



Stroud Valley Community School

SEND Information Report

for Parents

At **Stroud Valley Community School** we are committed to helping your child achieve their very best. This SEND information report will inform you on the types of support available for your child and it also serves as the school's contribution to the Gloucestershire County Council Local Offer.

How does Stroud Valley Community School identify that children have special educational needs and disabilities (SEND)?

At Stroud Valley Community School children are identified as having SEND through a variety of ways including the following:

- Liaison with pre-school setting or previous school
- Child performing significantly below age related expectations
- Concern has been raised by class teacher
- Concern has been raised by parent
- Liaison with external agencies e.g. advisory teaching service

What are the first steps that Stroud Valley Community School takes if special educational needs are identified?

At Stroud Valley Community School we are aware that all children's needs are individual to them. We will:

- Always talk to parents about any concerns we have regarding the child's development
- Through discussions with the parents, class teacher and SENCo it may be decided to place the child on the school's SEND register
- We will also seek external advice, if we feel it is appropriate
- Parents are able to arrange a telephone appointment with the class teacher or SENCo through the main office using admin@stroudvalley.gloucs.sch.uk

What should parents/carers do if they think their child has SEND? How can they raise their concerns?

- Talk to us – firstly contact the child's class teacher, SENCo or Head Teacher
- We pride ourselves on building positive relationships with parents
- We are open and honest with parents and hope that parents are able to do the same with us as there are many things we can achieve together without needing extra SEND support

How will Stroud Valley Community School include parents and pupils in planning support?

- Every two terms (Autumn, Spring and Summer) a child on the School's SEND list receives a My Plan outlining their targets and provision for that term
- This is completed by the class teacher and shared with the child
- The SENCo then sends out the My Plans to all parents
- Three times a year parents are invited into school to talk through their targets, progress and any other concerns (October, January, July)
- Parents are also invited along to 2 parents' evenings a year
- Parents are always welcome to ring and book an appointment with the class teacher and/or SENCo throughout the year

How will Stroud Valley Community School teach and support children with SEND?

- For children without an Educational, Health and Social Care Plan (EHCP)** As outlined in their My Plan: specific needs are identified and worked on in both 1-1 and group situations where appropriate as well as TA support in all classes
- For children with an EHC plan** Provision is made in accordance to the child's needs as outlined in their EHC plan and advice gained through the support of outside agencies; 1-1 and small group work where appropriate
- How does the school plan the support? How are the schools resources allocated and matched to needs?** Through assessment of needs. Money is allocated through the SEND budget which is used to pay for TA support in classes and additional resources where required

- D) **How is the decision made about the support your child will receive?** Through discussion with class teacher, teaching assistant and SENCo. Through liaising with parents either through My Plan provision or face to face meeting
- E) **How will progress towards identified outcomes and effectiveness of the schools SEND provision be assessed and reviewed by the school and how will the school involve the parents and children in this process?** My Plans are reviewed regularly and sent out to parents to show the provision in place

Who will be working with your child?

- The schools SENCo oversees all support and progress of any child requiring additional support across the school
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure progress is being made
- There may be a teaching assistant working with your child either individually or as part of a group
- Outside agencies will liaise with the SENCo about resources and support required for the child

How does Stroud Valley Community School ensure that the information about a child's My Plan or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- The SENCo liaises with the class teacher and other members of staff working with the child via email or face to face
- All relevant staff have access to the child's My Plan, My Plan+ or EHC plans as well as all outside agency reports
- The child's teacher is responsible for completing the child's My Plan / My Plan+
- All SEND documents are held electronically on a safe and secure platform
- Teachers and other members of staff meet regularly with the SENCo to discuss the child's progress via email or face to face

What role will the child's teacher play?

- The class teacher is responsible for the child's education – planning, delivering lessons and assessing progress
- They are responsible for writing and reviewing My Plans and My Plan+
- The teacher will liaise closely with the SENCo, teaching assistant, parents and outside agencies via email, telephone calls, an online platform or face to face

What expertise does Stroud Valley Community School have in relation to SEND?

Expertise:

- SENCo holding the National Award for SENCOs
- SENCo is a qualified teacher
- Fully qualified teachers
- Experienced teaching assistants who support all children
- Staff have experience of (but not specialist knowledge of) hearing impairment, speech and language difficulties, autistic spectrum disorder, moderate learning difficulties, cerebral palsy, ADHD, dyslexia and dyspraxia

Intervention programmes that the school run for children with SEND and how they are implemented

- Interventions currently used in school include: Nessy reading and spelling, Nessy Fingers, Number box, Plus 1, Power of 2, Speed Up, The Talk About Series, Fizzy, Language for Thinking and Reading Between the Lines all delivered on a 1:1/1:2 or group basis

The support school put in place for children who find it difficult to conform to normal behavioural expectations and how the school support children to avoid exclusion

- Teachers and children follow the school's behaviour policy
- Some children may have a risk assessment put into place to support them
- School will have close links with the appropriate outside agencies when needing support

What teaching strategies does Stroud Valley Community School use for children with learning difficulties

Specific Learning Difficulties:

Small group focussed teaching; pre-teaching; over-learning and reinforcement work; regular reading; Nessy reading and spelling; coloured overlays if appropriate; adapted curriculum; use of laptop/lpad within classroom with Clicker 8 programme installed

Autistic spectrum disorder:

Visual timetable and resources; use of Widget; social stories; social skills groups – if appropriate; advice from Communication and Interaction team; adapted curriculum

Hearing impairment:

Visual clues if necessary; appropriate seating; advice from the hearing advisory teaching service

Visual impairment:

Appropriate seating and lighting; appropriate enlargement of texts, advice from the advisory teaching service

Speech and language difficulties:

Speech and language skills groups under the guidance of the school Speech and Language Therapist; modelling the appropriate sounds; Language for Thinking programme

How does Stroud Valley Community School ensure a broad and balanced curriculum for each year group is adapted and made accessible for pupils with SEN?

The class teacher is responsible for providing Quality First Teaching through a creative curriculum which is adapted to take account of the needs of the individual pupils.

There is a single graduated pathway for addressing the needs of the pupils in our school.

1. Wave 1 – Quality First Teaching to meet the needs for all pupils
2. Wave 2 – Quality First Teaching plus additional interventions to help pupils reach age-related expectations or above
3. Wave 3 – Quality First Teaching plus additional highly personalised interventions

Please see the SEND section on our website for a detailed explanation of our 'Waves of intervention' which are separated into the following categories:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs (SN / PN)

What other services do Stroud Valley Community School use to provide for and support our pupils?

Health, social services, educational psychologists, early help team, advisory teaching service, educational psychologist service, occupational therapist service, speech and language therapist service, pastoral lead in school

Administration of medicines

- A policy is in place with forms for parents to complete if they wish their child to be administered with medicine in school time
- There are first aid staff on site at all times

How does Stroud Valley Community School provide support to improve the emotional and social developments of the SEND pupils?

- Variety of afterschool and clubs available to all children
- PSHE lessons
- Trips and Residential with risk assessments always carried out prior to visit
- Safe use of Internet
- Referrals made to ELSA TAs, CAMHS, Trailblazer or the SEMH advisory teaching service when needed

What extra pastoral support does the Stroud Valley Community School offer and what pastoral support arrangements are in place to listen to pupils with SEND? What measures are in place in school to prevent bullying?

- There is a clear anti-bullying policy in place
- Pupils have a good relationship with staff and support staff who work closely with them, and are encouraged to talk to them over any issues worrying them
- The school have a pastoral lead, Joanna Haines

What access do Stroud Valley Community Schools SEND pupils have to facilities and extra-curricular activities available to all children?

- We believe in an inclusive school approach. All children are entitled and given the opportunity to participate in any extracurricular activity

Who will be talking to and keeping in touch with the parent/carer?**A) Who will explain and discuss this with parents/carers**

The teacher will always be the initial point of contact with the parent/carer via the school office through telephone or email

B) How will parents/carers know how well their child is doing?

- My Plans regularly sent home
- My Plan / My Plan+ review meetings held at school

- Parents evenings
- End of year school report
- Conversations with class Teacher/SENCo/Headteacher

C) How does the school measure outcomes?

- Through analysis of continuous assessment/data
- Through My Plan review meetings

D) When and at what interval will this happen?

- 3x My Plan review meetings
- 2x Parents evenings
- Annual school report
- And as and when needed on an individual basis using arrangements outlined above

E) Who will explain and discuss this with young people

- Class teacher
- SENCo
- Parents/Carers

How will Stroud Valley Community School involve young people with SEND in their education?

- Through discussing targets and outcomes with the child
- Involving children in My Plan review meetings with discussions at an appropriate level according to their age and ability to understand
- Giving children the opportunity to provide comments for EHCP annual reviews
- Involving children in the writing of 'My Profiles'

What arrangements do Stroud Valley Community School have in place to support children that are looked after by the local authority who also have SEN?

- The SENCo works closely alongside the Designated Teacher for Children in Care (CIC), Looked After Children (LAC) or Special Guardianship Order (SGO) as well as parents and any agencies involved with the child.

How do Stroud Valley Community School assess and evaluate the provision we have arranged for your child?

- The class teacher reviews the effectiveness of the provision in place who then plans for the child in accordance with the outcomes and progress met
- The SENCo will liaise with the class teacher and also with teaching assistants running interventions
- My Plans are reviewed, adapted and new targets are set, if needed

How do Stroud Valley Community School arrange and support children in moving between phases of education and help prepare for adulthood?

A) How do we prepare our pupils for adult life?

- By teaching children Life Skills from the start of their education with us

B) What special arrangements are made for exams?

- This is made in accordance to guidelines set out in 'Access and Arrangements' booklet

C) What resources and equipment do we provide for children with SEND?

- This will always be decided on an individual basis based on the child's need

D) What arrangements are in place with other schools/educational providers when the pupils transfer?

- Reception teacher / SENCo visits pre-school settings
- SENCo has regular phone calls / email communication with Pre-School settings in the Summer Term
- SENCo's from secondary schools are invited along to Y5 and Y6 EHCP annual reviews as well as transition meetings in the Summer Term for Y6 children

E) How accessible is the school to pupils with SEND?

- The school is wheelchair accessible with sloped access to front of school, a lift to every floor and a disabled toilet on each floor

Where can you find Stroud Valley Community Schools SEND policy?

- The schools SEND policy is published on our school website. Follow the link:
<http://www.stroudvalleyschool.co.uk/info.php>

What role do the governors have? What does the schools SEND governor do?

- We have a designated SEND governor who keeps up-to-date with current issues
- The SEND Governor meets regularly with the school SENCo
- The SEND Governor reports back regularly to Governors

What to do if you are not happy or have any questions

- We have an open-door policy. If you are not happy please telephone the school office on 01453 764400 to make an appointment to talk to your class teacher, the Head Teacher and another member of staff.
- You can also email the school via: admin@stroudvalley.gloucs.sch.uk
- You can also request to speak to the chair of Governors. Formal complaints should go through the school complaints policy which can be found on the school website www.stroudvalleyschool.co.uk

How parents/careers arrange a visit to Stroud Valley Community School?

- Ask at the school reception desk or call the office on 01453 764400 to make an appointment

Who can you contact for more information?

- Class teacher
- SENCo
- Headteacher
- SEND Policy
- School Website <https://www.stroudvalleyschool.co.uk/>

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