. Medical needs currently being catered for include epilepsy and Type 1 diabetes.</p>
<p>Which other services do we use to provide for and support our pupils/students? Currently we are working with:</p>
<p>Educational Psychology Service Advisory Teaching Service Speech and Language Therapy Service Children's Occupational Therapy Service Specialist Paediatric Epilepsy Nursing Team Specialist Paediatric Diabetes Nursing Team School Nursing Team Gloucestershire Alternative Provision School Play Therapist Community Consultant Paediatrician Family Support Workers</p>

<p>Nurture Network National Autistic Society Gloucestershire’s Young Minds Matter Team Gloucestershire Health Living and Learning Team Gloucestershire Education and Inclusion Team Forest Early Help Team SEND Casework Team Please refer to our Early Help Policy to see our wider approach to identifying and supporting needs for parents and carers as well as the children themselves.</p>
<p>How does our school provide support to improve the emotional and social development of our SEND pupils?</p>
<p>The emotional and social development of our SEND pupils is considered carefully with both staff, parents and where possible the child themselves taking part to discern the best strategies to support the individual needs. Our federation is part of the National Trailblazer Pilot with Young Minds Matter Gloucestershire to offer mental health support where needs arise through external Education Mental Health Workers who carry out specific interventions with children referred to the service and their families at our schools.</p> <p>Our federation also offers two Emotional Literacy Support Assistants for each school who can offer mental health support to help to meet the social and emotional development needs of our pupils. All our staff have been trained in the nationally accredited Mental Health Lite First Aid Course to help us to meet pupils’ needs from within the school expertise but where this is not the case external expertise will be sought.</p> <p>We also employ our own part-time Family Liaison Worker for the federation, Ange Powell, who works with both children and parents/carers to support a wide range of additional needs. Parents/carers can request this assistance themselves by contacting her or an internal request for help and support can be made by class teachers or the SENDCo. Ange can be contacted on ange@blakeney.gloucs.sch.uk She is available from 8.45am to 3.15pm on Monday, Tuesday and Wednesday during term time.</p> <p>Furthermore, we can make external referrals to support identified needs to organisations such as the school nursing service, the families first plus team, the children and young people’s service, teens in crisis and the alternative provision school. School staff work with representatives from these agencies to try to bring about the best outcomes for the pupil concerned.</p>
<p>How does our school manage the administration of medications?</p>
<p>The school has a specific policy for administering medication where necessary. Medications are labelled and left with our school administrator who keeps them securely. A designated adult will then administer and record any necessary medication. This will in most instances be the child’s class teaching assistant or 1 to 1 teaching assistant where such exists.</p>
<p>How does our school help with personal care where this is needed (toileting and eating)?</p>
<p>Where aspects of personal care would be needed a personalised plan is drawn up for the child in consultation with parents/carers, staff and professional services and where possible the child themselves. These plans are reviewed regularly alongside academic provision.</p>
<p>What is our policy on day trips, school outings, health and safety arrangements?</p>
<p>Please refer to the school SEND policy for our detailed approach to school trips/outings.</p>

What measures are in place in our school to prevent bullying?
Please refer to our Behaviour and Anti-bullying policies for our approach to bullying.
What provision will my child receive? How will the progress be monitored?
<p>The SENDCo will work closely with the class teacher to plan and oversee appropriate provision for your child. The provision plan, My Plan, My Plan + or EHCP will be shared with parents/carers. Support may be planned within the classroom and provided by the class teacher or teaching assistant. Sometimes small group or individual interventions will be put in place, these groups will usually be led by a teaching assistant.</p> <p>The SENDCo will ensure that the information about a child's plan is shared and understood by teachers and all relevant staff who come into contact with that child.</p> <p>The Headteacher carries out regular tracking of all pupils' progress. Formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made.</p> <p>SEN provision is reviewed throughout the year, when the SENDCo meets with class teachers and teaching assistants to discuss progress for those children involved in intervention.</p> <p>For children with a EHC plan formal reviews are held annually with the child, parents, relevant school staff and all other appropriate agencies.</p>
What expertise do staff have?
<p>As relatively small schools, our training is primarily needs-lead. The SENDCo at our federation is a Specialist Teacher and Assessor. She is a member of the Professional Association of Teachers for students with Specific Learning Difficulties. She co-ordinates regular training to ensure that the school is kept up to date with current SEND issues and provision.</p> <p>We are very fortunate to have an experienced and skilled staff including a part-time intervention teacher, Mrs Carole Phillips who delivers specialist support teaching to individuals and small focussed groups.</p> <p>All staff have received some training related to SEND.</p> <p>These have included sessions on:</p> <p>Autism Awareness, Dyslexia Awareness, Total Communication, First Aid, Calmer classroom - strategies to deal with attachment difficulties and anxiety in pupils, Precision Teaching - strategies to support emotional and social understanding for autistic pupils.</p>
What support/ intervention programmes does our school run for children with SEND?
<p>Support programmes available to children are most often individually tailored to the needs identified. A selection of the current programmes may include:</p> <p>Sound Foundations: Bearing Away; Dancing Bears; Apples and Pears Toe by Toe literacy intervention Plus One Power of 2 – maths support programmes.</p> <p>All of these are tailored individual support programmes to support phonics and spelling.</p> <p>Precision teaching approaches for various needs including phonics and sight word fluency.</p> <p>Language for Thinking Talk Boost – speech and language intervention 10-week programme. Interactive comprehension programme to support developing reading comprehension skills. Fizzy programmes for fine and gross motor skill development. Write from the Start – handwriting and fine motor programme. Socially speaking small group intervention to develop children's speaking and listening skills.</p>

Various speech and language interventions under the specific guidance of the SALT.
Augmentative communication strategies for children with specific communication difficulties.

Support programmes for children with Autism:

Visual timetable

Social stories

Task management board/cards to break down instructions into clear sequenced steps to develop independence

Use of equipment such as earphones for sensory sensitivities

Reasonable adjustments to the timetable to support the needs of the child

Small social group work

We have support from the Advisory Teaching Services, communication and interaction team. They work with the child, parents/carers and staff to offer individual advice. All our staff have up to date autism training and total communication training.

Provision for children with Moderate Learning Difficulties:

All classes have a Classroom Teaching Assistant to provide additional class support.

Additional support includes:

Materials to support literacy and numeracy. These are dependent on individual needs.

Literacy and Numeracy booster groups

One to One support for specific difficulties

Motor skills support- e.g Speed Write or letter formation support

Language for thinking – to help develop comprehension skills.

Numicon resources to support numeracy.

Provision for children with Speech, Language and Communication Needs:

Speech and language materials. We would work with a child's speech therapist and use materials they provide to support individuals.

Language for thinking- a programme to support comprehension skills and understanding of vocabulary.

Word banks and other vocabulary support. Word finding activities and prompt mats, visual timetables and other aids.

Social language support groups

Social, emotional and mental health support:

We can provide internal school support for Social Emotional and Mental Health needs through our own trained ELSAs (Emotional Literacy Support Assistants). There are two ELSAs available in each of our federation schools. They receive referrals from staff and through parental requests to support children with low level SEMH needs coordinated by the SENDCo and Inclusion Lead, Mrs Nicky Dowle. An ELSA intervention is normally for between 6 -8 weeks of one-to-one work, once a week for 30 – 40 minutes working on specifically identified targets for progress. The ELSAs are also externally supervised by the County Educational Psychology Team in order to hold their professional registrations.

We are also a trailblazer federation working with Young Minds Matter Gloucestershire as part of the Government's National Pilot to provide early mental health support to children and families. This offers the next level of SEMH help and support for children identified with more specific needs.

Individual referrals can be made by our SENDCo, who is also Mental Health Lead and also by external professionals working with a child/children. If the referral is successful, an assessment meeting will be held – often virtually initially with the child and parents to discuss their needs and what they would like support with. Once a plan of action has been agreed an Educational Mental Health Worker will normally meet with the child one to one again for a period of 6 – 8 weeks to offer support in school.

<p>We work closely with all staff and parents to ensure a consistent approach to any social, emotional or mental health needs. We put in place support methods dependent on the child's individual needs. We are also able to call in support from the local authority through the Children and Young People's Service, Alternative Provision School or Educational Entitlement and Inclusion Team or other behavioural specialists/ teachers from special schools. We have resources in school to support children with emotional difficulties and again can involve appropriate external agencies.</p>
<p>Which other services do we use to provide for and support our pupils/students?</p>
<p>We ask for the expert advice of other specific health services, organisations and specialist teachers. This will be carefully discussed and explained with parents/carers beforehand so that they fully understand the nature of the support and feel that it is appropriate for their child.</p>
<p>How do we arrange and support a transfer to another school/educational establishment?</p>
<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be put in place for your child. We will make sure that all records about your child are passed on as soon as possible. When moving classes in school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All My Plan/My Plan+/EHCPs will be shared with the new teacher.</p> <p>In year 6, the SENDCo and class teacher will attend a transition meeting with the secondary school. Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead. All children will attend secondary transfer days and when appropriate your child will visit their new school on several occasions. Staff from the new school will visit your child in this school.</p> <p>Where there are particular concerns about transition the SENDCo will work with the staff at the new school to create an enhanced transition plan which may well involve additional visits to the school to meet key staff and become more familiar with the new environment. Each year a transition conference will be held for children on the graduated pathway at My Plan + or EHCP with the parents, staff at each school and Advisory Teacher who is assigned to the child to ensure a thorough handover and a key person to support the child's transition.</p>
<p>What special arrangements are made during formal assessments?</p>
<p>Where appropriate the SENDCo will work with the class teacher to ensure that barriers to assessment are reduced. Each year the government publishes criteria for exam access arrangements. In the case of KS2 SATs, school can apply for various arrangements to be put in place for those children meeting the qualifying criteria to ensure that every child has a fair chance of accessing the tests. These might include a request for additional time for those students meeting the qualifying criteria but may also include a reader, or a scribe, rest breaks, separate quiet environment. These are just some of the possible adjustments to the SATs where this is normal classroom assessment practice.</p>
<p>Where can you find our SEND policy?</p>
<p>There is a copy of our SEND policy on the school website. If you would prefer a paper copy, please ask our school administrators by telephoning or emailing school. Blakeney: Ms Lisa Newport and Mrs Jess Davies - 01594 510270</p>

admin@blakeney.gloucs.sch.uk

Pillowell: Mrs Britt Bowkett and Ms Lisa Newport- - 01594 562244

admin@pillowell.gloucs.sch.uk

Walmore Hill: Ms Jo Standcliffe - 01452 750373

admin@walmorehill.gloucs.sch.uk

Who can you contact for more information?

Please get in touch with your child's teacher as soon as you feel there is an issue. The SENDCo/Head teacher will also be very happy to discuss any concerns and offer advice.