

SEND Information Report – 2024-2025

Your child's school is part of the Lighthouse Schools Partnership Multi Academy Trust. All Trust schools are working together to ensure that there is a consistent and agreed way to manage SEND. This letter seeks to outline the agreed way of identifying needs to be met by the SEND Register.

The SEND Code of Practice 2014 uses this to define a SEN need or Disability:

- A child with SEN is a child in a school who has a learning need or disability that requires special provision to be made for them to access learning.
- A child of school age has a learning need or disability if the child;
- has a **significantly** greater difficulty in learning than the majority of others of the same age,
or
- has a **disability** which **prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

All schools in the Lighthouse Schools Partnership hold must make best endeavours to meet the needs of the SEND pupils within its care. That is to make the best endeavours to ensure that pupils with a SEN need or disability are able to access learning and make progress.

The majority of pupils will make progress within the **Universal Provision** without the need for additional support from the SEND register.

Our School

St Andrew's Primary School is a mainstream, inclusive school. We welcome value and respect the achievements of all children and we will always listen to and involve parents and children in the planning and review of their provision. St Andrew's has wheelchair access, parking and disabled toilet facilities.

We are a church school in the village of Congresbury. We are passionate about ensuring that every child leaves our school with the skills and experiences required to lead happy and successful lives. Children at our school are supported and guided by the staff, their families and our church. We are proud to be part of the Lighthouse Schools Partnership Multi-Academy Trust which, along with the sharing of excellence, supports each of its schools in maintaining its own identity and ethos.

Our vision is '**growing together**' to unlock potential through a curriculum where pupils thrive and develop character and master knowledge and skills within a Christian community where everyone is valued and cared about. We welcome diversity and pride ourselves upon the fact that we embrace a wide and varying community and that we always strive to achieve the highest standards possible.

As a practicing **Nurture UK** school, we pride ourselves on the relationships that we develop and the care and kindness that we give to every child as an individual. The Nurture UK approach frames everything that we live and breathe. It supports pupils' emotional and social development and helps them feel happy, loved and secure, able to enjoy friendships, relate well to others and be ready and able to learn. It supports them in becoming more self-assured, capable and adaptable.

At St Andrew's, we believe that everyone is capable of extraordinary and amazing things! We believe in growth mindsets and that all children can learn without limits. This means that we don't set a ceiling or a limit on what any individual is able to do. We trust our children, with the right support, to make their own decisions and to challenge themselves and grapple with their learning. Universal Provision is another name for 'high quality adaptive teaching' and the resources available to **every** child within the school or classroom. For example, a child may have access to a pencil grip to help them hold their pencil correctly. A teacher may provide the child with visuals / scaffolding to support them in presenting their learning appropriately. A child who finds it tricky to concentrate may work best in a space within the classroom with less distractions. Most children will make progress in their learning through the offer of **Universal Provision**.

The purpose of our information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEND).

What kinds of needs do we support at St. Andrew's?

The DfE Code of Practice broadly identifies four different areas of need. Our school currently makes provision additional to or different from that of neuro typical, age-related expectations for a range of needs including:

- Communication and Interaction (Speech language and communication difficulties, including Autism)
- Cognition and Learning (Specific learning difficulties, including Dyslexia)
- Sensory and Physical difficulties/ disabilities (Hearing, Vision and Diabetes)
- Social, emotional and mental health difficulties (ADHD and anxiety)

How are children at St Andrew's Primary identified as having SEND?

Children are assessed through a variety of ways including:

Assessing each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stage, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify:

- Children performing significantly below age expected levels and interventions that have not had an impact
- Concerns raised by parent
- Concerns raised by teachers, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies or health professionals i.e. physical, speech, paediatricians
- Liaison with nursery school/previous school

Teachers will discuss any concerns with parents, and what can be done to assist children in getting back on track. Slow progress and low attainment will not

automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of universal provision, or whether something different or additional is needed.

The SEND Register is a register of provision. If a child is not making progress through the Universal Provision then the school will highlight the need for access to provision that is 'additional and different to'. This provision is only available to pupils on the SEND register. A school will discuss the need to provide 'additional and different to' provision via the SEND register with a parent/carer and child before moving a child to the SEND register.

The SEND register is all about provision and as such there will be children / students with a diagnosed condition who may not need to access provision through the SEND register. This is because they are already making progress through the Universal Provision. There will also be children who receive provision from the SEND register for a short time and then move off the SEND register as they are able to make progress without the 'additional and different to' provision.

How will school support my child?

Who will oversee, plan, work with my child and how often?

The SENDCo (Special Educational Needs and Disabilities Co-ordinator) for our school is Mrs K White and can be contacted on SENDCo@standrewsprimary.org.uk or by telephone on 01934 832505. The SENDCo oversees the support and progress of any child requiring additional support across the school. The SENDCo works closely with the Headteacher, Governors and other members of the Senior Leadership Team (SLT) who are responsible for the strategic leadership of provision for pupils with special educational needs and disabilities at the school. This includes updating the SEND register, a system for ensuring all the SEND needs of pupils in school are known. Class teachers have responsibility for the children with SEND in their classroom and will oversee, plan, work with and assess each child to ensure that progress in every area is made.

How do we assess the effectiveness of our SEND provision?

The Governor with responsibility for SEND is, Mr Paul Friend, and his role is to meet with the SENDCO to discuss the needs of the children in school and to evaluate the provision and support the school as necessary. The SENDCO also reports to the Governors annually. The SENDCO meets regularly with the Headteacher, pastoral lead and class teachers to monitor provision and progress in place for children with SEND as well as assessing the impact of provision and identifying next steps.

What expertise and training do our staff have to support children with SEND?

As a school we are passionate about CPD for all staff. This includes training through INSET training, networks and staff meetings. The school has a training plan for all staff to improve the teaching and learning for children, including those with SEND. This includes whole school and individual training on SEND issues such as ASC, Attachment, Trauma, Dyslexia and Speech and Language difficulties. Recent training for teachers

and learning has included: dyslexia, universal provision, effective scaffolding strategies, Nurture UK, Team Teach, diabetes, autism, trauma, Talk Boost, Mental Health First Aid, phonics, precision teaching training and bereavement.

What is our approach to the teaching and monitoring of children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality adaptive teaching is our first step in responding to pupils who have SEND. This will result in differentiated and personalised learning for individual pupils where required. High quality adaptive teaching in a whole class, including:

- Small group work with teachers or LPs to meet the needs of individual children e.g. daily reading, precision teaching
- Small group intervention work led by teachers or LPs to fill specific gaps in children's learning e.g. pre-teaching, post-teaching, 1st Class at Number, Unlocking Letters and Sounds interventions, Talk Boost.
- Longer term interventions led by LPs or pastoral lead e.g. Zones of Regulation, Nurture UK, social thinking programme.

If your child requires further support, additional to the above, the class teacher and SENDCo might discuss with you about accessing external support from medical professionals. Where they require the support of a LP for usually more than 20 hours, you or the school may feel that would like to request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which you can find out more from the Local Authorities 'Local Offer' (or speak to your SENDCo). After the school has sent in a lot of information about your child, including some from you, they will then decide if the child's needs are complex enough to carry out a full assessment. If so, more information/reports will be gathered from various professionals (which would usually already be involved with the child's needs). The authority will then review the case again and decide if an EHCP (Educational, Health, Care Plan) needs to be written.

If agreed, the EHCP will outline the support your child will receive from the LA (local authority) and how that support should be used and what strategies must be put in place. It will have long and short-term goals for your child.

Top Up Funding can be discussed with the LA to enable more bespoke support for a specific need. Funding may be spent in various ways in order to best meet your child's needs – i.e. LPs, resources, training etc.

If required, the child may also attend support at an off-school site possibly at a specialist unit, alternative provision or be part of a dual placement with a special school.

What specialist services and expertise are available at or accessed by the school in addition to the class teacher and universal provision?

Learning Partners who work with children in class and out of class, 1:1 or in small groups with specific training.

We work with a wide range of health professionals including Speech and Language, CAMHS, School nursing team, Occupational Therapists and Paediatricians.

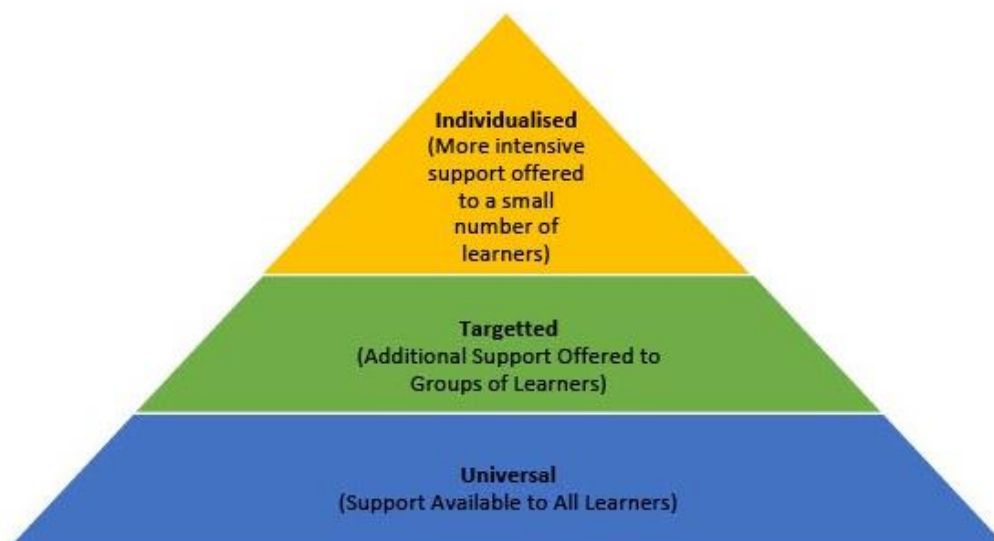
The school also has access to Advisory Teachers and Educational Psychologists when a child's needs require greater support.

Where specialist support is required, the professional will work with your child to assess your child's needs and will make recommendations, which may include:

- Making changes to the provision they need
- Set targets which will address their specific needs
- Suggest group or individual programmes under the guidance of the professional

How will I know how well my child is doing and how will you help me support my child's learning? What opportunities will there be for me to discuss my child's progress?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

In addition to the normal reporting systems: parents evening, twice a year (autumn and spring) and through end of year (July) reports, if your child is on the SEND register, their teacher will:

- Set individual targets on a 'Learning Plan', stored on Provision Map, which are monitored termly by the SENDCO as well as being monitored using the school's assessment system.
- Ensure the targets within a child's Learning Plan are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) and it is expected that they will be met by the time they are reviewed.
- Ensure each child also has a pupil passport.

- Meet with senior leaders three times a year to discuss the progress of all children.
- Invite parents to a meeting (at least three times a year) to discuss the progress that their child has made in relation to their targets.

How is extra support allocated to children and how do they move between the different categories in the Code of Practice?

The school budget, received from North Somerset Council, includes money for supporting children with SEND. The head teacher decides on the budget for special education needs in consultation with the school governors, on the basis of needs within the school. The head teacher and the SENDCO discuss all the information they have about children with SEND in the school including children who need or are getting support and children who are not making expected progress. They then decide what resources/training are needed. This is reviewed regularly. It will also depend on your child's level of need and how they cope in school. Strategies, deployment and interventions will be monitored for their impact and effectiveness. We may need to refer to outside agencies for their perspective on how best to meet your child's needs and how to help them reach their full potential. We have a team of Learning Partners who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. It really does depend on the complexity of the child's needs as to the bespoke package of support they will receive.

What support will there be for my child's overall wellbeing?

We will support the overall wellbeing of your child by:

- Involving all children in 'Jigsaw' lessons which bring together personal, social, health and economic education, emotional literacy, social skills and spiritual development.
- Ensuring we follow procedures set out by the 'Administering of Medication' policy. If your child has medical needs, they may also have a health care plan. This plan may include administration of medication or medical techniques if these are an on-going need.
- Working with the Pastoral Lead, Mrs Mayo.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same learning objectives will be provided in school. Where your child is supported by a Learning Partner, they will continue to have this support whilst out of school on a trip or working outside the classroom.
- Where appropriate, social stories can be written to prepare your child for a change in routine, an out of school activity or a trip.

How accessible is the school environment?

The school site is wheelchair accessible with two disabled toilets large enough to accommodate changing. We have a designated disabled parking space. The school site is on one level and there are ramps to access various parts of the main entrance, KS1 and KS2 building. In our Nurture 'Nest', we have set up a learning base that supports children with high levels of social communication needs to access an environment that has many resources and an outdoor space where they can access specific support or can continue their learning. Classrooms and corridors are designed to be calm and not 'busy' or cluttered to be less stimulating. We have a library and chalk room as well as several break out areas for children to be in a quieter space.

We also have an Accessibility Plan which details how we plan to:

- Increase the extent to which pupils with disabilities can participate in our curriculum
- Improve your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide or offer
- Improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

How will the school prepare and support my child to join the school, transfer to a new school?

We encourage all new children to visit the school prior to starting when they will meet their new class teacher and to be shown around the school. For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also offer to visit them in their current school. We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Voice of the Treetops Council which has an open forum for any issues or viewpoints to be raised. Children are able to contribute to their end of year reports. Children who have SEND targets will review their learning outcomes 3 times a year/termly with their class teacher/LP. There are worry boxes in each class which are regularly checked by the class teachers/pastoral lead and acted upon. If your child has an EHC Plan their views will be sought before any review meetings.

How are parents involved in the school?

Parents are invited to attend SEND outcome reviews (at least three times per year) and coffee mornings. These meetings are for any parents to attend, not just those with children who have SEND – we take into account parents' concerns. Parent surveys are

also sent out to gather feedback. Where a child has an EHC Plan, parents' views will be sought before attending any review meetings. We have an active PTA who always welcomes new members. They arrange many events throughout the year to build community and raise funds for the school.

Who can I contact for further information?

First point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Katie White (SENDCO). There are also links to different websites which can provide support too. Look at the SEND policy, universal provision overview on our website and the dyslexia flowchart.

How will I raise concerns if I need to?

Educating your child is about developing strong relationships, which need to be honest and as open as possible. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. The best person to share your concerns with initially is your child's class teacher. At some point, you or your child's teacher may wish to involve the SENDCO, deputy or Headteacher. If you are still concerned, as a parent or carer you have the right to use the school's complaint process.

Complaints

We strive to build positive relationships with all parents and carers however, from time to time parents, carers or others connected with our school may have a concern they need to raise. We therefore have a clear complaints policy and procedures which aims to resolve any issues quickly and fully. St Andrew's Complaints Policy is available on our school website.

The Local Offer

North Somerset's local offer can be viewed on their website.

<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

Other sources of support/information

SEND Information, Advice and Support Service - <https://www.kids.org.uk/sendiaas-home/>

Family Information Service (North Somerset) - <https://www.nhs.uk/services/service-directory/family-information-service-north-somerset-council/N10961030>

Contacting us

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