



## Cheddar Grove Primary School

### SEND Information Report

#### Vision Statement and Aims

At Cheddar Grove, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive high quality first teaching delivered through a differentiated, broad and inclusive curriculum. We aim to provide children with the best possible outcomes in preparation for lifelong learning. We endeavour to raise aspirations and expectations for all pupils by setting challenging but achievable goals and working in partnership with parents, carers and pupils.

**The school SENCO is Kate Abbott and can be contacted through the school office.**

#### Legislation and Guidance

**This Information Report is based on the statutory SEND Code of Practice found here**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

And the following legislation

- **Section 69 of The Children and Families Act 2014**, which placed a statutory duty on the governing bodies of maintained schools and maintained nursery schools in England, and the proprietors of Academy schools, to prepare a report containing SEN information.
- **Regulation 51 and Schedule 1 to the Special Educational Needs and Disability Regulations 2014**, which sets out school's responsibilities for its *SEND Information Report*.

At Cheddar Grove, we cater for children with a wide range of SEND. These currently include:

- Autism Spectrum Condition
- ADD/ADHD
- Global delay
- Mobility issues
- Attachment disorders
- Behavioural difficulties
- Anxiety and emotional stress
- Hearing impairment
- Medical issues
- Dyslexia

#### Identification process

Through the **Quality First Teach** approach, all children are expected to make progress. Class teachers and Senior Leaders monitor children's progress regularly highlighting any concerns. Throughout the school, we apply the **Assess, Plan, Do, Review** approach. This ensures that adjustments are regularly made to teaching and when necessary a range of interventions are put in place. These interventions

are monitored and reviewed for those requiring additional support and further provision is made available for children who have specific need.

When a pupil fails to make progress despite high quality teaching in class and shows signs of difficulty in one or more of the areas below further provision is made.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical difficulties

Once an area for concern is identified, teachers monitor and assess children's individual needs through a variety of processes:

1. Analysing assessment data to identify children who are not meeting age related expectations.
2. Setting targets for all children and monitoring their progress towards achieving these.
3. Continually monitoring the children in their class through observation, discussion, marking and written feedback.
4. Through a clear identification process for those children who class teachers are concerned about via a SENCO concerns form.
5. The SENCO may carry out classroom observations in order to establish appropriate next steps.
6. Specific testing, for example dyslexic testing, may take place to identify the child's specific need.
7. Providing all adults with the opportunity to discuss concerns at any time.
8. Liaising with parents.
9. Liaising with outside agencies.

### **Early Intervention**

In addition to this, we believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty is essential.

To support us in our early intervention we:

1. Carry out home visits for all Nursery pupils.
2. Meet with parents of all Reception children before they begin in September.
3. Attend transfer reviews for pupils with SEND transferring to us.
4. Provide early and appropriate intervention.
5. Refer any concerns raised to the SENCO to be closely monitored.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. Furthermore, we are able to plan for any additional resources or interventions and ensure that referrals are made quickly.

## **SEND identification**

Once a child is identified as having a specific need the SENCO or Senior Leaders will allocate them into the correct SEND group. Children are placed into either:

1. SEND or,
  2. Targeted Support
- (Please see appendix 1 for further information)*

These children will then be added to the school's SEND register. *The SEND register is a flexible document and children may be removed from it or just placed on it for a short period.*

Any child identified within the SEND or targeted support group receives additional support either through adapted teaching or through an intervention. These interventions are outlined on the year group provision map (*appendix 2*) which is monitored by the SENCO. The map outlines any support in addition to quality first teaching, which may be needed for pupils within the class.

For children on the SEND register teachers will write a Pupil Profile clearly outlining the pupil's current level, targets and suggested activities to best support the child in class. The class teacher will work with parents/carers, the child, the SENCO and outside agencies, if required, to develop their Pupil Profile.

Pupil Profiles are shared with parents and pupils in additional SEND parents meetings. In these meetings, parents will be able to discuss their child's progress. Teachers are also available for additional meetings for pupils with a high level of need, which can be arranged through the school office. Pupil Profiles are reviewed in Term 2, 4 and 6 but may be updated more regularly if appropriate.

In addition to regular assessment, teachers and TA's also monitor targets within the classroom through individual class systems.

Further interventions are also put in place by the SENCO and Senior Leadership Team to address children's individual needs, close gaps and accelerate progress. At the end of an intervention, the SENCO will review the pupil's progress and identify next steps.

## **Approach to teaching children with SEND**

At Cheddar Grove, we welcome all children into our school. We understand that adaptations may be required to allow them to access the curriculum. We aim to provide children with a broad and balanced curriculum for all taught through relevant, exciting and innovative lessons. All teachers are responsible for using a range of strategies and resources to make sure pupils succeed within the classroom. These strategies may include:

- Differentiated learning objectives
- Differentiated resources
- Differentiated curriculum
- Additional adult support
- Additional adult-led intervention
- Differentiated learning environment

Children who have been identified within the targeted support or SEND group will be closely monitored and information about how to support these children is shared daily with the class TA during morning meetings.

At Cheddar Grove we focus on closing children's individual learning gaps and this is monitored by Senior Leaders and the SENCO. If a child is identified as having considerable gaps in their learning then interventions are put in place. Staff and TA's have been trained on differentiation strategies, as well as how to use resources to best support children and accelerate progress. The SENCO is also always available to offer advice and guidance on resources, strategies and implementation.

*At Cheddar Grove we believe intervention should run alongside and in addition to high quality first teach and therefore should not replace teacher-led sessions. We also value the importance of children with SEND being given the opportunity to mix, communicate and work collaboratively with their peers so where possible teaching will take place in the classroom.*

Any additional support in place, where a child is working out of the classroom either in a 1:1 or in a small group situation, will be outlined in a letter to parents or carers. This letter will highlight the reason and overall aims of the intervention.

### **Assessing and reviewing progress**

Cheddar Grove strives to ensure that all children make progress in line with the School Improvement Plan and have taken the following steps to ensure children are given the opportunity to succeed:

- The SENCO and Senior Leaders monitor the quality of teaching and learning across the school.
- The SENCO and Senior Leaders regularly analyse data, identifying any areas of concern.
- Pupil Profiles, containing useful strategies and helpful teaching techniques as well as the pupil's voice, are completed for SEND children. These are reviewed in Terms Two, Four and Six.
- Interventions are based on children's individual gaps in learning and are monitored and reviewed closely by the SENCO.

At Cheddar Grove Senior Leaders and the SENCO regularly monitor and evaluate the effectiveness of teaching, interventions and its provision for all pupils. Interventions are established based on the children's specific gaps in learning. The Governors, Senior Leaders and Subject Leaders contribute to the process of evaluation. This is carried out through a variety of strategies including; the Assess, Plan, Do, Review Cycle, RAV reviews, visits from colleagues across the Academy Trust, learning walks, lesson observations, book and work scrutiny, as well as analysis of data. The SENCO meets regularly with the SEN Governor to discuss the provision for SEND, which drives forward improvements in effective practice and quality of provision for our children with SEN.

### **Allocating support for children**

Following a **graduated approach** (*Assess, Plan, Do, Review*), each child who may have SEND, is assessed individually and where required a personalised package of support is put into place. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean a change of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable the school to allocate resources/support for the child.

### **Curriculum and the school environment**

At Cheddar Grove, we aim to provide children with a broad and balanced curriculum taught through relevant, exciting and innovative lessons. All teachers are responsible for using a range of strategies and resources to make sure pupils succeed within the classroom. Lesson objectives should be adapted for all children allowing them to progress in their own learning.

Cheddar Grove places great value in learning outside of the classroom including school trips. All pupils have access to all activities offered by the school and any access issues for individual children will be carefully considered.

To ensure our children grow to be empathetic, understanding young adults we incorporate disability issues into the curriculum. The PHSE curriculum includes issues of disability, difference and valuing diversity. We believe that all children should be encouraged to listen to others and through PHSE lessons and assemblies we cover many issues. This includes prevention of bullying and accepting other's needs.

*We will always do our best to meet individual access needs. The school building is wheelchair accessible and there are wide doors in most of the school. There are also toileting and changing facilities available. We review the school premises annually; accessibility issues are always considered in light of any individual need. We ask that parents/carers inform us of any access issues they and their children might have.*

### **Well being**

Cheddar Grove is committed to helping all children stay safe and healthy and enjoy their time at the school. We aim to help them to grow into mature and caring young people who make a positive contribution to the school and the wider community.

All pupils have access to the school's Learning Mentor, Jill Paddock, who will provide additional support for pupils with identified behavioural, emotional and social needs. The Learning Mentor works closely with the SENCO and Leadership team who aim to ensure children's emotional needs are met. The school also has access to a school nurse, pupil and family support agencies and advisors from Bristol City Council Special Educational Needs team who advise the school according to need.

**The Learning Mentor is Designated Safeguarding Lead** with responsibility for child protection and **the SENCO is Designated Teacher for Children in Care.**

As a school Cheddar Grove believes pupil voice to be very important. All pupils are encouraged to contribute their views on school life through their school council representative.

### **Outside agencies and specialist services**

The SENCO works with staff from outside the school to support teachers in devising a range of methods to teach children with SEND. As a school we have access to a range of Local Authority specialist services in education, health and social care. We closely work with the following agencies to ensure that the curriculum is matched to children specific needs:

- Bristol Autism Team
- Children and Adult, Mental Health Service (CAMHS)
- Counselling services
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- School Nursing Team, Paediatricians and GP's
- Social Care teams
- Speech and Language Therapists

Individual teachers and support staff are signposted to training courses run by outside agencies that are relevant to the needs of specific children they work with.

We also advise parents to use the web-based information offered by Bristol City Council at <https://www.bristol.gov.uk/web/bristol-local-offer>.

This provides information for parents of SEND children including details of support groups, agencies and service providers. If you need support in using this website, please contact us at school.

**This is also where you will find information on the local authority's local offer.**

### Transition

At Cheddar Grove we appreciate that transition between Key Stages and from different schools can be a stressful time for our pupils especially those with SEND. To ease the stress and support children a variety of strategies are put in place.

**Home to Nursery-** Nursery staff visit children at home to discuss their needs with parents and carers. Following this children and parents are invited to a welcome session at school. Children then attend Nursery part time for 4 weeks. Following this period and alongside discussions with parents, children attend Nursery for the full two and a half days.

**Nursery or home to Reception-** For those children transferring from our Nursery, children will have weekly "buddy times" with Reception classes and staff to ease the move into Reception during Term Six. For those transferring from an outside Nursery or Children's Centre staff will visit these children in their familiar setting to transfer information from staff. For all children, in September they are welcomed into the classroom for a meet and greet session with their parents, this gives parents an opportunity to discuss their child's needs with the class teacher and raise any concerns. Children then attend school on a part-time time table for 2 and a half weeks.

**Key Stage 1 to Key Stage 2-** Children are given the opportunity to visit KS2 regularly and teachers work closely to transfer any information regarding additional support. We also run buddy scheme through our House System to familiarise children with the wider school.

**School to school transfers-** For children who transfer mid-year, Local Authority procedures are followed. The LA's 'Local Offer' is available on the Bristol City Council website. Once a place is secured the school will invite the child for a visit. For those with SEND a meeting will be held with the parents and SENCO to identify needs and discuss support.

**Year 6 to Secondary-** Our staff work closely with all Secondary schools to support children when moving schools. We share information and arrange additional transfer session for those requiring

further support. Records and paper work will be transferred and we will hold additional meetings for parents with Secondary school SENCOS if requested. Support for pupils with the highest level of need will be outlined during Annual Reviews of Educational Health and Care Plans and specialist placements may be requested.

### **Specialist Placements**

Although we welcome all children as part of our community and strive to educate them at our school, occasionally we may feel that as a school we cannot meet a child's need. If this is the case we may seek support or placement for specialist provision.

### **Allocation of resources**

The school budget received from the Local Authority includes money for supporting children with SEND.

The Inclusion Team discusses all the information they have about SEND in the school, and decide what resources, training and support is needed, in consultation with the Head, Senior Leaders, and Governors. Funding may be used to employ support staff and specialists, to buy resources and equipment, and for specific training.

Where a child has significant needs that the school feels that it cannot meet, the school can apply for a statutory assessment of the child, which may result in the child having an Education, Health and Care Plan (EHCP), and possibly a specialist placement. Parents can also request that the LA carry out a statutory assessment of their child's needs.

The budget is used to provide the range of support outlined above. Children will have access to this support according to their specific needs. Support for pupils with the highest level of need will be outlined in their EHCP. Additional funding can be applied for through the Local Authority Top Up funding system. To be suitable for this application children will need to meet the Bristol Universal Descriptors of SEND needs (BUDS). The school SENCO and Senior Leadership team assess a child's suitability for these applications and shares this with parents.

### **Consulting parents and young people**

Research shows that parental involvement has a significant impact on the progress pupils make in school. At Cheddar Grove, we work closely with parents and carers, valuing their contributions, whilst keeping them fully involved in their child's education. Parents and carers are encouraged to support their child at home and regular homework for KS2 children is set.

All parents are encouraged to contribute to their child's education through:

- Discussions with the class teacher at SEND Support Plan meetings.
- Parent/teacher consultations.
- Appointments made for discussion with class teacher after school.
- Supporting their child at home to meet their targets set during parents meetings.

As a school we greatly value parent/teacher discussions as it will help us to know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing

in school. This helps to make sure that we are doing similar things to support them at school and at home, and we can share what is working well.

We can also discuss information and advice we have received from other professionals e.g. the SENCO, Speech & Language Therapist, Educational Psychologist, etc. Information from outside professionals is shared with you, either verbally, written reports or both. This may also happen through other means e.g. a home/school communication book, or team around the child meetings.

At Cheddar Grove, the child is always at the centre of everything we do. We believe that children have the right to a voice and we ensure they are part of planning their targets as well as next steps in their learning journey.

### **Communication**

We understand that a child may need some short term support due to a change in circumstances. We encourage parents and carers to talk to teachers, the SENCO, Head Teacher or Learning Mentor. *Your concerns will always be taken seriously- your views on your child's development and progress are always valuable.*

**You can contact members of staff through the school office by**

- **Visiting the school**
- **Calling- 01179030418**
- **Email- [office@cheddargroveschool.org.uk](mailto:office@cheddargroveschool.org.uk)**

### **Additional advice**

If you wish to seek further advice the following website may be useful:

<https://www.supportiveparents.org.uk/>

### **Dealing with complaints**

If a parent wishes to complain about the provision or the policy, they should, in first instance, raise it with the SENCO, who will try to resolve the situation. If the issue cannot be resolved within 14 working days, the parent can submit a formal complaint to the Head Teacher in writing or any other accessible format. The Head Teacher will reply within 14 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office or on the school's website.

**Date Established:** February 2020

**Written by:** Kate Abbott

**Date for Review:** February 2021

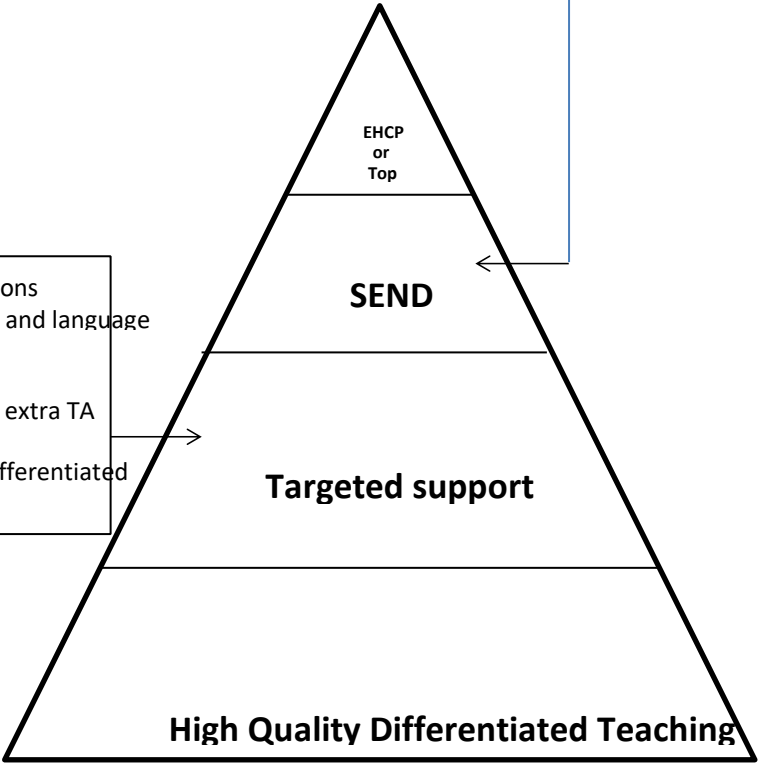


# 1. Cheddar Grove SEND Identification Criteria



- Involvement of any of the following organisations:
  - Educational Psychologist
  - Behaviour Improvement Team
  - Bristol Autism Team (BAT)
  - Learning Improvement
- Children working with 1:1 support
- Children working up to a year and a half behind (4 steps behind using the Sheffield SEN data)
- Children with an EHCP or Top Up funding
- Children who receive consistent and persistent support and are significantly out of line with their peers.

- Children in interventions
- Children with Speech and language support
- Children with EAL
- Children who receive extra TA support
- Children who have differentiated additional support



2.



**Cheddar Grove**  
**Year Group Intervention Provision Map**

Year Group	Intervention
EYFS	TALK Speech and Language Therapy (SALT), individual, small group and whole class sessions Attention Autism ( <i>Bucket Time</i> ) NHS SALT PM Reading Support
Year 1	TALK Speech and Language Therapy (SALT), individual, small group and whole class sessions Better Reading Partners Phonics Intervention; consolidation of sounds and blending groups NHS SALT TA Pre-teach
Year 2	TALK Speech and Language Therapy (SALT), individual, small group and whole class sessions Phonics Intervention; consolidation of sounds and blending groups Better Reading Partners TA Pre-Teach Spelling Precision Teach NHS SALT Pupil Premium English Intervention
Year 3	Phonics Intervention Better Reading Partners Inference intervention Pupil Premium Maths Intervention Pupil Premium English Intervention
Year 4	Inference intervention Better Reading Partners Pupil Premium Maths Intervention Pupil Premium English Intervention
Year 5	Inference intervention Better Reading Partners SEMH Group Spelling Precision Teach Pupil Premium Maths Intervention Pupil Premium English Intervention
Year 6	Inference intervention Better Reading Partners Precision teaching Pupil Premium Maths Intervention Pupil Premium English Intervention