

Special Educational Needs Information report

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Aims and Objectives

Our aim at Dursley Academy is to create an inclusive school in which every child, member of staff and parents feels supported when faced with a learning difficulty or special need. Together with high expectations of the children and staff, this will help us overcome barriers in children's learning and to close achievement gaps with others. In this way, all of our children can participate fully in the life of the school, feel equally valued and be helped to reach their full potential.

We seek to achieve this aim by:

- Acknowledge that all children have different ways and rate of learning and that all may experience a difficulty or special need at some point in their primary school life.
- Planning to meet the full range of learning needs and styles within the curriculum by ensuring all lessons provide suitable learning challenges for all members of the class or group, by adaption of the curriculum whenever possible.
- Tracking all pupils' attainment and progress to ensure effective and early intervention and continuously reviewing and evaluating the support arrangements that are in place.
- Designating a qualified teacher to oversee the SEN provision and to support class Teachers to meet the needs of children with SEND.
- Providing a team of support staff who work with groups and individuals throughout the school under the guidance of the SENCO and teaching staff.
- Using a graduated approach to provide the correct level of support, as outlined in the Gloucestershire Graduated Pathway;

Adopting a 'person centred' approach by:

- Listening to and valuing the views of parents or carers, involving them as much as possible in setting and reviewing their children's targets for improvement and acknowledging that progress is most likely to be made when action taken at school is backed up by home support;
- Listening to and valuing the views of pupils, involving them as much as possible in considering how they learn and how their needs can be met;
- Creating an ethos that fosters a growth mind-set and that celebrates achievement at all levels and in all aspects to build confidence in all our children;
- Value and encourage the contribution of all children to the life of the school;
- Work with the school's Governing Body to enable them to fulfil their statutory monitoring role regarding the SEND Code of Practice;
- Where appropriate, work closely with external support agencies to support the needs of individual pupils and/or their families.

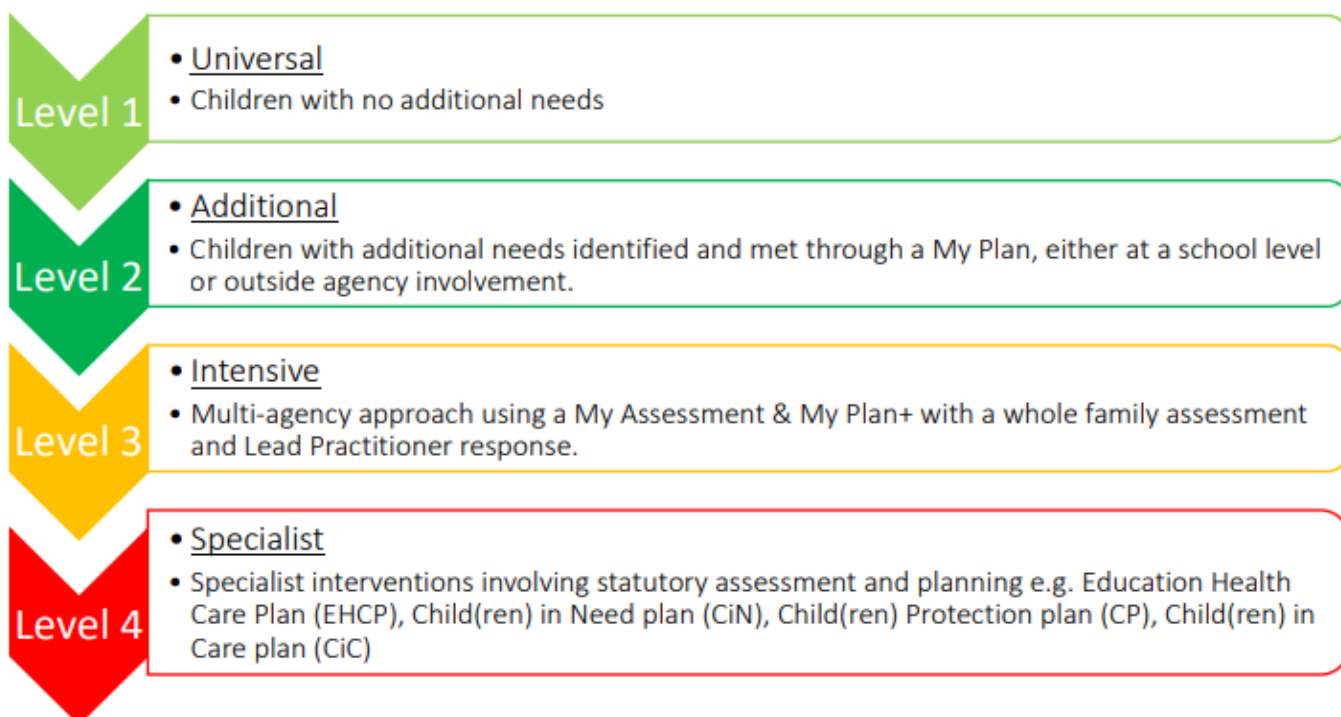
Identifying and Assessing support for Special Educational Needs

At Dursley Academy, we are very passionate about getting support in place quickly and effectively for children who present themselves with a learning need or SEND. We do this through a manner of different routes in line with the Code of Practice:

- In regularly and carefully tracking the progress of all children the class teacher may notice that a pupil is not making expected progress when compared to his or her peers;
- The progress of a child's learning may be identified by a teacher or teaching assistant (TA) as being less than expected across a lesson or series of lessons;
- A parent may be concerned about their child's progress at school and/or at home;
- There may be a previous record from another school or early education setting;
- There may be a difficulty highlighted through implementation of the school assessment policy;
- There may be an expression of concern from an external agency.

If there is a concern about a pupil's progress in any of the four areas of need, we as the school would discuss this with parents and we would review the arrangements that are in place in the classroom. We would look to provide some targeted intervention for a time-limited period, assess the impact of this and carefully monitor the child's responses to well-founded interventions. Before deciding that the slow progress is attributable to a special educational need; all other possible causes would be considered first.

To decide what level of support is appropriate once a need has been identified, we will look at the individual case of each child, alongside the descriptors given in the 'Gloucestershire's Levels of Intervention Guidance' (2021). These are designed as a guide for schools to identify what might be beyond universal provision and therefore what is additional to or different from that usually available. The levels of support we offer are as follows:



The Nature of Intervention

Using the graduated approach outlined in the SEND Code of Practice, we run a four-part cycle when supporting children with SEND:

Assess, Plan, Do, Review.

Assess

Each term, all children are formatively assessed by their class teacher and their progress discussed at regular 'pupil progress' meeting with the Headteacher. It is here where the Headteacher/SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment
- Group or individual support
- Staff development and training to introduce more effective strategies.

The child's class teacher, working with a TA, is responsible for ensuring that quality first teaching, in-class support and targeted intervention programmes are place to support a child in achieving his/her outcomes set out in on an My Plan/+ or EHCP.

Plan

After a child has been identified as having a learning need or SEND, they will complete a My Profile to ensure we are keeping the child at the centre of everything we do and that their voice is being heard and listened to throughout. This will be regularly reviewed with a new My Profile being completed each academic year.

The child's class teacher will be given allocated non-contact time to write a My Plan. This My Plan will identify the child's learning needs and highlight an outcome for each need to ensure the child makes good progress in the next full term.

This will then be monitored by the SENCo and shared with parents at an initial meeting. The My Plan will then be reviewed termly by the class teacher with new outcomes set or adjusted as they are met.

The SENCo will again monitor progress and ensure the outcomes are appropriate. The SENCo will share this information with parents twice a year to give them a continued and accurate picture of the progress their child is making and their current targets.

In addition to the My Plan, the class teacher will write a termly class Provision Map which outlines any additional support (in a form of an intervention) being given to any children in their class. The class Provision Maps are a tool to monitor the impact and success of each intervention as they require a baseline and exit assessment. The SENCo will use this information to monitor the impact of the provision being made for children working below the age-related expectation or have been identified with SEN.

At the end of each academic year, the SENCo and Headteacher will meet to look at the data to discuss the progress of children who have been identified as either working below the age-related expectation or have been identified with SEN. This information will form the starting point for the class teachers to create a new class Provision Map for the new academic year, ensuring that our support and provision is as effective and efficient as possible.

If support from an external agency, such as the Advisory Teaching Service (ATS) or an Educational Psychologist, is needed to ensure the child continues to make progress, the child will be moved to Level 3 and a My Assessment and a My Plan+ will be completed. The My Assessment is a conversation with parents, where a document is filled in

which helps build a detailed picture of the child's family background, life at home, medical background and a thorough description of their needs – this can be a useful step in understanding the child and it keeps the child and family very much at the heart of the process. The My Plan+ enables needs and outcomes to be set with external agencies, as well as the school. Parents/carers and the child, if appropriate, will be involved in helping set these outcomes and in agreeing which external agencies will be involved. External agencies will be invited to attend or send a report to all future review meetings to ensure that the voices of all those involved with the child are represented.

In a small number of cases, the special need is significant enough for the child to be considered for Statutory Education, Health and Care Assessment (Level 4). The Local Authority (LA) will be involved in considering the need for Statutory Assessment and the school will normally put forward only those children who have been assessed as requiring a level of support beyond that which a school is reasonably expected to provide from its own resources. It is also a parental right to request consideration of their child for Statutory Assessment.

When appropriate, the LA will carry out a multi-disciplinary assessment and then formally consider the need for an Education and Health Care Plan (EHCP).

Provision (doing) and review:

If intervention is needed, we will use the following graduated approach:

Step 1

The first step may be some changes in the classroom (for example in the grouping of pupils, allocation of support from a TA or certain resources). This will be implemented and monitored by the class teacher and if possible backed up by home support to increase the pupil's involvement and motivation.

Step 2

The second step may be some group or individual support from the teacher or a member of the support staff, either within the classroom or in a separate teaching space. For example, a child may receive more regular 'Maths Meetings' to gain extra teaching input in the universal classroom timetable.

Step 3

The third step may be to provide the child with a carefully selected intervention. Some interventions may be in small groups and some may be 1:1. Interventions will be planned during the teacher's termly My Plan/Provision Map review for the next term. The teachers will inform the TA of the learning needs and outcomes for each child taking part in the intervention. It is the role of the TA to deliver planned sequence of sessions, complete the school's 'intervention plan and tracker', inform and update the teacher if a child has mastered an outcome or struggled to make progress before the teacher is due to review their My Plans/Provision Map. Each intervention can take from a few minutes to half an hour, depending upon the type and focus.

Interventions will be timetabled using a provision map. This will enable the class teachers and SENCo to have an overview of what provision a child is getting and how these fit into their week.

Interventions will be planned on a two-week rolling programme in the afternoons to ensure that children are not missing the same lessons each week. Interventions outside of normal curriculum time e.g. maths during a geography lesson, will only be done when absolutely necessary and when support within the taught subject does not allow the child to make progress. This approach means that children with SEN miss out on as little of the whole curriculum as possible. See appendices below for specific intervention plans for different areas of need.

Roles and Responsibilities

The Governing Body, in partnership with the Headteacher;

- Determining the school's general policy and approach to provision for pupils with special educational needs;
- Establishing appropriate staffing arrangements;
- Deploying SEN resources;
- Maintaining a general oversight of the school's work;
- The designated SEN governor will meet with the SENCo at least once a year to discuss the SEN provision and the wider picture of the SEN needs of the school;
- Ensuring the publication and annual updating of a SEND information report to support the Local Authority SEND Local Offer.

The Headteacher

- Overall management of the provision for special educational and disability needs;
- Working closely with the SENCo to ensure a holistic school approach;
- Keeping the Governing Body fully informed.

The SEN Coordinator (SENCo) responsibilities include:

- Working closely with the Headteacher to ensure a holistic school approach;
- Overseeing the day-to-day operation of the school's SEN policy;
- The SENCo will meet with the designated SEN governor at least once a year to discuss the SEN provision and the wider picture of the SEN needs of the school;
- Coordinating provision for children with special educational needs;
- Liaising with and advising fellow teachers and TA;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Working with and co-ordinating external agencies;
- Facilitating the organisation and delivery of annual EHCP review meetings with all the relevant parties involved;
- Reporting annually to the Governing Body on the implementation of the school's SEN policy, via the Annual SEND Report.

The Class Teacher

- Identifying whether a child in their class has SEND and what those needs are, with support from the SENCo as necessary;
- Ensuring the progress of all children in their class, including those with SEND;
- Differentiating the curriculum and teaching approaches so that the learning is accessible but has an appropriate level of challenge for all children;
- Using TAs to facilitate targeted support for identified children in the class, but remaining responsible for the teaching and learning of pupils with SEND;
- When needed, sharing children's My Plan/+ or EHCP outcomes with TAs to help them implement these into interventions;
- Coordinating and reviewing a pupil's individual My Plan/+, with the support of the SENCo where needed;
- Inputting in EHCP assessments/reviews of the child's progress and next steps;
- Coordinating and reviewing their class Provision Map, with the support of the SENCo where needed.

The Teaching Assistant

- Liaising with teachers to help plan learning support for identified children including the use of interventions where needed;
- Delivering planned learning support for any child requiring this, including interventions when needed, or facilitating their delivery;
- Helping to monitor progress (through the intervention plan and tracker) made by children doing interventions and therefore whether the interventions need adapting in any way or replacing;
- Feeding back to teachers about how children are progressing, both within lessons and over longer periods of time.

Record Keeping

At Dursley Academy, we ensure we keep up-to-date records of children with SEND. This can include one and/or all the following:

- Records are kept for each child including the nature of the difficulties, provision, involvement with external agencies, review records, outcome trackers, My Plan, My Plan+ and EHCP documentation.
- These are kept digitally and physically in a locked cupboard in the SENCO's office; All staff are responsible for maintaining and updating the records. The SENCo is responsible for overseeing and monitoring the record keeping system for pupils with SEND;
- All children with SEND are highlighted on the school's SEND register. This document indicates each child's level of intervention, broad area of need, additional areas of concern, plan type, involvement of outside agencies, Pupil Premium, consent from parents and the date the support was open and/or closed. This is regularly reviewed by the SENCo and Headteacher throughout the year to ensure it is as up-to-date as possible;
- With the consent of parents/carers, the LA will be informed of any current My Plans/+ or EHCPs in the school throughout the school year.

Transitions

Transitions are the moves children and young people make from home to an early years and/or childcare setting, from there to primary, from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond. At Dursley Academy, it is essential that all children have a smooth and seamless journey as they move through our school community and this why we strive to support all children through periods of transition, particularly those with SEND.

Identified key periods of transition:

- Starting school;
- Moving to a new class and/or class teacher (EYFS to Key Stage 1; Key Stage 1 to Lower Key Stage 2; Lower Key Stage 2 to Upper Key Stage 2);
- Joining our setting from another primary setting;
- Leaving our setting to join another primary setting;
- Leaving primary school to start secondary school (Key Stage 2 to Key Stage 3).

Starting school

When a child joins the reception class at Dursley Academy, the class teacher(s) will meet with the child and their parents (usually by carrying out a home visit) as well as meet with the Early Years (EY) setting to build a picture of the child. If a child has been identified with SEND in an EY setting, the Headteacher/SENCo will attend any transition meeting and will liaise with the EY setting to provide a smooth transition into reception and the wider school community.

Moving to a new class and/or class teacher

At the end of each academic year, the class teachers will have a transition meeting to discuss the needs, personalities and support of the moving cohort (Reception into Year 1; Year 2 into Year 3; Year 4 into Year 5). In this meeting, the class teachers will also discuss the needs of children with SEND, they will share what progress has been

made, the child's My Plan/+ or EHCP and what support needs to be in place for the forthcoming academic year. It is the current class teacher responsibility to write the My Plan for the Autumn term so support is continued and isn't impacted at the start of a new academic year.

During the latter half of the summer term, the moving cohort will spend time with their new class teacher and in their new classroom with the cohort who are staying for another year. This will allow the children to build bonds with new adults and children, familiarise themselves with a new classroom layout and adjust to being in a new class in the new academic year. It may be appropriate to put more support in place for children with SEND using tailored social stories, extra time in the classroom and/or with their new adults. This will be assessed on a case by case basis.

Joining/leaving our setting from/to another primary setting

When a child joins Dursley Academy from another primary school, we will strive to make them feel welcome and part of our school community as quickly as possible. The Headteacher will meet with the child(ren) and their parents or carers and if necessary contact their previous school to build a picture of the child(ren) and their learning needs. If any confidential documents or records need to be passed on, this will be done through secure means, such as Egress or similar. This information will be stored in line with our record keeping policy and our SEND register will be updated accordingly.

When a child leaves Dursley Academy to join another school, the Headteacher will securely pass on any important information to the new school. Again, the SEND register will be updated accordingly.

Leaving primary school to start secondary school

When a child moves onto secondary school, we will facilitate and support the transition being put in place by the secondary school. This could be allowing children to attend transition sessions, meeting with their new Head of Year and providing time for the class teacher to meet with secondary school staff. For children with a learning need or SEND, we will securely pass on any important information and records to the secondary school to ensure they have all the information to carry on any further support. In cases of children with EHC Plans, we invite the secondary school to the final My Plan/review meeting with parents to discuss what support may be needed going forward, review end of Key Stage targets and finalised a transition plan.

It should be noted that in line with the SEND Code of Practice, during any stage of transition we as 'the current setting' will agree with the child and/or the parents what information will be shared as part of the planning process.

Partnership with Parents and Children

Home support is a crucial factor in the progress of all children. Research has shown that partnership with parents or carers is one of the most important ways in which standards can be raised. At Dursley Academy, we actively encourage building a successful partnership with parents or carers. Parents or carers will have the opportunity to review and discuss their child's learning need or SEND twice a year through the My Plan meetings with the SENCo. If families require additional support from the school and other agencies, the school will facilitate Team Around the Child/Family meetings (TAC/TAF) and meet with the family every 6 weeks.

Parents who have concerns about their child's progress should initially contact the class teacher, who will consult with the SENCo when appropriate.

For parents who are dissatisfied with the provision for their child in an EHC Plan or with the LA's decision not to make a Statutory Assessment, there is SENDIASS Gloucestershire and, if necessary, the Regional SEN Tribunal system.

It is essential that our children are at the centre of everything we do. It is important that their voice is heard and that their views are respected. They are often the best judge of their own needs and lasting learning cannot be achieved without positive participation. It is known that children with a learning need or SEND can have a lower sense of self-esteem and confidence, so a child-centred approach is key. They will be consulted through pupil conferencing, My Profiles and whenever relevant through parents' meetings.

Monitoring and Evaluating the Success of the SEND provision.

At Dursley Academy, we are committed to the consistent monitoring, review and evaluation of our SEND provision.

In this respect, the SENCo will submit the school's annual SEND report to the Headteacher and Governing Body annually. The SENCo, with input from the Headteacher, uses a range of methods to gather data for analysis, including:

- Recording of data 3 x a year and pupil progress meetings 4 x a year linked to % on track for age related expectations (ARE);
- Analysis of end of year National Curriculum performance (KS1 and KS2 SATs, Y1 Phonics Screening, Teacher Assessment);
- Analysis of impact of interventions through scrutiny of provision maps;
- Support from outside agencies including Speech and Language and the Educational Psychologist;
- Reviews of My Plan, My Plan+ and EHCP targets;
- Noting of parents' and pupils' views, e.g. through parents' meetings, questionnaires or conferencing.

Bullying and Safeguarding

Bullying

It is known that children with a learning need or SEND are especially vulnerable to the impact of bullying and as a school we take several steps to tackle this, such as hosting a yearly Anti-Bullying week and focused whole school assemblies as well as incorporating growth mindset into the school ethos. More details are outlined in our Anti-Bullying policy.

Safeguarding

We recognise that children with SEND can face safeguarding challenges. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.
- As a result, we recognise that some children will need additional pastoral support, e.g. working with outside agencies, targeted SEMH interventions and other therapeutic interventions

Behaviour and Mental Health

At Dursley Academy, we have an important role to play in supporting the mental health and wellbeing of our children, by developing approaches tailored to their needs. It is our statutory duty to promote the welfare of our children, which includes: preventing impairment of children's health or development and acting to enable all children to have the best outcomes.

Early intervention to identify issues and provide effective support is crucial. Our school role in supporting and promoting mental health and wellbeing can be summarised as (as set out in the Department of Education guidance: Mental health and behaviour in schools):

- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment. We recognise that part of this role is to consider how best to use our SEN

resources to provide support for children with mental health difficulties that amount to special educational needs. It is also important that all the needs of those children who attract pupil premium to the school, including mental health needs, are assessed and support is arranged accordingly.

Complaints Procedure

As outlined in the school's complaints policy, there are two stages to logging a complaint;

Stage 1 (informal) would be to talk to the class teacher about the provision your child is receiving. If you are still unable to resolve concerns, then the next step is to talk to the SENCo. If your concerns are still unresolved, talk to the Headteacher.

Stage 2 (formal) would be referring to school's complaints procedure which governors will use to try and resolve issues. If you are still unhappy, you can use SENDIASS Gloucestershire and, if necessary, the Regional SEN Tribunal system.

Linked Documents and Policies

- SEND Code of Practice 2015
- Gloucestershire SEND Graduated Pathway
- Mental health and behaviour in schools
- Safeguarding Policy
- Anti-Bullying Policy
- Complaints Policy
- Behaviour Policy
- Teaching and Learning Policy
- Feedback and Marking Policy
- Supporting Pupils with Medical Conditions Policy

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Appendices

Appendix 1: Possible support for children with reading as an identified area of need:

Level 1 universal

Reading curriculum including weekly library visit and vocabulary focus

Regular individual reading differentiated to appropriate level

Daily comprehensive phonics teaching using ELS in Reception and Year 1

Decodable reading books in line with phonics scheme.

Levelled reading books in KS1 and lower KS2 and for those who need them beyond this point.

Level 2 additional

6-weekly phonics assessment and ELS intervention in Reception and Year 1 and year 2 for those children who do not pass the phonics screening.

Regular Reader intervention

In lesson focus, support and differentiation

Information sessions for phonics and reading at home

Targeted interventions

Levelled reading books in upper KS2

Level 3+ intensive

Reading ruler and coloured paper

Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 2: Support for children with writing as an identified area of need:

Level 1 universal

Writing curriculum including model texts and opportunity for editing

Word cards and working walls for reference

'Every Time We Write' expectations for each year group clearly displayed and referenced in lessons.

'Handwriting Hero' certificates and pen licences in Oak Class

Daily letter formation, spelling (Jane Considine) and grammar sessions from year 2 onwards.

Writing ELS workbooks during phonic sessions in Reception and Year 1.

Level 2 additional

In class focus, support and differentiation

Parental support for spellings

Ergonomic pencil, pen or desk

Funky Fingers fine motor intervention

Targeted interventions

Level 3+ intensive

Coloured paper

Access to laptop

Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 3: Support for children with communication and language as an identified area of need:

Level 1 universal

Continuous provision in EYFS.

Oral maths in Year 1

Vocabulary focus in reading lessons

Total communication approach across the school including symbols, signing, sensory time and social stories.

Curriculum vision includes emphasis on talking and discussion

Level 2 additional

Talk Boost

Targeted interventions

6 weekly ELS phonics assessment and intervention in Reception and Year 1.

In class focus, support and differentiation

Level 3+ intensive

Speech and Language Therapy

Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 4: Support for children with maths as an identified area of need:

Level 1 universal

Maths mastery curriculum which includes daily modelling, reasoning problems.

Daily fluency sessions (15 minutes)

Daily multiplication practise – Key Stage 2

Manipulatives

Maths working wall

Level 2 additional

Daily maths meetings

Individual fluency plan based on assessed KPIs from appropriate year group.

Targeted use of manipulatives

In class focus, support and differentiation

Level 3+ intensive

Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 5: Support for children with social, emotional and mental health as an identified area of need:

Level 1
universal

RSHE curriculum
Weekly Forest School sessions in Reception
Monthly forest school sessions for year 1 – 6
Mental wellbeing focus throughout the year in assembly
Whole school growth-mindset approach 'At Whiteshill we...'
Curriculum vision includes focus on outdoor learning
Yoga sessions for lower Key Stage 1 annually in PE curriculum
Gardening sessions in Science Curriculum

Level 2
additional

Incredible Five Point Scale
Total communication approach across the school including symbols, signing, sensory time and social stories.
ELSA (Emotional Literacy Support Assistant)

**Level
3+**
intensive

Family Support Worker
Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service