



# 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. communication and interaction team

#### 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

#### 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 term a child on the School's SEND list receives a My Plan outlining their goals 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
- Twice a year parents are invited into school to talk through their targets, progress and any other concerns
- 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
- 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) Please follow this link to find more information about what Gloucestershire Schools are expected to provide from their budget  
<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>
- F) **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 may also work with your child eg. Speech and language therapist

#### 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
- All relevant staff are given copies of the child's My Plan, My Plan+ or EHC plans as well as copies of all outside agency reports
- The teachers are responsible for completing the child's My Plan / My Plan+
- In each classroom there is a locked box which holds the 'SEND records' of all children with SEND in that class. Inside their folders are duplicate copies of all paperwork held with the SENCo for easy access
- Teachers and other members of staff meet regularly with the SENCo to discuss the child's progress

#### 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
- The teacher will liaise closely with the SENCo, teaching assistant, parents and outside agencies

#### 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: Dancing Bears, Apples and Pears, Nessy Reading and Spelling, Nessy Numbers, Number box all delivered on a 1:1 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 schools behaviour policy

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

##### Specific Learning Difficulties:

Small group focussed teaching; over-learning and reinforcement work; regular reading; nesy reading and spellings; kinaesthetic approaches; coloured overlays if appropriate; fizzy group work or speed up – if appropriate; differentiated curriculum; use of laptop within classroom with Clicker 7 programme installed

##### Autistic spectrum disorder:

Visual timetable and resources; use of Communicate in Print; social stories; social skills groups – if appropriate; advice from Communication and Interaction team; differentiated curriculum

##### Hearing impairment:

Visual clues if necessary; appropriate seating

**Visual impairment:**

Appropriate seating and lighting; appropriate enlargement of texts

**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

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

Health, Social Services, Local authority advisory teachers, educational psychologists, family support officer

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

- **Administration of medicines** – policy 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
- 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

**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 family support worker, Rachel Yeomans

**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

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

- My Plans regularly sent home
- My Plan review meetings
- Parents evenings
- School report
- Conversations with class Teacher/SENCo/Headteacher

**C) How does the school measure outcomes**

- Through analysis of continuous assessment/data

**D) When and at what interval will this happen**

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

**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 goals 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'

|  |
|--|
| <b>What accredited and non-accredited courses do we offer young people with SEND?</b>  |
| <ul style="list-style-type: none"> <li>• Y6 Cycling Proficiency</li> </ul>   |
| <b>How do Stroud Valley Community School assess and evaluate the provision we have arranged for your child?</b>  |
| <ul style="list-style-type: none"> <li>• 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</li> <li>• The SENCo will liaise with the class teacher and also with teaching assistants running interventions</li> <li>• My Plans are reviewed, adapted and new goals are set, if needed</li> </ul>   |
| <b>How do Stroud Valley Community School prepare our welcome and support SEND pupils and how do we arrange and support a transfer to another school?</b>   |
| <p><b>A) How do we prepare our pupils for adult life?</b></p> <ul style="list-style-type: none"> <li>• By teaching children Life Skills from the start of their education with us</li> </ul> <p><b>B) What special arrangements are made for exams?</b></p> <ul style="list-style-type: none"> <li>• This is made in accordance to guidelines set out in 'Access and Arrangements' booklet</li> </ul> <p><b>C) What resources and equipment do we provide for children with SEND?</b></p> <ul style="list-style-type: none"> <li>• This will always be decided on an individual basis based on the child's need</li> </ul> <p><b>D) What arrangements are in place with other schools/educational providers when the pupils transfer?</b></p> <ul style="list-style-type: none"> <li>• Reception teacher / SENCo visits pre-school settings</li> <li>• SENCo's from secondary schools are invited along to Y6 EHCP annual reviews</li> </ul> <p><b>E) How accessible is the school to pupils with SEND?</b></p> <ul style="list-style-type: none"> <li>• The school is wheelchair accessible with sloped access to front of school, a lift to every floor and a disabled toilet on each floor</li> </ul> |
| <b>Where can you find Stroud Valley Community Schools SEND policy?</b>   |
| <ul style="list-style-type: none"> <li>• The schools SEND policy is published on our school website. Follow the link:<br/><a href="http://www.stroudvalleyschool.co.uk/info.php">http://www.stroudvalleyschool.co.uk/info.php</a></li> </ul>   |
| <b>What role do the governors have? What does the schools SEND governor do?</b>  |
| <ul style="list-style-type: none"> <li>• We have a designated SEND governor who keeps up-to-date with current issues</li> <li>• The SEND Governor meets regularly with the school SENCo</li> <li>• The SEND Governor reports back regularly to Governors</li> </ul>  |
| <b>What to do if you have any questions or concerns</b>  |
| <ul style="list-style-type: none"> <li>• Contact the school office and ask to speak to your child's class teacher</li> <li>• Make an appointment to speak to the Class teacher / SENCo and/or Headteacher</li> </ul>   |
| <b>How parents/careers arrange a visit to Stroud Valley Community School?</b>  |
| <ul style="list-style-type: none"> <li>• Ask at the school reception desk or call the office on 01453 764400 to make an appointment</li> </ul>   |
| <b>Who can you contact for more information?</b>   |
| <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• SENCo</li> <li>• Headteacher</li> <li>• SEND Policy</li> <li>• School Website <a href="http://www.stroudvalleyschool.co.uk">http://www.stroudvalleyschool.co.uk</a></li> </ul>   |

**Last Updated:** November 2018  
**Renewal Date:** November 2019



# Stroud Valley Community School

## Provision overview grid of support

Stroud Valley Community School makes available the provision listed in this table using its delegated budget and at the 'SEND Support' stage of the SEND Code of Practice 2015. We are expected to provide additional SEND support totalling up to £6000 per year, which is in addition to universal provision available to all, for pupils. Pupils requiring support which exceeds £6000 are classed as 'high needs' pupils and top up funding may be available to meet identified educational needs if an Education Health and Care Plan is in place.

### **Wave 1**

Describes inclusive quality first teaching which takes into account the learning needs of all learners. This universal provision includes teachers providing differentiated work and creating an inclusive environment. Learners whose needs can be met through Wave 1 intervention alone need not be identified as having SEND, the SENCo is unlikely to be involved and it is likely that no additional cost is incurred. The class teacher may maintain some form of 'One Page Profile' for learners in this group so that there is an understanding of the adaptations that are required.

| <b>Cognition and Learning</b>  | <b>Communication and Interaction</b>  | <b>Social, Emotional and Mental Health</b>  | <b>Sensory and Physical</b>   |
|--|---|---|---|
| Differentiated curriculum planning, activities, delivery and outcome<br><br>Use of visual aids<br><br>Visual timetables<br><br>Use of ICT and access to word processor (computers, laptops, Ipads and Learnpads)<br><br>Use of spellcheckers, dictionaries and thesauruses<br><br>Use of writing frames<br><br>In class support from a teaching assistant<br><br>Focused group work with Class teacher | Differentiated curriculum planning, activities and outcome eg. Simplified language<br><br>Increased visual aids / modelling etc<br><br>Visual timetables<br><br>Use of symbols<br><br>Structured school and class routines<br><br>Use of Risk Assessments where necessary<br><br>Use of Talk Partners | Whole school behaviour policy<br><br>Whole school / class rules<br><br>Class reward and sanctions systems<br><br>Circle Time / PSHE | Differentiated work<br><br>Access to ICT<br><br>Pencil grips<br><br>Sloping board |

## **Wave 2**

Describes specific, targeted, additional and time-limited interventions and support provided for some children who need help to make expected progress. Wave 2 interventions are often targeted at a group of pupils with similar needs and are not primarily SEND interventions, although some children will be identified as having SEND. A Wave 2 response might include shared TA support in or out of the classroom and would be provided in addition to Wave 1 support. Learners receiving this level of intervention may be subject to a 'My Plan'.

| <b>Cognition and Learning</b>   | <b>Communication and Interaction</b>  | <b>Social, Emotional and Mental Health</b>   | <b>Sensory and Physical</b>   |
|---|---|--|---|
| Individual reading with TA/CT<br><br>Small group catch or Writing, Reading and Spellings<br><br>Speed Up handwriting programme<br><br>Nessy Reading and Spelling<br><br>Nessy Numbers | Speech and Language group or 1:1 follow up sessions with TA<br><br>Additional use of ICT eg, communicate and print<br><br>PSHE / SEAL Groups<br><br>Use of social stories | SEAL Groups<br><br>Lunchtime support groups<br><br>Use of social stories<br><br>Time to talk group programme<br><br>Lego Therapy | Speed Up handwriting programme<br><br>Fizzy Motor Skills Programme<br><br>Use of social stories |

### Wave 3

Describes targeted personalised provision for a minority of learners where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or personalised interventions which take place outside of the classroom as part of planned withdrawal (possibly as frequently as daily). The SENCo is likely to be involved to a greater degree in supporting teachers to meet the needs of these learners, drawing on the support of outside agencies where appropriate.

Wave 3 support would be provided in addition to that at Waves 1 and 2 and is still part of that which should be available within 'SEND Support' and without an EHC Plan. Learners receiving this level of intervention may be subject to a 'My Plan Plus'.

| <b>Cognition and Learning</b>   | <b>Communication and Interaction</b>   | <b>Social, Emotional and Mental Health</b>   | <b>Sensory and Physical</b>  |
|---|--|--|--|
| <p>Intense Literacy support<br/>eg. Dancing Bears, Apples and Pears, Lifeboat, Beating Dyslexia programmes, Read, Write, Inc Phonics</p> <p>Speed Up handwriting programme</p> <p>Number Box</p> <p>Supported apps on Ipad</p> <p>Supported apps and subscriptions on Learnpad</p> <p>Use of laptop within classroom with support packages installed eg. Clicker 7</p> <p>Number shark</p> <p>Word Shark</p> <p>Nessy Reading and Spellings</p> <p>Nessy Numbers</p> <p>MoreToMath</p> <p>Clicker 7</p> <p>Nessy Dyslexia Quest</p> | <p>Use of communicate and print</p> <p>Input from outside agencies</p> <p>Speech and Language activities and follow up</p> <p>Language for thinking</p> <p>Clicker 7</p> <p>Talk Boost 2</p> | <p>Individual reward system</p> <p>Mid-Day support if necessary</p> <p>SEAL Groups</p> <p>Input from outside agencies</p> <p>Social Stories</p> <p>Family Support Worker input</p> | <p>Speed Up Handwriting programme</p> <p>Fizzy Motor Skills programme</p> <p>Nessy Fingers</p> <p>Outside agency support recommendations from Occupational Therapy and Communication &amp; Interaction Team</p> <p>Use of Social stories</p> <p>Use of communicate and print</p> <p>Use of Ipads / Learnpads</p> |

**Last Updated:** November 2018

**Renewal Date:** November 2019