



Southrop C of E Primary school SEND Information Report 2024-2025

Introduction

Southrop C of E Primary School seeks to raise achievement, remove barriers to learning and increase curricular access for all. 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, Headteacher, SENDCo and all other members of staff have responsibilities for SEND.

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)

Southrop Primary has a SENDCo, her name is Mrs Katy Dawson. She has responsibility for the overall management of SEND in the school. She is responsible for:

- Co-ordinating all the support for children with SEND needs.
- Developing the school's SEND policy to make sure the needs of these children are being met
- Ensuring that parents of children with SEND are kept informed regarding the support that their child is getting and the progress their child is making.
 - Liaising with outside agencies, which may come and support your child's learning.
 - Updating the school's SEND register and making sure that there are records of each child's progress and learning needs
 - Supporting staff in the school so that they can help children to achieve the best progress possible
 - Working with class teachers, parents, children and other professionals to write and review a child's My Plan (an action plan to help your child)
- Keeping the Governing Body up to date about any issues in the school relating to SEND

Class Teacher

The Class Teacher is responsible for:

- Keeping appropriate records on your child and his/her progress, which can be used to identify areas of support
- Working with the SENDCo and identifying, planning and delivering any additional help that your child may need
- Working with the SENDCo to share and review assessment and progress information
- Alongside the SENDCO informing you of progress at Parents' Evenings.
- Working with outside agencies which may offer advice and help to support your child
- Ensuring that the school's SEND policy is followed

Headteacher

The 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 pupils with SEND are met

SEND Governor

The SEND Governor is Stuart Harwood-Hope. He will be kept informed of SEND in the school by the SENDCo. He will ensure that any child who attends school who has SEND gets appropriate support.

How can I let the school know I am concerned about my child's needs?

Initially, if you have concerns about your child's needs you should speak to your child's teacher. Taking a whole child approach they will work with you to put a plan in place to help support your child. If there is still additional need, the SENDCo will then meet with you to discuss further support and interventions. If your child's need are considered great enough, they will be put on the SEN register and follow the Gloucestershire Pathway using My Plan and My Plan+.

If you are not happy that your concerns are being managed and that your child is still not making progress, you should speak to the SENDCo. - If you are still not happy then you can speak to the Headteacher. - Formal complaints should go through the School Complaints Policy, which can be found on the school website or by contacting the school office

How will the school let me know if there is a concern about my child's learning and progress in school?

Teachers will always make sure that you are well informed about your child's progress through parent's evenings and school reports. Regular pupil progress meetings between staff help us to flag up any child who isn't making the progress that we would like and respond quickly with quality first teaching and interventions. We will make sure that you are kept informed if this is the case as we will also want you to help support your child with their learning at home.

What are the different types of support available for children with SEND at Southrop Cof E Primary?

Provision for each child is met on an individual basis depending on the need of the child. Inside the classroom, teachers use a range of quality first teaching techniques to ensure a successful learning experience for our children. Each class is equipped with a calm zone where children can go to regulate their emotions and get ready to learn. A range of visuals is used in our classroom to help aid communication and Makaton is used when needed.

Outside of the classroom we offer a range of interventions including fizzy, precision teaching, maths stacks, handwriting and phonics. We have also offered sand play therapy and play therapy this year through external providers.

Specified Individual support - A few children will require a higher level of support provided through an education Health care Plan (EHCP). When this is the case a request to the local authority for an EHC Plan or Statutory Assessment is made. Once an EHCP is in place, it would outline the type of support required and how the school will deliver this support.

How are the teachers in school helped to work with children with a SEND and what training do they receive?

The SENDCo's job is to ensure that staff are trained to work with children with SEND. At Southrop we have completed the following staff training this academic year:

- Working with children with Downs Syndrome
- Writing My Plan targets
- Resilience and wellbeing
- Safer handling

Our staff also attended other courses run externally including:

- Precision teaching
- Making sense of autism
- ELSA
- Speech and language development
- Early Help

The SENDCo is involved with the SEND cluster group based in the South Cotswolds.

We work in close partnership with the Advisory Teaching Service and Educational Psychologists. Their advice shapes the support that we offer to our children.

Other professionals also advise us including Occupational Therapists, Speech Therapists, play therapists, Early Help, Young Carers and the school nursing team.

How will teaching be adapted for my child with SEND?

At Southrop we use the EEF's 5 a day principle in our classrooms to provide excellent classroom practice to all our learners. This includes:

Explicit instructions – clear instructions, teacher modelling and frequent checks for understanding.

Cognitive and metacognitive strategies – managing cognitive load, small steps in learning and frequently recap.

Scaffolding – providing tools to make every task assessable e.g. checklists, practical resources, classroom tools which can gradually be removed when no longer needed.

Flexible groupings allowing students to have greatest access to class and teachers and only withdrawing to smaller groups when necessary.

Using technology e.g. apps and games to assist learning and widget.

How will the school measure the progress of my child in school?

The school is committed to continually monitoring the progress of all the children in the school. Following our advice from Ofsted in October 2023, we have worked hard to ensure that all My Plan targets are SMART and that the progress of all children on the SEN register is rigorously monitored. Children receiving additional support will have this evaluated at the end of every half term following the 'assess, plan, do review' format. The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved invited to attend. Formal assessments are also used including EYFS assessment, year 1 phonics screen, year 4 multiplication times table check and year 6 SATS.

Children's individual progress is assessed regularly and recorded on Insight. Assessment for children with EHC plans are assessed at stage not age.

How will we support your child through transition?

We aim to make the process of transition as smooth as possible. One is the advantage of being in a small school is that children remain in the same class with the same teaching staff until they change key stage. At this point 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. For children who need additional support with transition, we also use social stories and offer a more gradual transition process. For children entering the school from another setting we will work with the previous SENDCo to ensure that we have information regarding the best way to meet the needs of your child. When moving to secondary school we will arrange for information about your child to be passed to the new SENDCo. During their last term at school we will offer additional support to some year 6 children in the form of a transition. If necessary, we will arrange a meeting between parents, the SENDCo and others involved in your child's care to talk about ways to ensure that the transition is smooth.

How can we support parents of children with SEND?

The class teacher is regularly available to discuss your child's progress or any other concerns that you may have. The teacher will share information about what is working well and will listen to what may be working at home so that similar strategies can be used.

- The SENDCo is available to meet with parents to discuss any concerns that they may have.

Parents are welcome to drop in informally or arrange a meeting. We are very happy to ensure that the format of the meeting suits the parents' needs and will adapt arrangements accordingly.

- EHC Plans and my Plans will be reviewed and planned with you. We recognise that parents are experts in their children and value their contribution towards planning for their child's needs.

Relevant school documents

- SEND policy
- Accessibility policy
- Southrop SEN at a glance

Local Authority Local Offer

More detailed information can be found on the website

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

Southrop's response to local SEN reports

Area SEND inspection of Gloucestershire Local Area Partnership Inspection dates: 11 to 15 December 2023 Dates of previous inspection: 13 to 17 June 2016

Children and young people's needs are identified and assessed in a more efficient and timely manner

We have reviewed our processes to ensure that teaching staff are following a referral processes and children enter and leave the SEN register more efficiently.

Transitions for children and young people across phases in their education are improved

This year we have been working hard to build closer links with the SENDCo at our nearest secondary school. We have used a transition interventions group for our yr 6 pupils.

Children and young people have access to education and training through placements that meet their individual needs

We have worked hard to ensure our My Plan targets are more specific and their provision is more focussed on their individual needs.

The partnership should further develop their strategic plans to include families in partnership projects, to embed their voice and create a model of true co-production

We have been planning parent projects for Maths in KS1 in 2024/2025.

You Said, We Did Gloucestershire's Local Offer Annual Report August 2023

You said that you want autonomy over education decisions. But some of you said you don't know how to express this, or the importance of doing so at key moments (such as in an EHCP Annual Review).

We have included a one page passport made in conjunction with each child. This allows a more detailed conversation with the child about the things which are useful to them and involves them directly in their provision. It also allows them to be involved in their target planning and review progress.

You said you have concerns about mental health / high anxiety / EBSA (emotionally based school avoidance) and what your child is entitled to.

We have used additional play therapy to support children with SEMH needs waiting CAMHS. We have forwarded information to parents about Luminova to provide online support. Several of our children have accessed counselling through TickFirst.

You said The Graduated Pathway - My Plan and My Plan+ are not always followed by people working with your children.

Staff have undertaken training run by Early help on The Graduated Pathway and Writing My Plan Targets. We have increased referrals to Early Help and worked with them to attend and arrange TAF meetings.