



North Cotswold Schools Federation SEND Parent Information Report 2020-2021

Alexandra Symondson (Executive Headteacher)

Anna Mason (Executive Deputy Headteacher and SENDCo)

Robin Davis (SENDCo Governor)

North Cotswolds Schools Federation values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered 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, Executive Headteacher, SENDCo (special educational needs coordinator) and all other members of staff are responsible for teaching children with SEND.

What types of SEND do we provide for at North Cotswolds Schools Federation?

Special educational needs can be considered as falling under four broad categories:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

How do we identify and assess pupils with SEND?

At the North Cotswolds Schools Federation quality first teaching and the identification of Special Educational Needs (SEN) is built into an overall holistic approach. Children are identified as having SEN through a variety of ways including the following.

- Liaison with a previous school or pre-school setting
- Following the Code of Practice and Gloucestershire Graduated Pathway assessment and tracking information
- Class teacher concerns
- School based assessments that may be carried out by the SENDCO if appropriate.
- Concerns raised by parents
- Concerns raised by the pupil
- Liaison with external agencies
- Health diagnosis

Who is the Special Educational Needs Coordinator and how can she be contacted?

Anna Mason is the school SENDCO. Anna is also the Interim Executive Assistant Headteacher. She can be contacted via the main school office

Anna works closely with the Pastoral Leader (Emma Clark) and the Parent Support Advisor (PSA) Elizabeth Hamilton who can also be contacted via the main school office.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

Special Educational Needs and Disability Coordinator (SENDCo)

The North Cotswolds Schools Federation SENDCO has responsibility for the overall management of SEND in the schools. The SENDCO works collaboratively with the individual Heads of Schools. The SENDCO is responsible for:

- Co-ordinating all the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met



- Ensuring that parents/carers of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going.
- Liaising with outside agencies who may come and support your child's learning (e.g. Speech and Language)
- Updating the schools SEND register and making sure there are records of your child's progress and learning needs
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible
- Working with class teachers, parents/carers, children and other professionals to write Education, Health and Care (EHC) plans

Class Teacher

The Class Teacher is responsible for:

- Keeping appropriate records on your child and their progress, which can be used to identify areas of support
- Working with the SENDCo to write individual 'my plans' to identify key targets for your child.
- Working with the SENDCo and identifying, planning and delivering any additional help your child may need
- Working with the SENDCo to share and review assessment and progress information
- Informing you of progress at Parents' Evenings
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work for your child, so they can achieve the best possible progress.
- Work with outside agencies who may offer advice and help to support your child
- Ensure they follow the school's SEND policy.

Executive Headteacher

The Executive Headteacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND
- Ensuring that the needs of SEND are met
- Keeping the Governing Body up to date about any issues in the school relating to SEND
- Working with the school finance officer, SENDCo and Governor to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

Head of School

The Head of School of the individual schools are responsible for:

- Liaison with parents where needed

- Supporting teachers to write and review My Plan documents
- Tracking SEND pupils progress and ensuring provision is being met through pupil progress meetings along with the SENDCo

SEND Governor

The SEND Governor will be kept informed of SEND in the school by the SENDCo, Executive Headteacher and the SENDCo's annual report. They will make sure that the necessary support is made for any child who attends school who has SEND.

What is our approach to teaching pupils with SEND?

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work, while some will work on a differentiated curriculum in groups.

Class Teacher input: Teachers endeavour to provide excellent classroom practice.

- The class teacher will have the highest possible expectations for your child and all pupils in their class
- Teaching will be based on building what your child already knows, can do and can understand
- Different techniques and ways of teaching are utilised to fully involve children in their learning in class (e.g. more practical learning)
- Specific strategies are in place to support your child to learn – these may have been suggested by the SENDCo or outside agencies.
- Your child's teacher will use a 'my plan' to carefully check your child's progress and will have decided how to meet gaps in learning to help them make the best progress possible.

Specific Group work with a smaller group of children

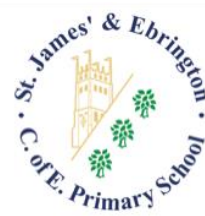
- These groups are called intervention groups or social groups
- They can be run in the classrooms or outside
- They can be run by a teacher or teaching assistant
- Your child will engage in the group session with specific targets to help them make more progress
- Sometimes an external professional will guide or run these groups

Specified Individual Support

- For some children, a 'my plan' may not be sufficient support to ensure your child is able to make progress. In these cases, individual support may be necessary.
- This can be provided in a classroom setting or outside of the classroom
- This is usually provided via an Education, Health and Care Plan, although other children may be considered .

Educational, Health Care Plan (EHCP)

This support is available for children whose learning needs are severe, complex and lifelong. Professionals as described above and the SENDCo will have identified that your child needs a



particularly high level of support. The following process needs to be followed for your child to gain and EHCP.

- The school (or you) can request that the local authority services carry out an EHCP assessment on your child's needs. This is a legal process that sets out what provision your child will need.
- After the application for an EHCP has been made a panel of professionals will decide whether your child's needs meet the threshold for a statutory assessment. If this is the case, they will ask you and all the professionals involved to write a report that identifies specific needs.
- In some cases, an EHCP is not issued, if this happens the school will continue supporting your child to ensure they make as much progress as possible.
- An EHCP plan will allocate a specific amount of funding to the school and will also identify short-term and long-term goals for your child.

How do we adapt the curriculum and learning environment?

All pupils have the right to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils diverse learning needs
- Remove the barriers to learning and assessment

Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's needs. At times it may be appropriate to alter the school timetable to meet the needs of your child.

How do we consult with parents of pupils with SEND and involve them in their child's education?

- The North Cotswolds Schools Federation value and encourage the contributions that parents make in supporting their child's learning.
- The class teachers are regularly available to discuss your child's progress or any concerns that you have. The SENDCo or Head of School is also available for you if you had further concerns (there is an open door policy).
- In addition to parents' evenings parents of SEND pupils will also have the opportunity to review outcomes set on 'My Plans' and input into the new targets that are set. This happens 3 times a year minimum.
- Additional meetings can be arranged at any time as required or as requested by a parent.
- Homework may need to be adjusted as needed to your child's individual needs.
- A home school contact book may be used to support communication with you. If this is the case this will be discussed with you.

How do we consult with pupils with SEND and involve them in their education?

- All our children are encouraged to be active learners and reflect upon what strategies they may find easy or difficult.
- Pupil voice is encouraged and supported in a number of ways and this includes SEND pupils. E.g. School Council, pupil questionnaire, pupil conferences.
- All children have personal targets set on their Pencil and Ruler targets. Children are encouraged to discuss these with teachers and help decide what they need to work on next.
- Outcomes for pupils are set on My Plans/My Plan + these are reviewed with pupils prior to a review meeting or if it is appropriate during a meeting.

How do we assess review pupils progress?

- In line with Quality First Teaching, class teachers monitor the progress of all children within their class using a tracking system called insight.
- If your child has a My Plan or a My Plan + these outcomes are reviewed termly in conjunction with the SENDCo, Head of School and the class teacher, parent/carer and child where appropriate. My Plan outcomes are SMART in order that your child's progress against these can be measured. When needs are identified on a My Plan, My Plan + or an EHCP document the teacher will decide what baseline data to collect to monitor your child's progress. This data is recorded on the class profile three times a year and is shared with parents and the senior leadership team.
- The SENDCo and the class teacher will use the intervention-monitoring forms to analyse the effectiveness of interventions and class support and monitor the progress of the children with SEND these are discussed during pupil progress meetings with class teachers and senior leaders. Where progress is less than expected interventions will be adapted or changed.
- A provision map is used to monitor the progress of a My Plan over the year. This includes looking at specific provision that individual children require.
- At the end of each key stage (i.e. year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that is a government requirement. Your child may require additional time or resources to support them with these tests.
- Regular book looks, lesson visits and learning walks are carried out by members of the Senior Leadership Team to ensure that the needs of all children are met, and the quality of teaching and learning is high.

How do we support Social, Emotional and Mental health needs?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. The SENDCo, Pastoral Leader (PL) and Parent Support Advisor (PSA) work closely to ensure good links are made between the two services. The PL and PSA will hold the role of the lead professional on family My Plans and the SENDCo on child specific My Plans. Where appropriate My Plan review meetings are held with SENDCo and PSA. To extend our support for children's social, emotional and mental health concerns a nurture space has been developed 'Rainbow Retreat'. Provision is set up to meet individual needs. This might be in a nurture group or tailored one to one



support. The strength and difficulties questionnaire is used by staff to help identify the children's needs.

What training do our staff receive to support pupils with SEND?

All teachers at the North Cotswolds Schools Federation are teachers of pupils with SEND. Training and CPD is essential to providing quality first teaching to all children based. This year's CPD directly focusing on SEND has been as follows.

- Whole school behaviour policy review
- Restorative practice training
- Positive behaviour management
- Positive handling
- TA training on precision teaching and memory skills
- Graduated pathway training
- Dyslexia and the classroom
- Individual teachers and TAs receive training related to specific children in their class from the SENDCo, PSA and ATS

What specialist expertise is available to meet the needs of pupils with SEND ?

Within school

- The SENDCO has achieved the NASENDCo qualification and has over 12 years of teaching experience.
- The SENDCO attends termly cluster meetings organised by the LA
- Pastoral Leader and PSA both have over 10 years experience of working with children with SEMH difficulties
- The Executive Headteacher also holds the NASENDCo qualification and worked as a SENDCO for 5 years previously.

Outside agencies and professionals

There are times when it is essential for children to be assessed or work with an outside professional. Referrals are made by the school as needed. Below are the services we access on a regular basis.

- Families first and Social Care to support children and families who are identified as having level 3 and 4 needs. This year we have been able to host a community social worker to support a number of families.
- The LLNC project within the North Cotswolds cluster is supporting children with SALT and SEMH needs.

- Advisory Teacher Service (Communication and interaction/Hearing Impairment/Visual impairment/Physical disability/ Cognition and Learning/Social, Emotional and Mental Health difficulties)
- Speech and Language therapist (SALT)
- Educational Psychology Service
- Local Authority SEND case workers
- School Nursing Team
- Paediatrician
- Transforming Lives for Good (TLG) workers
- Teens in crisis councillors

Many of the above organisations will contribute to review meetings including Team around the Child (TAC) and will support in setting new outcomes for SEND pupils and ensuring provision remains relevant to the needs.

How do we secure provision, resources and facilities to support pupils with SEND?

The school budget received from Gloucestershire local authority includes money for supporting SEND. The Executive Headteacher and the SENDCo decide on the deployment of resources for SEND in consultation with the governors and based on the needs of the school.

The decisions made are under constant review to ensure the best provision is in place and resources purchased to meet the individual needs of SEND pupils.

How do we evaluate the effectiveness of SEND provision?

- Monitoring of My Plans/My Plan + and % of outcomes achieved or partly achieved 3 x a year.
- Intervention monitoring logs to analyse the success of the provision
- Reports from insight tracker relating to SEND pupils
- Monitoring by SENDCO and SL- lesson observations, learning walks, book looks
- Pupil conferencing

How are the schools accessible to children with SEND?

- Cold Aston, Swell, Longborough and St James and Ebrington Schools have widened doorways to allow wheelchair access and have accessible toilets.
- It is worth noting that Cold Aston, Swell and Longborough schools have at least one classroom upstairs, though as much as possible would be done to accommodate a child needing a wheelchair.
- Staircases in all the schools have handrails in place.
- The playing fields and playgrounds all have wheelchair access.
- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (visually impairment) further advice is sought.
- Extra-Curricular activities are available and accessible to children with SEND.
- Children with specific needs with have additional members of staff to help them access the school, curriculum and clubs.



How will we support your child as they move between classes or to another school?

We recognise that transition of any sort can be difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.
- When moving classes, within the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- When moving to secondary school we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be specific meetings to prepare you and your child for this move and it will be appropriate for the child to visit their new school.

What support services are available to parents?

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is available if needed and provides free, confidential and impartial advice to help parents play an active and informed role in their child's education. They can be contacted on 0800 1583603 or SENDiassglos.org.uk

Gloucestershire local authority are responsible for the 'Early Help Graduated Pathway'.

The Education Inclusion Service and the Families First Teams support children, young people and families getting the right help at the right time, before issues get worse.

All children receive Universal Services however some children will need extra support in order to be healthy, safe and to achieve their potential. The provision of early help support can be at all stages of a child's life; pre-birth, during pregnancy, childhood or adolescence

The Cotswolds Families First Plus team can be contacted by email or telephone.

- cotswoldsearlyhelp@gloucestershire.gov.uk
- 01452 328101

Further information about the Early Help Graduated Pathway can be found at

<https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-for-children-young-people-and-families/Appendix>

