



CHURCHDOWN PARTON MANOR SCHOOLS' FEDERATION

SEND Information Report

Autumn term 2023

1. School context

Churchdown Parton Manor Schools' Federation (CPMSF) is a happy and friendly school community. Our strong ethos and values underpin everything we do. It is a core belief of the school that children need to feel happy and secure if they are to learn successfully, so we work hard to achieve and maintain a caring and supportive atmosphere in the school, where the needs of every individual are met.

This is a school that has high expectations of everyone, and which provides a lively and challenging curriculum and a range of extra-curricular opportunities, all designed to inspire each child to achieve his or her personal best. We encourage our pupils to be considerate, act responsibly and demonstrate initiative and independence so they have the skills they need to meet life's demands and challenges. Opportunities to work closely with parents to support and enhance all aspects of the children's learning are welcomed. We ensure that we are doing everything possible to facilitate the well-rounded development of all our pupils and we enjoy celebrating their many successes in every aspect of school life.

Churchdown Parton Manor Schools' Federation is made up of Churchdown Parton Manor Infant School, Pre-school and Churchdown Parton Manor Junior School, which are all situated on the same site. There are currently around 450 pupils on roll in total, spread over the Pre-school, Reception & Years 1 - 6. The school has a full-time Inclusion Lead which incorporates the role of Special Educational Needs and Disabilities Coordinator (SENDCo). The Inclusion Team also includes a Pre-school SENDCo and an Inclusion Support Worker as well as SEND Teaching Assistants.

We are committed to meeting the learning needs of all our pupils as effectively as possible, regardless of ability. A major focus at CPMSF is empowering our pupils to become effective learners. This involves the acquisition of a range of attributes which are represented by a selection of gems – collectively referred to as 'Gem Power'. We have noticed that the children's learning improves significantly when they successfully develop and use their 'gem power': a positive mind set. The strong link between the gem characteristics and our core values of self-belief, challenge and respect means that we are constantly promoting their importance for every aspect of life.

2. How does the school know/identify children that have Special Educational Needs and Disability?

At Churchdown Parton Manor Schools' Federation children are identified as having Special Educational Needs and Disability (SEND) in line with the **Special Educational Needs and Disability Code of Practice: 0-25 years** which can be viewed via the following link:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Code of Practice 2015 states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others of the same age.**
- **or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’.**

Our school aims to identify children with SEND promptly. We follow Gloucestershire County Council’s Graduated Pathway for identifying pupils with SEND. This is outlined at

http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_9

A child is not placed on our SEND register if they have English as an Additional Language unless they also have an identified learning difficulty.

Further details on our procedures can be found in our SEND Policy.

Our schools use whole school processes for assessing, tracking and monitoring progress, and on entry every child will be added to this system. All parents have the opportunity to meet with the class teacher and/or the Inclusion Lead before, or as soon as their child joins our school, if their child has any additional needs or there are any concerns. This gives the parents the chance to share educational, social and medical history with the school, raise any concerns, and ask questions; in turn, the school can report on any initial observations and assessments that they have made on the child, and find out relevant background information and previous interventions. Whenever a child’s progress in school raises a concern of any kind, we discuss this with parents as soon as possible and involve them in finding solutions to address any issues. Initially, this is the role of the child’s class teacher who uses the SEND Support Flow Chart to follow a process to gain evidence, introduce interventions and monitor impact. The areas that the school may provide for and are initially discussed are the child’s:

- cognition and learning
- communication and interaction
- behaviour, emotions and interaction in social situations
- physical or medical conditions, or visual and /or hearing impairment

All interventions supporting Maths and English are allocated and monitored by the class teacher, immediate needs are addressed and they are called ‘rapid’ interventions. Sometimes other interventions might be needed to boost learning to assist progress, and if this is the case Teaching Assistants (TAs) will take individuals or small groups of children to address these needs during the afternoon.

From time-to-time class teachers feel that children might also benefit from different types of interventions. These might be to develop social confidence, expressive language or conversation, or physical confidence through a programme designed to develop fine and gross motor skills. These interventions are not administered lightly nor are they prolonged. If after a short period those involved feel that the intervention has done its job, then it will cease for that

child. We consider carefully what we are asking the child to be involved in and expect there to be a measured improvement where possible, or a noticeable difference, if not.

In Gloucestershire we have what is called The Graduated Pathway - 'the pathway for a graduated and integrated approach'.

Our mandate from Gloucestershire County Council is to provide a single graduated pathway of early help for all children and young people. This means that the following agencies collaborate to provide the best services to make a lasting difference to the families that we work with: Education, Health services and Social Care.

Where additional needs have been identified, appropriate support is put in place and a 'My Plan' is written. If after reviews of this plan, there is evidence that the child is not achieving the outcomes, there might be a need to involve other agencies to ask for advice and support. If this is the case, we would ask parents to attend a meeting where we would complete a 'My Assessment' and identify outcomes and actions. This may lead to a 'My Plan+' which is the next level of support where other agencies are involved. If this level of intervention is not meeting the needs of the child and further support is deemed necessary by the team working with the child, a statutory assessment of the child's educational needs takes place. This independent panel would then decide from this assessment whether or not to issue an Educational, Health and Care Plan (EHCP). This has now replaced what used to be known as a 'Statement' (of Educational Needs).

If a child is not performing at age related expectations, or is not making expected progress, the school will implement **the Graduated Approach**, as follows:

1) A Profile: 'All About Me' – the Universal Child

The school uses a profile called 'All About Me' to help a child share personal information to gain a deeper insight into their personalities, needs and aspirations. It is a universal offer for all pupils at our school and supports teachers in making Quality First Provision. Where a child needs intervention to address a particular need, an Action Plan is started to record the outcome.

2) My Plan: additional needs

The school takes note of any previous SEND identification and then assesses the child to verify information given to form an initial impression of the child. This could be via:

- conversations with the child and the parents
- conversations with the previous school
- baseline assessments on entry to the school/ Pre-school
- internal assessments
- Early Years Foundation Stage (EYFS), Key Stage 1 and 2 National assessment results
- addressing needs that come to light related to Phonics tests, Year 3 & 5 Cognitive Assessment Tests: (Verbal, Quantitative, Non-verbal and Spatial Awareness scores)
- making reference to the identification criteria in the Gloucestershire Levels of Intervention Guidance
- accessing assessments made by external services such as the School Nurse Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists, the Educational Psychologist or the Paediatrician

Progress is assessed regularly; concerns are noted promptly, and teaching adapted to address identified needs.

Additional support is provided when required for a time-limited period in the first instance, and carefully monitored to ensure that it is having a positive impact.

If, following such support, concerns continue, the Inclusion Lead, class teacher, group lead, parent and child agree further interventions and support, and the expected outcomes; this is recorded on the school system and is called My Plan (interventions run for approximately 12 weeks).

All class teachers are involved in identifying the need for interventions at Pupil Progress Meetings and Validation Meetings and they are responsible for working with the child on a daily basis and assessing overall progress.

The impact of all interventions is assessed by the Inclusion Lead, class teacher and Phase Leaders, and the views of the parent and child contribute to the review of the overall impact of the My Plan.

The My Plan is revised in the light of the success of the outcomes; if progress has been accelerated and the outcomes met, then support is no longer required, and the My Plan will be finished, and the child's progress will continue to be assessed, tracked and monitored via the whole school system.

If, however, there has been insufficient progress, or the intervention has highlighted other issues, the child will continue on the My Plan, and the Inclusion Lead, class teacher, parent and child will agree interventions and support, and the expected outcomes.

Where there has been insufficient progress over a period of time or an increasing range of needs is being identified, a decision about whether a child needs to be added to the SEND register will be made by the Inclusion Lead in consultation with parents.

The conversations relating to all aspects of the My Plan from the first meeting, to all reviews and collections of views (parent and child) will be recorded.

3) My Plan+: intense support

Where a pupil continues to make inadequate progress, despite high quality teaching targeting their areas of weakness, the Inclusion Lead working with the class teacher/ Pre-school SENDCo will assess whether the child has a significant learning difficulty. Where this is the case, there will be an agreement about the SEND support or assessment that is required to support the child. Where further assessment means that external agencies (the relevant advisory teacher, School Nurse, a medical specialist etc.) start to work with the child, their plan will be called a My Plan+. At this stage, every effort is made to build a Team Around the Child (TAC), which must include parents and often has links with the Early Help Team.

4) Education, Health and Care Plan (EHCP): specialist support

Where a child is identified as having more extreme special needs, the school will work with parents so that the child can be referred to specific external agencies for further assessment. This would include the Speech and Language Therapy Service (and other NHS agencies), Advisory Teaching Service, Educational Psychologist and the Paediatrician. Should the child require more specific support, the school would make a Request for Statutory Assessment which might lead to the issue of an Education, Health and Care Plan. This is a 20-week process, and a multi-agency panel meets weekly to consider such requests.

3. What are the first steps our school will take if Special Educational Needs are identified?

The school will inform parents if they are concerned about a pupil's progress. The Inclusion Lead may become involved to plan appropriate intervention and/or refer the pupil to other agencies (where necessary and following parental consent).

Usually, the pupil will be placed on the SEND register, and the school will develop a 'My Plan'. This is a document which gives the pupils small-step targets to achieve, to help us track

whether they are progressing. These are reviewed with parents regularly, with the Inclusion Lead overseeing the additional support each child receives.

Please see the Gloucestershire County Council's Graduated Pathway for identifying pupils with SEND for more information, at:

http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_9

4. What should I do if I think my child has Special Educational Needs?

If you have any concerns about any aspect of your child, come in and talk to us – contact your child's class teacher/ group leader at Pre-school, Inclusion Lead or the Head Teacher.

We aim to build positive relationships with parents: we are open and honest with parents and hope that they will be the same with us. Sometimes difficult conversations need to be had but the child's progress, safety (academic, emotional, physical), strengths or difficulties are always at the heart of these conversations.

5. How will the school teach and support children with SEND?

All children are taught according to their own needs, and outcomes are set to address the child's next steps; ours is a fully inclusive school. Work is always planned to meet the wide range of different learning needs that exist in each class. The classroom/ Pre-school environment is organised to enhance the learning of all children, and different requirements are catered for, for example with single workstations, quiet, low stimulation areas, and calm corners.

During Maths and English in KS1 & 2 there is a planned and timetabled Teaching Assistant support for each class. This provides additional support in the classroom so that the class teacher or the TA can work with individuals or small groups. Where a child has an identified need, additional support will be given to address them, as identified on their individual plan. This could be via:

- 1-1 support in the classroom.
- 1-1 intervention beyond the class using specific support materials designed to accelerate learning or address specific issues.
- small group support either within or out of the classroom.
- an alternative or differentiated timetable.

Where a non-academic concern arises, advice is sought and implemented from an appropriate professional such as a Behaviour Support Specialist, for example, regarding adaptations to the learning environment or reinforcement of specific targets.

Where a child has an EHCP, his / her support will be carefully and clearly timetabled in accordance with their assessment and will target the outcomes on their EHCP. These outcomes are met using a range of resources suggested on the EHCP with the additional funding allocated by Gloucestershire County Council. Where external advice has been sought and the child's needs cannot be fully met by the above, the TAC model will be implemented to provide the best possible response to address the needs.

The class teacher will have the greatest input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class.

- that all teaching is based on building on what your child already knows, can do and can understand.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the Inclusion Lead or Advisory Teachers) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- all children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with a smaller group of children.

These groups, often called intervention groups, may be:

- run in the classroom or outside.
- run by a teacher or most often a Teaching Assistant who has had training to run these groups. Occasionally, these may be addressed by a Higher Level Teaching Assistant over a period of time, in a separate area of the school, with the consent of the child's parents.

Specified support:

This may be suggested via the Education, Health and Care Plan (EHCP). This means that the child will have been identified by the class teacher/group lead/ Inclusion Lead as needing a particularly high level of individual or small group teaching (more than 10 hours a week), which cannot be provided from the budget available to the school.

Usually, the child will also need specialist support in school from a professional outside the school. This may be from:

- specialist teachers from the Advisory Teaching Service (ATS)
- outside agencies such as the Speech and Language Therapy (SALT) Service and/or the Educational Psychology (EP) service

For the child this would mean that:

- the school or the child's parents can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- after the school has sent in the request to the Local Authority, with a lot of information about the child, including some from the parents, they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask the parents and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this level of support, they will ask the school to continue with the support currently provided by the school.
- after the reports have all been sent in the Local Authority will decide if the child's needs are severe, complex and/or lifelong and that they need more than 10 hours of support in school to make good progress. If this is the case, they will write an EHCP. This used to be called a 'Statement of Special Educational Needs.'
- the EHCP will outline the outcomes that will support the child and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for the child.

- the additional funding is used to support the child with whole class learning, run individual programmes or run small groups including the child: the child's EHCP outcomes are at the centre of the Provision Map that receives the additional funding.

How are Governors involved, and what are their responsibilities?

- The Head Teacher reports to the Governors regularly, to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the Inclusion Lead and Head Teacher. They also report to the Governors to keep all informed.
- The Inclusion Lead reports to the Governing Body at least 5 times a year on all matters SEND.
- The Governors agree priorities for spending, with the overall aim that all children receive the support they need in order to make progress.

6. Who will be working with my child?

Your child will work mainly with the staff within the year group including the teachers and support staff. The following information details the roles of different staff members who may be involved in ensuring your child's educational progress and welfare:

The Inclusion Lead/ SENDCo at Pre-school (Special Educational Needs and Disability Coordinator)

The Inclusion Lead/ SENDCo, working closely with the Head Teacher, teachers and support staff, plays a key role in determining the development of all policies and provision for vulnerable and minority groups in the school in order to raise the achievement of all children. A comprehensive role description is included in the SEND Policy (available on the website).

Responsible for:

- coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ensuring that parents are:
 - involved in supporting the child's learning
 - kept informed about the support the child is getting
 - involved in reviewing progress.
- liaising with all the other people who may be coming into school to help support the child's learning e.g., Speech and Language Therapy, Educational Psychology etc.
- updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of the child's progress and needs.
- providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- working with teachers and support staff to write and review 'My Plans' for pupils with additional needs. Sharing 'My Plans' with parents/carers and pupils.
- leading improvements in SEND provision through continual self-evaluation. Targets for improvement are incorporated into the Accessibility Policy and Plan which is available on the school website.
- directing the Inclusion Support Worker to address some of the contact, referrals and implementation of interventions that may be suggested by other agencies.

Class teacher

Responsible for:

- checking on the progress of the child and identifying, planning and delivering any additional help the child may need (this could be things like targeted work, additional support) and letting the Inclusion Lead know as necessary.
- making the initial contact with parents if there are concerns, using the SEND Support Flow Chart as their guide.
- ensuring that all staff working with the child in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- writing My Plans for any child identified as having SEND.

Head Teacher

Responsible for:

- the day-to-day management of all aspects of the school, this includes the support for children with SEND.
- ensuring that your child's needs are met: whilst responsibility is given to the Inclusion Lead and class teachers, the Head Teacher is still responsible for the child
- ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

We have a designated governor responsible for monitoring the provision for SEND pupils. The role includes:

- meeting the Inclusion Lead to discuss SEND in school.
- visiting the school to meet children and observe SEND in practice.

Responsible for:

- making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring that there is a designated teacher for Looked After Children (LAC) who is responsible for ensuring that the needs of children who are in the care of the local authority are identified and monitored in a similar way to those with SEND.

7. How does our school ensure that the information about a child's SEND is shared and understood by teachers and relevant staff who come into contact with that child?

The Inclusion Lead will ensure that all relevant staff are informed about a child's additional needs, and will attend any meetings necessary to ensure the school is supporting the child appropriately. Your child's class teacher will meet regularly with the Head Teacher/Deputy Head Teacher, Phase Leaders and Inclusion Lead to discuss their progress. The Inclusion Lead / Pre-school SENDCo ensures that each child's file of SEND information is kept up to date, and informs relevant staff of any updates or changes to the information.

It is important that all staff know all children and understand their needs, strengths and difficulties. This is achieved in the following ways:

- all information, reports, MyPlans etc are shared in a common area on the OneDrive that can be accessed by all class teachers, the Inclusion Lead, the ISW, and all members of the SLT

- updates on individual children is a regular agenda item at Senior Leadership/ Staff Meetings
- My Plans are discussed and information updated whenever necessary
- provision is reviewed at all Pupil Progress Meetings
- updated current paper SEND Records are available for access by class teachers at all times in the Inclusion Room
- the Inclusion Lead meets the SEND Support Team regularly for updates and to support
- SEND Continuous Professional Development (CPD) is regularly planned for all staff
- the Inclusion Lead will ensure that all relevant staff are informed about a child's needs, and will attend any meetings necessary to ensure the school is supporting the child in the best way

8. How will I know how my child is doing, and how will you help me to support my child's learning?

We offer an open-door policy; parents are welcome to make an appointment to meet with either the class teacher or Inclusion Lead to discuss the child's progress. We can offer advice and practical strategies for helping the child at home.

- We believe that the child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open and communicate regularly, especially if the child has complex needs. This could involve phone-calls, home/school books, via Class Dojo, emails or face-to-face meetings.
- If the child is on the SEND register, they have My Plan which will have individualised outcomes. These outcomes are reviewed by the class teacher 3 times a year, and parents are given a copy of the My Plan. The outcomes set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled). If the child has a My Plan+, it is reviewed by the class teacher in the same way but there may be additional support from the Inclusion Lead/ Support Worker to ensure that all agency support is ongoing and is feeding into the support given to the child in class.
- If the child has complex SEND, or an Education, Health and Care plan, an Annual Review will take place to discuss your child's needs, and update the EHCP.
- As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher assesses each child continually, and notes areas where they are improving, and where further support is needed. As a Federation, we track children's progress from entry in EYFS through to Y6, using a variety of different methods.
- Children who are not making expected progress are picked up through Pupil Progress Meetings with the class teacher, Deputy Head Teacher, Inclusion Lead and Phase Leaders who are part of the Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.
- When the child's My Plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Upon transition, whether internal within the Federation, to a new school or onto Year 7, every attention is given to ensure that the new teacher/ school has the most up to date information on the child's additional needs.

9. What support will there be for my child's overall wellbeing?

<p>We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this is always a parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Lead for further advice and support. This may involve working alongside outside agencies from the NHS or Early Help, and/or the Behaviour Support Team.</p> <p>The school also has an Inclusion Support Worker (ISW), who works with children, parents and families. The ISW can be contacted via either school office.</p> <p>Our full range of support for different needs is outlined in the following policies:</p> <ul style="list-style-type: none"> • Equalities Policy • Supporting Pupils with Medical Conditions Policy • Safeguarding and Child Protection Policy • Behaviour Policy • Anti-bullying Policy
<p>10. How does the school manage the administration of medicines?</p>
<p>The school has a policy regarding the administration and managing of medicines which is available on request from either school office.</p> <p>We can only administer medicines with parental permission.</p>
<p>11. How does the school support behaviour and attendance?</p>
<p>Our Federation follows a robust Behaviour Policy that is applied consistently, and positive, respectful behaviour is routinely modelled by all staff. This ensures that root causes of a deviation from normal behaviour expectations are identified and dealt with quickly, using external support if required. Children are celebrated every week during a 'Gem assembly' where good behaviour, achievements, attitudes and positive mind-set is acknowledged, in line with the Federation Gems (see school website). The school has also introduced 'The Class Dojo' where parents can keep in touch with these celebrations on-line, and share them at home with their child on a daily basis.</p> <p>The attendance of every child is monitored by the Deputy/ Head teacher and Attendance Officer. Lateness and absence are recorded, monitored and followed up.</p>
<p>12. How will my child be able to contribute their views?</p>
<p>We value and celebrate each child being able to express their views on all aspects of school life. This can be carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.</p> <p>All children complete a profile at the start of every year called 'All About Me' which gives them the opportunity to share their likes, dislikes and any areas they feel they need support in. This provides the school with a picture of each child's needs.</p> <p>We use pupil questionnaires where we seek actively the viewpoints of children, especially concerning being able to speak to an adult if they have a worry. All children are encouraged to speak to an adult to ask for help if they need it.</p> <p>During the school monitoring process, the 'pupil voice' is heard, and the relayed opinions are greatly valued and addressed where necessary.</p> <p>The child's voice is heard within the Graduated Pathway, where every child who has a My Plan, My Plan+, My Assessment or an EHCP is invited to share their views and wishes during the process.</p>
<p>13. What expertise and facilities does our school have in relation to SEND?</p>

The SEND Support Team comprises:

- the Inclusion Lead, who:
 - provides 1-1 support according to identified need.
 - acts as Designated Lead for Looked After Children/ Children in Care and post adoption, and acts as the link with the Virtual School.
- an Inclusion Support Worker who might do group teaching, 1-1 support and liaise with parents
- a Pre-school SENDCo who deals with all Pre-school SEND and liaises with the Inclusion Lead
- a Teaching Assistant is allocated to each class for general classroom support
- TAs provide intervention groups
- SEND Teaching Assistants to support children with EHCPs

The Inclusion Lead holds the Postgraduate Certificate in Special Needs and Inclusion.

All staff are expected to be aware of, and keep themselves informed about developments in the teaching of SEND. This is done by CPD. Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; and moderate learning difficulties are available online and staff are expected to work at and reflect on these units to keep themselves abreast of current thinking.

Some examples of high quality provision which is has been facilitated by such training:

- We have successfully developed an approach to learning that uses the outdoor environment as much as possible, and encourages the children to engage in their learning through practical experiences' this is particularly beneficial for SEND pupils.
- The staff are highly skilled in personalising a range of interventions to meet the needs of individual children.
- Teachers are competent in their use of visual timetables and have strong routines to support individual needs.
- The Inclusion Lead's expertise in identifying difficulties relating to visual disturbance enables us to support children through the use of equipment such as coloured overlays.
- The ability to meet the needs of children with a complex range of additional needs, and the confidence to source additional support, alternative provision while working in partnership with the child's parents in sourcing and accessing appropriate placements and support from agencies such as Early Help.
- Teachers and TAs are trained in Autism Awareness to at least level 2.
- Teachers are given support to adapt the curriculum by a specialist in this field.

Expertise

The educational/emotional/social needs of pupils at our school are diverse and staff have a wealth of knowledge, experience and expertise to help to meet their needs. This includes expertise in:

- supporting difficulties in English and Maths.
- ASD (Autistic Spectrum Disorders).
- speech and language difficulties.
- behaviour difficulties.
- specific learning difficulties.
- some physical disabilities.
- Attention Deficit and Hyperactivity Disorders (ADHD).
- Dyslexia.
- supporting the child with social, emotional and mental health difficulties.
- Sand play, an Intervention called Drawing and Talking to support mental health

- training in how to access support for mental health needs (two teachers).

To support this, we have:

- experienced teachers.
- experienced Teaching Assistants and HLTs.
- a qualified Inclusion Lead/SENDCO, holding the National Award for Special Educational Needs Coordination who has gained experience on the GCC Resources Panel to understand and get perspective with regard to special and additional needs provision, and practical and environmental resources in Gloucestershire.
- an Inclusion Support Worker.
- two staff trained to deal with the needs of the diabetic child.
- two Senior Mental Health Lead Teachers.
- contact with 'Young Minds Matter 6 times a year to discuss and triage the needs of some children.

All staff attend relevant and regular training to ensure that their knowledge and skills are up to date.

Interventions

Our school runs a variety of intervention programmes for children with SEND which are delivered where needed, in groups or individually. These interventions are monitored to ensure that they meet the needs of the children and are effective in helping the children to make progress. If the child is taking part in an intervention, it will be documented on their My Plan.

Where necessary, the Inclusion Lead may suggest additional support and intervention beyond the classroom but within the Federation. This could include support for social, emotional and mental health needs, sensory needs, communication and interaction needs, or any other intervention that cannot be sustained on a regular basis in the mainstream classroom.

14. What other specialist services are available to the school?

Our school supports all aspects of children's development and their family needs. It is important to us to initiate early intervention support wherever possible. We liaise with Early Help which is a source of expertise and educational, social and medical advice. We work with a variety of agencies.

- Children and Families Helpdesk
- Families First: Graduated Pathway of Early Help and Support
 - Community Social Workers
 - Early Help Co-ordinators
 - Family Support Workers
 - Families First Key Workers
- Community Paediatric Team
- GPs
- School Nurse Service
- Advisory Teacher Service: Advisory Teaching Service provided by Gloucestershire County Council. (Cognition and Learning; Autism Spectrum Disorder; Communication and Interaction, Emotional, Social & Mental Health; Visual and Hearing Needs; Medical Needs and Multi-sensory and Access Needs etc.)

- Educational Psychologists: They assess pupils who are not making progress despite interventions or pupils who are applying for an Education Health Care Plan
- The GCC SEND Caseworker
- Occupational Therapists: Assess pupils with physical disabilities or co-ordination difficulties
- Out-reach & In-reach Services from different special schools
- Speech and language therapist (SALT)
- Behaviour support: If your child has difficulty in conforming to normal behaviour expectations the school will plan interventions to help them, sometimes in liaison with a Behaviour Support Professional

15. What training have staff had / are staff having?

- Dyslexia-friendly classrooms and teaching the Dyslexic child
- Nurture Group training
- ACEs training
- Emotion Coaching training
- Speech and Language programmes
- Occupational Therapy programme
- Family support
- Delivering reading, phonics and numeracy support programmes
- IMPACT training: Autism Spectrum awareness
- Speech and Language Therapy training
- Lego play training
- Supporting the child with complex needs
- The Thrive Approach
- Developing the curriculum for children with additional needs

Staff access training either on an individual basis or as a whole school.

16. How will my child be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Individual plans are created to utilise the combined support of parents and school to ensure that the child has the best experience and appropriate opportunities.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety is not compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All children are entitled to take part in extra-curricular activities. The school will ensure that these are run by experienced staff and that all pupils are given the support necessary to fully participate.

17. How accessible is the school environment?

The Federation has an Accessibility Policy and Plan. Wherever possible the Federation equips and resources a child appropriately. The SEND Policy and the Accessibility Policy are available on the school website and are reviewed frequently to ensure disabled pupils are able to access as much of the curriculum and facilities as possible.

The Federation site is mostly wheelchair accessible with 2 disabled toilets. However, the Junior School is on two floors. Where possible, planning and timetabling ensures that all children can access the curriculum equitably.

18. How do we support transitions for pupils with SEND?

Pupils have the opportunity to spend time in our Federation prior to joining us. This is so they can become familiar with the school in preparation for transition and we can get to know them. We spend time with colleagues from the feeder school, liaise with their current teachers and attend relevant reviews. Children may also wish their parents to visit the school with them and make a booklet to show what the building and teachers look like. All Pre-school children have a series of visits to the Infant School during the summer term to get to know their teacher and the children who will be in their new class; likewise, the Infant children will visit the Junior School.

We work closely with our local secondary schools to ensure that children with particular needs have the opportunity to make additional visits to their new school prior to transition. Colleagues are invited to attend reviews and liaise with our school to gather information about the children and full records are provided on transition.

- We encourage all new children to visit the school prior to starting, when they will meet their class teacher and TA.
- When children are identified with SEND, transition meetings are arranged with the feeder school SENDCo.
- We write social stories with children if transition to their next school is potentially going to be difficult. We will also involve pupils in creating their own personal photo booklet of their new class/school to help them to become comfortable with their new environment.
- When children are preparing to leave us for a new school, we arrange additional visits. The SENDCo liaises closely with the CPMSF Inclusion Lead, to ensure that each SEND pupil transfers smoothly.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If a pupil has difficulties coping with changes or is anxious about moving to a new class, our staff will help them to prepare for those changes. They may plan extra visits to the new classroom/teacher and in some cases, they may take photos to share with the pupil.

19. Who can I contact for further information?

- Head Teacher: Mr Darren Preece
- The Inclusion Lead: Mrs Caro Cross
- The Deputy Head Teacher: Mrs Jo Smith
- The child's class teacher

Or look at the SEND policy on our website: www.partonmanorfed.co.uk

If you have a complaint about our SEND provision you should arrange to speak to the Inclusion Lead in the first instance. If your complaint is not resolved you should follow our complaints policy which is available on the school website.

Useful links

GlosFamilies Directory: provides impartial information on childcare, finances, parenting and education. <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

SENDIASS: (Special Education Needs and Disability Information, Advice and Support Service). This is a free, impartial and confidential service for parents/carers of children with SEND. <http://sendiassglos.org.uk/>

Family Lives: This is a charity that can help families by providing telephone support, advice and parenting groups. www.familylives.org.uk

20. Who should I contact if I am considering Churchdown Parton Manor Schools' Federation for my child?

Infant school office:

admin@partonmanorfed.co.uk Tel: 01452 712214

Junior school office:

office@partonmanorfed.co.uk Tel: 01452 713262

We will be happy to discuss with you how we could meet your child's needs.