



SEND information report

Introduction

The Special Educational Needs and/or Disabilities (SEND) Information Report is provided to explain to parents and families how Berkeley Primary School identifies and provides for children with SEND.

The kinds of SEND provided for

The School provides additional and/or different provision for a range of needs, including:

- Communication and interaction:- this includes children with speech and language delay or difficulties, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum
- Cognition and learning:- this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia dyslexia or dyspraxia
- Social, emotional and mental health difficulties:-this includes children who may have attention deficit hyperactivity disorder (ADHD), be disruptive or disturbing, lack concentration, be withdrawn or isolated
- Sensory and/or physical needs:- this includes children with sensory, multisensory and physical difficulties, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

1. Identifying pupils with SEND and assessing their needs

Schools may involve specialists at any point to provide advice on early identification, effective support and interventions. This may become necessary if a child makes less than expected progress, despite evidence based support and interventions.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than than age –related expectations (typically their peers) s starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
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This may include progress in areas other than attainment, for example, social needs. 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/carers. We will use this information to determine whether, and what, different or additional provision needs to be made.

2. Consulting and involving pupils and parents

If parents/carers have concerns about the progress, attainment or welfare of a child they should raise their concerns with the Class Teacher. If concerns continue the Class Teacher and/or the parent/carer should raise these concerns with the Inclusion Manager. We will have an early discussion with the pupil and their parents when identifying whether a child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone considers the views, opinions and wishes of the child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and will be available to their parents/carers.

We will formally notify parents when it is decided that a pupil will receive SEND support. This support may be through grouping, interventions or by implementing a My Plan.

3. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated pathway and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
 - Formal and informal assessment, both summative and formative
 - Their previous progress, attainment and behaviour
 - Other teaching partners'/ teachers'/specialists' assessments, where relevant
 - The individual child's development in comparison to their peers and national data
 - The views and experience of parents/carers
 - The pupil's own views
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- Advice from external support services, if relevant
- Classroom/pupil observations

All assessments and progress will be reviewed a minimum of 3 times per academic year. All teachers and support staff who work with the pupil will be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Berkeley Primary School will maintain records of interventions over time through provision maps and intervention records.

4. Supporting pupils moving between phases and preparing for adulthood

On transition to secondary school or another setting we will share information with the school or other setting that the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

Induction days and transition plans are encouraged for all children and additional arrangements may be made for children with SEND. The Inclusion Manager, Class Teacher and/or Headteacher will liaise with receiving secondary settings over additional arrangements to facilitate a successful transition.

5. Our approach to teaching pupils with SEND

It is the Policy of Berkeley Primary School to take a whole school approach to SEND, ensuring that children with SEND engage in the activities of the School alongside pupils who do not have SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This is differentiated for individual pupils. Assessment for Learning (daily observations on learning outcomes made during lessons) supports planning for different attainment groups and helps to inform us which groups may benefit from additional support or specific interventions. These interventions may be delivered in or outside of the classroom, usually by a Teaching Partner. Classrooms display visual timetables and include multi-sensory areas/'chill out' spaces for children who benefit from this.

Children are encouraged to develop and use their own strategies and to work towards being independent learners who manage their own behaviours.

We will also provide the following interventions:

- Circle of Friends
 - Grouping for Literacy and Maths
 - Phonics interventions
 - Dancing Bears
 - Lego to Express
 - Social Stories
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6. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Grouping for some lessons
- Seating arrangements
- Sensory areas/'chill out' areas
- Using multi-sensory teaching methods to engage all learning styles
- Providing diverse extra-curricular activities and clubs to promote inclusivity and to celebrate a range of talents and interests

7. Additional support for learning

We have a team of teaching partners who are experienced in and/or trained to deliver interventions such as Lego to Express, Dancing Bears, FIZZY, phonics interventions, basic math's skills development and a range of other strategies. Where appropriate parental involvement to reinforce or contribute to progress through activities at home will be sought. Teaching partners will support pupils on a 1:1 basis when their needs indicate that they need this level of support to facilitate academic or social inclusion. This may be for physical, academic, behavioural or sensory reasons (or a combination of these). Inclusion and independence is encouraged at all times but we recognise that some children may need either short or long-term support to achieve this. If a child has an EHC plan this will state whether they need 1:1 support for some/all of the school day and the rationale and purpose for this. Teaching partners will support pupils in small groups when a group of children has been identified as needing support in the same area of learning, for instance to develop understanding of a mathematical concept or spelling strategy, promote friendship groups or develop social skills.

We currently work with the following agencies to provide support for pupils with SEND:

- Advisory Teaching Service
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- Educational Psychology Service
- Special Educational Needs and Disabilities Advice Service (SENDIASS) for parent support
- Gloucestershire Hospitals NHS (consultant paediatricians)
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Service
- Children and Young People's Service for Mental Health (CYPS Together Trust)
- Health Visiting Service
- Family Support Workers
- Social Care
- Early Help Advisors

We will work with other agencies and professionals as required and appropriate to meet a child's needs.

We follow the Gloucestershire's Guidance for Education and SEND Professionals and the Inclusion Manager can access further support through SENDCO cluster meetings.

8. Expertise and training of staff

Our Inclusion Manager has over 20 years of experience in SEND and has worked as a Teaching Partner, class teacher, Designated Person for Children in Care and Safeguarding (Child Protection), SENDCO, Inclusion Manager and as a Senior Officer for SEND provision with the Local Authority.

The Inclusion Manager is allocated 3 days a week to manage SEND provision and inclusion. We have a team of teaching partners, including qualified teachers, who are trained to deliver SEND provision.

Staff have recently been trained in lego to express, social stories, attachment, FIZZY and Makaton. Continual professional development is considered a priority at Berkeley Primary School and we work closely with partner agencies to acquire and develop skills in working with all pupils, including those with SEND.

We use specialist staff for math's, phonics and literacy interventions. Specialist support is employed for any areas of need that arise.

9. Securing equipment and facilities



For some SEND, specialist equipment or facilities may be required. The School will work with partner agencies, such as Occupational Therapy providers, to secure and employ this equipment or use of these facilities. Parent/carers will always be consulted and involved in such provision.

10. Evaluating the effectiveness of SEN provision

Berkeley Primary School is committed to regular and systematic evaluation of the effectiveness of its provision. The governing body reports annually on the quality of provision for, and the achievement of, pupils with SEND.

We evaluate the effectiveness of provision for pupils with SEN by:

- Undertaking regular observations of teaching and teaching partner support by the Headteacher and/or Inclusion Manager
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term using intervention plans
- Using pupil questionnaires
- Monitoring by the Senior Leadership Team/Inclusion Manager
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP plans, MyPlan+, Myplans
- Scrutiny of planning and pupils' work
- Monitoring by the SEND Governor
- Considering the views of parents/carers and pupils
- Reviewing the outcomes achieved during and following the implementation of My Plans, My Plan+s and EHC Plans

11. Enabling pupils with SEN to engage in activities available to those in the School who do not have SEND

It is the Policy of Berkeley Primary School to take a whole school approach to SEND, ensuring that children with SEND engage in the activities of the School alongside pupils who do not have SEND. This includes all our extra-curricular activities, , including our before- and after-school clubs, school trips, residential trips sports day, school plays, assemblies, and any other school activity.

No pupil is ever excluded from taking part in these activities because of their SEND.

We comply with Disability Discrimination Act, as amended by the SEN and Disability Act 2001 and The Equalities Act 2010, by generating accessibility plans and strategies to ensure accessibility for disabled pupils. Children with medical conditions are properly supported so



that they have full access to education, including school trips and physical education. Specialist advice, support and training is sought whenever needed.

12. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development by:

- Encouraging pupils with SEND to be part of the School Council
- Encouraging pupils with SEND to be part of clubs to promote teamwork/building friendships etc.
- Making interventions including Circle of Friends, Build to Express and Social Stories are employed
- Ensuring all staff provide a listening ear and record concerns on school records
- Encouraging parents/carers to discuss any concerns, with teachers or teaching partners and, if these concerns continue, with the Inclusion Manager or Headteacher
- We have a zero tolerance approach to bullying.

13. Complaints about SEND provision

Complaints, comments, concerns or questions about SEND provision in the School should be raised with the Inclusion Manger or Headteacher in the first instance. In the case of complaints, they will then be referred to the SEND Governor and considered under the School's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the School has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Complaints about provision made by an EHC Plan or refusal to issue an EHC Plan can be made to the First Tier Tribunal as a complaint against the Local Authority.

In all cases, mediation is advised to reconcile differences at the earliest stage possible. Berkeley Primary School is committed to providing a happy, inclusive and successful education for all pupils and seeks to work with parents/carers to achieve this outcome.

The Inclusion Manager can be contacted at sen@berkeley.gloucs.sch.uk



14. Contact details of support services for parents of pupils with SEN

Initial support and guidance to other sources of information and support can be found by contacting Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Gloucestershire.

sendiassglos.org.uk/ or Freephone: 0800 158 3603 or
<https://carersgloucestershire.org.uk/gloucestershire-sendiass/>

15. The local authority local offer

We meet the requirements of the Local Authority's local offer details can be found here:

www.gloshamiliesdirectory.org.uk/localoffer

16. Monitoring arrangements

This Information Report will be reviewed every year, approved by the governing board, and published on our website. www.berkeleyprimary.org.uk

17. Links with other policies and documents

Links to other relevant documents:

Disability, Equality and Accessibility plan

Behaviour

Intimate Personal Care and Clinical Tasks

Information and FAQs

This document provides information about the support Berkeley Primary School offers to children with Special Educational Needs and Disabilities (SEND). Berkeley Primary School aims to support all children including those with SEND to reach their full potential. Currently we support children with the following needs:

- Moderate Learning Difficulties
 - Communication and Interaction Difficulties
 - Social, Emotional and Mental Health difficulties
 - Autistic Spectrum Disorder and Asperger's Syndrome
 - Visual Impairment
 - Specific Learning Difficulties
 - Physical and Medical needs
 - Hearing Impairment
 - Sensory Impairment
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How Berkeley Primary School Identifies Children with SEND

When children have already been identified with SEND before they attend our school we liaise with the people who already know them, e.g. Nursery/pre-school staff, Family Support Worker, Health Visitor or the previous school, and use the information already available to identify what their SEND will be in our school and how best to manage it. Children in school are assessed regularly by the Class Teacher both formally and informally using level descriptors. Class Teachers meet regularly throughout the academic year with a member of Senior Leadership to ensure all children are making good progress. Children whose progress and achievement fall significantly below expected levels will be considered for SEND intervention by the Class Teacher and Special Educational Needs Coordinator (Inclusion Manager).

How will I know if staff have concerns?

If Special Educational Needs or additional needs are identified the Class Teacher will arrange a meeting with the parent/carer to discuss and plan the way forward. This may entail writing a plan of action. At this point permission may be sought to engage outside agencies such as Speech and Language Therapists, Occupational Therapists, etc.

Who are the staff involved?

- Class Teacher and Teaching Partner
- Senior leadership team
- Inclusion Manager

What should I do if I think my child has SEND? How do I raise my concerns?

In the first instance parents should meet with the Class Teacher as they know your child best and have primary responsibility for their progress. If you still have concerns you are welcome to meet with our Inclusion Manager, or the Headteacher. If you are still concerned you can contact the SEND Governor.

How does Berkeley Primary School teach and support children with SEND?

Berkeley is committed to "Quality First Teaching". This means all lessons are differentiated appropriately (achievable work is set for pupils/groups according to their ability). Children identified as having SEND Support will have a "My Plan" which will detail their needs and planned support to achieve the agreed outcomes. Class Teachers identify specific work/interventions according to the specific needs of the children; currently this may include

- In class support
 - Small group work with teacher/Teaching Partner
 - Withdrawal in small groups or individually
 - Published support schemes e.g. Dancing Bears
 - Home to School Books
 - Clubs
 - Risk Assessments
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- Individual targets (MY PLAN)
- FIZZY –Fine and gross motor skills development programme
- Speech and Language Support
- For children with an EHC (Education Health care) Plan there is the additional involvement of outside professionals whose advice is then targeted at the specific child in a My Plan or My Plan + to aid them in their learning and/or social development.

How will I know how well my child is doing?

Your child's progress is assessed regularly. You will be invited to meet with the Class Teacher regularly to help review your child's targets and contribute to planning new ones. "My Plans" are reviewed termly. You will be sent "My Plans", "My Plan" reviews and annual school reports. You are welcome to arrange to discuss any concerns with the Class Teacher or Inclusion Manager at other times.

Who will be working with my child?

The Class Teacher has primary responsibility for daily provision for children with SEND through their planning and assessment. The Class Teacher will plan interventions which they or a Teaching Partner may undertake with an individual or a small group. Other people or external agencies that may be involved include:

- Advisory Teachers
- Educational Psychologists
- School nurse
- Physiotherapist
- Occupational Therapist
- Speech and Language Therapist
- Children and Young People's Service (CYPS)
- Other agencies according to need

How does the school assess and evaluate the provision arranged for a child and the progress that they are making?

Intervention evaluations are completed by staff leading additional support. P-levels and progression guidance are used to measure progress for some SEN pupils. National curriculum levels are used to measure progress for some pupils with continuous assessment. Termly progress meetings are held with the Class Teachers and a member of the Senior Leadership Team. School pupil tracker is used to record and monitor assessment data for the core subjects. My Plan or My Plan + reviews and Annual Reviews of EHC Plans are held for the appropriate SEND pupils. Discussions are held with parents/carers at parent consultation meetings and throughout the year as needed.

How are the staff in school helped to work with children with SEND and what training do they have?

Staff receive Continuing Professional Development (CPD) to support children with SEND on a regular basis. Our staff have attended training on Attachment Disorder, Safeguarding Children and Young People, intervention programmes for curricula and social skills development, EPI Pen use and First



Aid. Individual teachers and Teaching Partners attend training courses run by outside agencies that are relevant to the specific needs of children in their class, e.g. ASD, FIZZY.
The Inclusion Manager will support the Class Teacher in planning for children with SEND in their class.

What extra pastoral support is offered to children with SEND and what measures are in place to prevent bullying?

Children with social, emotional and mental health difficulties are able to spend time with a Teaching Partner or the Inclusion Manager for extra support. This may be for personal counselling or group activities to enable children to integrate fully into school life. Our school has a policy of zero tolerance towards bullying. Please see our Anti-Bullying Policy for further information.

How have we made the school accessible to children with SEND?

Our school is on one level and is accessible by wheelchair. There is an accessible toilet. We aim to ensure that all SEND children have equal access to all aspects of school provision including extra-curricular activities. All school trips including residential trips are all available to all pupils with any extra SEND provision being made where needed.

How are children with SEND supported to transfer to another school?

If your child is moving to another school we will contact the school SENDCO/Inclusion Manager and ensure they are aware of any special support your child may need. We will pass on all information and records we have about your child. We can arrange extra transition visits particularly when transferring to secondary school. We encourage the pre-school children to attend several visits in the summer before they begin school. When children move to a new year group within school all information is passed onto the new teacher and a planning meeting will take place. Some children will receive extra support to help prepare them for the transition.