

*'Together we shine brightly'*

## SEND Information Report

### Our local offer

contribution towards the Gloucestershire LA local offer

[www.gloucestershire.gov.uk/localoffer](http://www.gloucestershire.gov.uk/localoffer)

### For children with Additional Needs, Special Educational Needs or Disabilities

Who this is for?

How do we  
identify children's  
needs?

What are the  
levels of  
support?

What classroom  
support do we  
provide?

What additional  
support is  
available?

This leaflet is for those  
already receiving support  
and those who may  
require it.

What are the  
other support  
services available?

How do we  
monitor and  
review pupil  
progress?

How can the school  
support you as a  
family?

Who do you  
contact?

How do we  
communicate  
about your child's  
needs and  
progress?

Dursley C of E Primary Academy is an inclusive school and we welcome all children. When a child has an identified special need or disability we work to meet those needs so that your child can thrive. We will do this firstly through our normal classroom practice, secondly if needed, through providing additional in-house support and thirdly, if needed through the involvement of other agencies. Whatever the type of support needed we work to develop the children's independence skills. This helps to avoid children becoming too dependent on an adult, which can result in what is sometimes known as learned helplessness.

**Who can you contact?** Your child's class teacher is the first point of contact when discussing your child's difficulties or any concerns about any provision your child is receiving. The next person to see is one of our Special Educational Needs Coordinators (SENCO).

#### **How will we support you and your child?**

If we think your child could possibly have Special Educational Needs we will:

1. Talk and listen to you.
2. Involve your child.
3. Assess your child.
4. Provide appropriate support.
5. Monitor your child
6. Involve other professionals if needed.
7. Communicate regularly with you.
8. Be there to support you and your family.

#### **What Pastoral Care do we offer?**

We offer a range of pastoral support, aided by an open-door policy so that families can readily approach us when required.

Specific provision is offered for children who need emotional, behavioural or mental health support.

Our SENCOs are available to support and guide families who may be going through a difficult time and recognise the need to support the whole family in order to meet the child's needs.

# The Umbrella Project - Raising Awareness of Neurodiversity in Stroud

## Celebrating Neurodiversity

Our school chose to be part of the Stroud Neurodiversity Umbrella Project where we consolidated what Neurodiversity means and celebrated our individual strengths and unique cognitive minds with the children. At Dursley, we recognise that no two minds learn the same. Therefore, we provide opportunities for different ways of learning and low arousal breakout spaces to support the emotional regulation of our children. These steps help them access learning successfully.

## How do we monitor pupil learning?

Each child's attainment and progress is closely tracked so that any underperformance can be swiftly addressed. If, despite all the support given, your child is still struggling to meet their expected targets, it may be your child has Special Educational Needs.

The class teacher or SENCO will then identify your child's difficulties and your child's name will be added to the school's SEN register. They will then begin their journey on the Gloucestershire Graduated Pathway. This will ensure your child is given specific short-term targets with identified steps to help achieve these. Additional support may be from the class teacher or from a teaching assistant (TA) working under the direction of the class teacher.

## How do we support children with emotional needs?

At our school staff are Trauma Informed and recognise the impact of Adverse Childhood Experiences on children's development. Nominated staff in each phase of school have received 'Mental Health Lite' training and the SENCO and Nurture Group Lead have also received Mental Health Lead training for this.

At our school we have a Nurture Group (The Nest) which is open during afternoons in a specially resourced room, led by a specially trained practitioner. It provides additional emotional and behavioural support if needed. Social skills groups are also facilitated which can be used to provide additional support for specific children with needs in these areas.

## How do we identify, assess and support pupil needs?

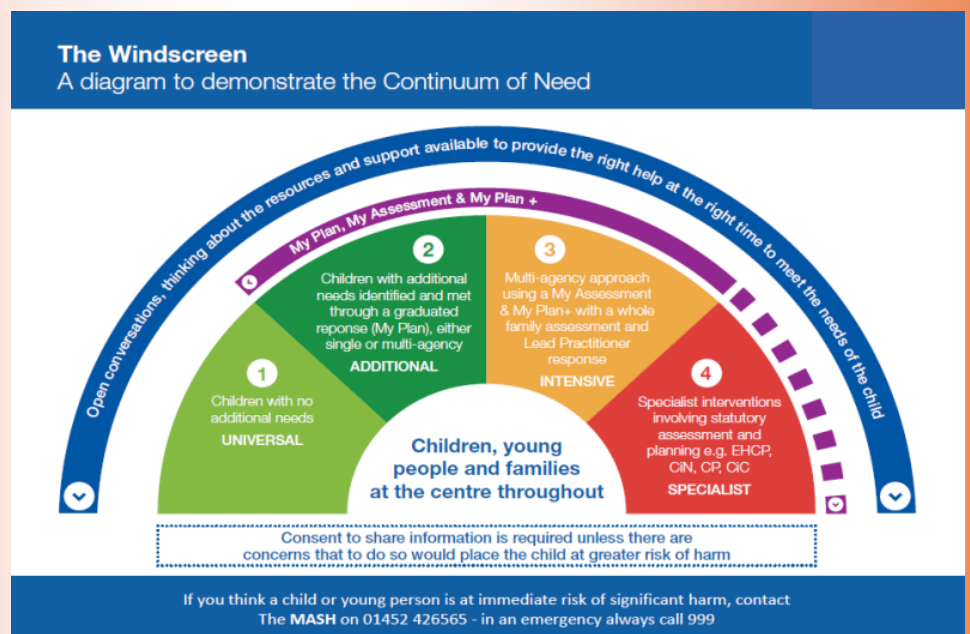
**Learning Differences:** Assessments by the class or set teacher will quickly identify if your child is having difficulties in an area of learning and lessons will then be adapted to meet your child's needs. Our SENCOs will suggest appropriate additional targeted support if required to help your child make better progress. This could be extra small group work or 1:1 support using specialist published materials. This support might be within the classroom or might be out of the classroom, depending upon what will provide the best support.

**Behaviour:** Through our behaviour policy, we use our 6 Christian-based values as a focal point for good behaviour, supported by carefully selected rewards and sanctions. However, if your child is struggling with their behaviour the teacher will discuss this with our SENCOs or Principal to help decide whether the following are needed:

- \* Individual Reward Charts
- \* Use of a report card system
- \* An Individual Behaviour Plan
- \* Additional adult support
- \* A personal risk assessment
- \* A Pastoral Support Plan
- \* Access to our nurture group, the Nest
- \* Involvement of other professionals

## Levels of support

We use the Gloucestershire Levels of Intervention Guidance to inform our decision as to the level of support a child or family may require. We recognise that working together enables us to be responsive to children and families' needs and provide the right level of intervention at the right time .



## What are the next steps?

Most children with SEND make progress in their learning or behaviour if their school and family work together.

However there are a few children, who despite a lot of extra support make less progress than they should in their learning or struggle to modify their behaviour. In this case, the SENCO will request advice and support from various outside support agencies. These children may then begin their journey on the Gloucestershire Graduated Pathway and be given a 'My Assessment', 'My Plan+' or possibly an EHC Plan .

## What is an Education Health & Care Plan (EHCP)?

A few children will have complex SEND needing significantly higher levels of support. If this happens our SENCO will make a request to the Local Authority to undertake a full assessment of the child's needs. The Local Authority may then work with the Academy to draw up an EHC Plan for the child which may provide top up funding to the school. The EHC Plan will ensure long term support for your child, including when transitioning from one school to another, and will be reviewed annually or earlier if needed. Parents and children will be involved in the whole process.

## How do we manage transitions?

We work closely with other schools and feeder pre-schools to ensure a careful transition plan is arranged when your child moves schools.

Our Early Years/Key Stage 1 SENCO will visit and observe pre-school children with additional needs, also attending their final review before they start Reception.

Our Early Years/Key Stage 1 and Key Stage 2 SENCOs work closely together to handover information between the transition of Key Stage 1 to Key Stage 2.

Our Key Stage 2 SENCO works closely with our local Secondary Schools to ensure secure transitions for our school leavers moving onto the next part of their school journey.

For some children, year-to-year transitions can be challenging. Therefore, we also ensure transition plans are in place. We ensure parents are always involved in this process. Current and future class teachers always meet to handover and share information regardless of need.

## How is support funded?

Every school has a delegated budget, within which is an allocated amount for SEND. Where a child requires additional support to progress with their learning or behaviour, the first £6,000 will be funded from this school budget. Where further support is still needed, we can consult with you to consider requesting an EHC Plan and top up funding.

## What training are our staff offered?

All our staff receive ongoing training to support children with additional needs, special needs and disabilities. Training and resources are provided in response to specific children's needs as well as whole school initiatives.

Staff have access to resources for particular needs, such as Dyslexia, at all times as well as additional materials, knowledge and resources held by our SENCOs.

Staff have yearly Performance Management which identifies opportunities for staff training and development. Termly Pupil Progress Meetings also help identify any specific training needs in response to the needs of the children.

Staff also receive training regularly through Staff Meetings and INSET days.

Additional services also support the training of staff to facilitate suggested interventions, such as Speech and Language.

## What are interventions?

The term 'intervention' refers to short-term focused teaching approach that will typically have a specific set of outcomes that have been planned for a child with additional needs. SEN interventions should be used alongside high-quality teaching methods so that children with SEND in your class feel as supported as possible.

There are times when children with SEND may not make progress at the same pace as other children in their class.

At the end of an intervention, it is crucial to assess how effective the intervention has been. Evaluation of the impact will help you to prove to those involved that your desired outcome has been met.

Some examples of Interventions we use are;

- \* Dancing Bears
- \* Nessy Reading and Spelling, Nessy Writing Beach
- \* JAM sessions ('Just A Minute' Precision Probe interventions)
- \* The list is not exhaustive, we actively seek additional/alternative and new interventions.

## What other Support Services are there?

To further help your child, our SENCOs may request advice from a variety of services. The list is not exhaustive with the school actively seeking additional/alternative support when needed;

- \* Advisory Teaching Service, Educational Psychology Service, Inclusion Team, Special Schools Outreach, Speech & Language Therapy, School Nursing Team, Paediatricians, Children and Adolescent Mental Health Service, Children and Young People's Services...

As well as the services above to support your child's additional needs we are also able to refer families for support through organisations and charities such as;



## How do we deal with bullying?

Sometimes, parents of children with SEN worry that their child may be vulnerable to bullying.

On the rare occasion of genuine bullying happening, the school will deal with this swiftly and effectively-see our bullying policy.

## For further information, please see:

- Our SENCOs.
- Our School SEN Policy.
- Our School SEN Governor
- Our School Website
- [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)