



Soudley School

SEN Information Report September 2023

Respect for ourselves, each other and our environment

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Children's Rights and our Responsibilities

Soudley School is committed to the UNICEF Articles on Rights and Responsibilities as part of Rights Respecting Schools

Article 28

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries to achieve this. Discipline in schools should respect human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

At Soudley Primary School we are proud to offer a safe, stimulating and inclusive learning environment where every member of the community is valued and respected. Our broad, balanced curriculum and enrichment activities provide learning opportunities which ensure the best possible outcomes for all our pupils, whatever their needs or abilities.

The 2015 SEND Code of Practice states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

The term **SEND** is used to include those who have a disability along with special educational needs.

At Soudley School all children with SEND are valued, respected and equal members of our school community and the teaching of children with SEND is a whole school responsibility.

Within this report you will find details of the provision we are able to offer to support those children with Special Educational Needs and Disabilities.

The information is as set out in Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014

This report complies with [Section 69\(2\) of the Children and Families Act 2014](#).

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What kinds of SEND does Soudley School provide for?

Soudley School is a small mainstream primary school with mixed-age classes. We are able to access support for the four broad areas of need listed here:

- **Communication and Interaction** – for example speech, language and communication difficulties.
- **Cognition and Learning** – where a child may learn at a slower pace than others of their age or has difficulties with organisation and memory skills, or has a specific difficulty with literacy or numeracy.
- **Social, emotional and mental health needs** – where a child has difficulty managing their relationships with other people.
- **Sensory or physical needs** – e.g. some levels of visual/hearing impairments or physical disabilities.

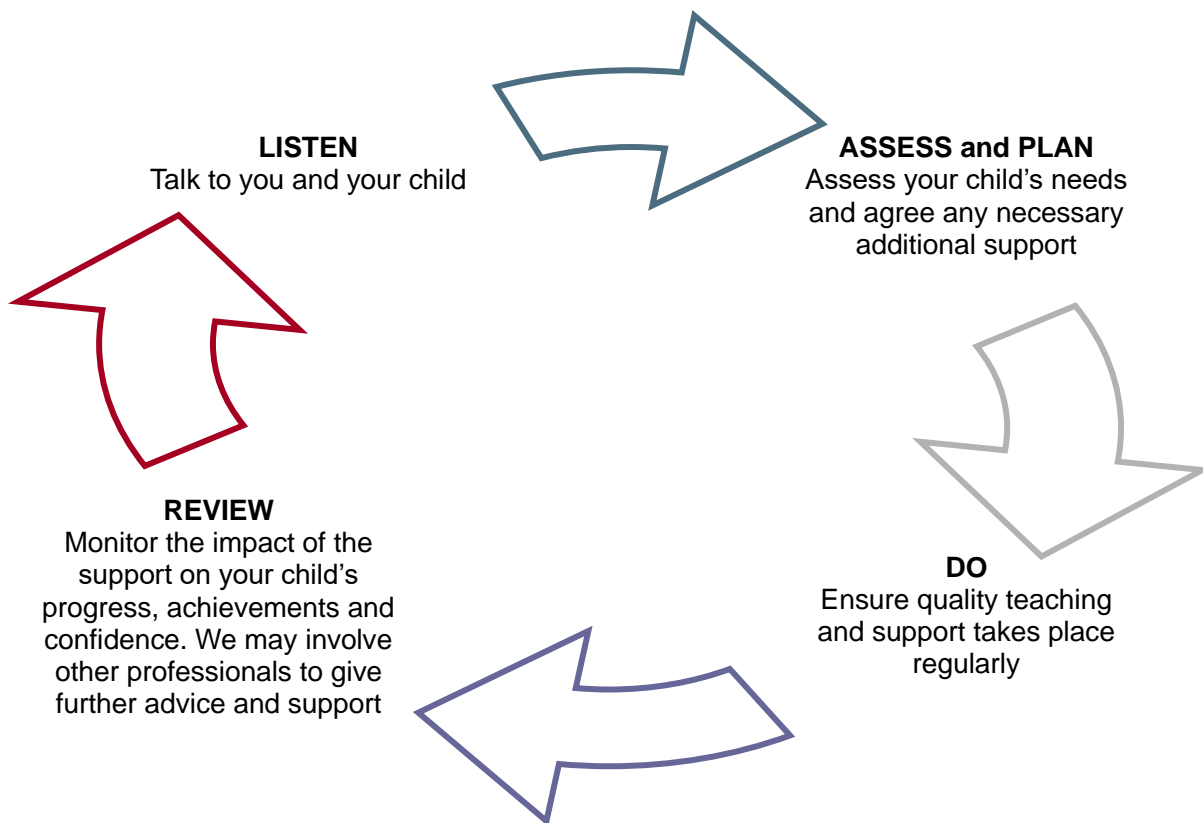
Some special education needs can be provided for wholly within the school. If a child has more complex needs, we can refer to other services for additional specialist support. These can include speech and language therapists, occupational therapists, advisory teachers, educational psychologists, the school nurse and children's mental health professionals.

How will Soudley School identify and assess my child's Special Educational Needs?

Class teachers use ongoing assessments for all pupils to build up a picture of their progress. If your child is not making expected progress, the class teacher will work closely with the Special Needs Coordinator (SENCo) to identify any additional needs. We may contact you if we have a concern or if we are planning to make additional provision for your child. As a parent or carer, you may also wish to draw our attention to concerns that you may have about your child. Some families may from time to time experience other difficulties which have an impact on their child(ren)'s wellbeing and/or learning in school. In this case the Pastoral Team may also be able to help and can be contacted via the school office or by communication with your child's class teacher.

When planning help for your child(ren), we will follow Gloucestershire's Graduated Pathway which uses a step-by-step approach to work out the best level of support.

We will:



Continue to **LISTEN, ASSESS, PLAN, DO, REVIEW** so that your child can catch up and progress.

My Plan

If your child is thought to need SEN Support, we will meet with you to decide what your child's additional needs are. Together, we will write a plan which shows short-term targets (outcomes) and what you, your child and the school can do to help meet these outcomes. This will include details of the type of support that your child will receive from school and other people. It is important that, wherever possible, your child's views are taken into account from the earliest stage. If you have more than one child who needs a My Plan, they can be included on one Plan for the family. With your consent, the SENCo will inform the local authority that there is a My Plan for your child or your family. This will make it easier for you to access support from other professionals if needed at a future date. Your child's progress towards the agreed outcomes in the My Plan is reviewed at least once a term and we will endeavour to share the updated Plan with you within 10 working days of the meeting.

My Plan +

For some children, after the My Plan has been reviewed a few times it is clear that additional specialist advice is needed. In this case the SENCo and class teacher will meet with you (and also your child) to complete a 'My Assessment' which details your child's and/or your family's needs. At this point the school may contact specialist services. You, your child, school staff and the specialists will hold a 'Team Around the Child' (TAC) or 'Team Around the Family' (TAF) meeting to agree a new plan and decide on the next steps.

Education Health and Care Plan (EHCP)

It may be recognised that your child has more complex needs which need significantly higher levels of support. In this case the school will make a formal request to the local authority (Gloucestershire County Council) to undertake a full assessment of your child's needs. If the local authority agrees that your child's needs call for more support than the school would normally be able to provide, a process is begun which may result in the issuing of an EHCP. This sets out what the school and other professionals will provide to meet your child's needs. There may be additional funding attached to the EHCP. You will meet annually with the professionals who support your child to review the plan.

For more information about the EHCP process, here is a link from the Gloucestershire County Council to a booklet for parents/carers: [My child has additional needs...](#)

OR: <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=ZqiQk0a9kL4>

How does Soudley School teach children with Special Educational Needs?

Quality First Teaching

The 2014 SEN Code of Practice states that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

Your child's teacher will set work for your child that is at the right level to allow them to progress. Work will be appropriately differentiated (adapted) according to your child's needs.

Sometimes, in addition to the carefully differentiated teaching, children with SEND need extra support and may be offered an individualised learning programme to enable them to catch up.

Will my child be included in activities with other children?

It is expected that pupils with SEND are fully integrated into the life of the school. As far as their additional needs reasonably permit, they will participate in all activities with other children who do not have special educational needs. Risk Assessments are carried out and appropriate action taken where additional provision may be needed for physical education, outdoor activities and school trips.

How might the curriculum and learning environment be matched to my child's needs?

Intervention programmes

Some children need specific provision to help them with the needs identified in their EHCP or My Plan. They may work on these independently or with an adult. Intervention programmes offered include:

- Dancing Bears / 'Word Wasp' (Phonics)
- 'Nessy'© - reading, spelling
- Write from the Start/ A Hand for Writing (Handwriting and spelling)
- Fizzy (Coordination, Motor skills)
- Plus 1 / Power of 2/ Numicon (Maths)
- Personalised Speech and Language support
- Precision teaching - daily 1:1 support on a particular skill e.g. common exception (high frequency) words; number bonds; phonics

The SENCo will continue to work with your child's class teacher to monitor the effectiveness of each intervention.

Personalised Curriculum

Some children with more complex needs may follow a highly-differentiated curriculum while learning alongside the other children in their classroom.

Adapted learning environment, equipment and facilities

- Some children have access to a distraction-free workstation within the classroom.
- Your child may be provided with items of equipment recommended by a specialist. These could include: writing aids, adapted scissors, writing slope, colour tinted overlays, visual timetable or communication book.
- There is an accessible toilet located near the school office.

ELSA

For some pupils, difficulties with their emotional development and behaviour are a barrier to developing the skills they need to fully access learning. Soudley school has two qualified Emotional Literacy Support Assistants (ELSAs) who may work 1:1 or in small groups with those children who have difficulties in this area.

Who will be helping my child?

School staff

All class teachers are **teachers of children with SEND**. It is expected that your child will work for the majority of the time in the classroom with their teacher. If your child's provision includes specific intervention programmes recommended by a specialist, they will work on these with a member of staff who could be a teacher or a qualified teaching assistant. If your child has an EHCP, additional support may be provided to allow them to work within a pair, a small group or 1:1 with a qualified member of staff.

All staff receive ongoing training to support children with additional needs as part of the school's programme of continuing professional development.

The Special Needs Coordinator (SENCo) has an overview of SEND in the school and works with class teachers, support staff, the headteacher and specialists from outside agencies to ensure the best possible outcomes for all pupils with SEND.

Outside agencies

Sometimes a child's special educational needs cannot be met completely within the school so we work closely with a number of educational, health and social care specialists. These professionals can help with assessing a child's needs and advising the school on what we need to do to meet those needs. We know that help is most effective when additional needs are addressed as soon as possible: school may ask for your consent to refer to the Early Help partnership which can offer you links to a range of services. We may also directly access the services including:

- **Advisory Teaching Service**
- **Children's Speech and Language Therapy Service**
- **Children's Occupational Therapy Service**
- **Educational Psychology Service**
- **Health Visitors** (*for children in pre-school*)
- **School Nurse Service**
- **Special Schools Outreach**

How will Soudley School support my child's emotional and social development?

We believe that pupils perform best when they feel happy and safe in school. The Soudley School ethos helps to support the well-being of all our pupils. All pupils participate in a PSHE (Personal Social Health and Economic

Education) lesson once a week where they are able to talk about different issues in a safe and supportive environment.

For those children who need further support with their social interactions we can offer a range of strategies to help them. We will discuss with you which approaches to take and these could include:

- Social skills group
- Welcome breakfast group
- 1:1 intervention with one of our two qualified ELSAs
- 1:1 sessions with an independent counsellor in school
- Individual rewards
- Social stories

We can also offer support with managing emotions through carefully structured programmes which may include discussions and games – either in small, carefully selected friendship groups, or 1:1 with an appropriately trained adult.

How will I be involved in supporting my child's education?

At Soudley School we recognise that the best outcomes are achieved when we work in collaboration with parents and carers. You will be fully informed about what is happening in school and how your child is progressing. You will receive an Annual Report in the summer term and will have the opportunity to meet with your child's class teacher at least twice a year for Learning Review Meetings. You are also welcome to contact the office to make an appointment with your child's class teacher or the SENCo to discuss any specific issues.

Will my child have a say in the decision-making?

At Soudley School we value the views and aspirations of all our pupils. Your child will be fully involved when any decisions are being made about their needs and the types of provision that will be put in place for them. If your child has an **Education, Health and Care Plan (EHCP)** it is expected that they will be present for all or part of their Annual Review in order to share their views. They will be prepared prior to the meeting, usually talking in an informal setting with the SENCo or their teaching assistant.

How will I know if the provision made for my child is working?

At Soudley School the progress of all pupils is regularly assessed and evaluated. The SENCo monitors the progress of pupils with SEND as the information is updated and steps are taken to address any areas where pupils may not be making as much progress as expected.

Our link Governor also monitors the progress of pupils with SEND.

In addition, if your child has a 'My Plan', 'My Plan Plus', or an EHC Plan, you and your child will meet at least once a term with the teams who support your child (including school staff and any outside agencies who may be involved) to review the plan. We discuss what is working well and any changes that need to be made.

What happens when my child changes classes or school?

Moving within school

At Soudley School we have a structured transition programme for children with SEND about to move between classes. During the term before the move the staff who support your child will meet with you, your child and the team from the new class. We will discuss the arrangements for transition and how to address any concerns that you or your child may have so that everything is prepared for the new term.

Transition to Secondary

We work closely with the local secondary schools to ensure a smooth transition from Year 6 to Year 7 at this exciting time. All our Year 6 pupils are invited to attend induction days at their new school and staff from the secondary schools usually visit in the summer term. Some pupils may still feel anxious about moving up and for these pupils we can make additional arrangements with the secondary schools – for example ensuring that vulnerable pupils are placed in particular form groups or that they have extra opportunities to visit their new school during the summer term.

For children with SEND we also liaise with each secondary SENCo to make sure that all relevant information is passed on in time for the start of the new school year. Secondary SENCos are invited to attend review meetings held in the summer term.

What if I am not happy with the provision made by Soudley School?

At Soudley School we are committed to working in partnership with parents and carers in order to achieve the best outcomes for all our pupils.

If you have a concern about the provision being made for your child we would encourage you in the first instance to speak to your child's class teacher or the SENCo.

If your concern can not be resolved at this stage, then please follow the Complaints Policy published on the website. Paper copies may be obtained from the school office.

Where can I find more information?

Soudley School Policies

You will find key Soudley School policies – including the **SEN Policy** and **Early Offer of Help** on the School website:

Useful links:

- Gloucestershire Local Offer: <https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/home.page>
- Further advice if your child has additional needs (including SEND) from Glosfamilies https://search3.openobjects.com/mediamanager/gloucs/glofamilies/files/gcc_1702_send_parents_carers_a5-web.pdf
- SENDIASS is a free, confidential and impartial service for parents or carers of children with special educational needs: <https://sendiassglos.org.uk>