

Shurdington Church of England Primary School

School Information Report

2025-26

This document provides information about the support Shurdington C of E Primary School offers children with Special Educational Needs and Disabilities (SEND).

It should be read in conjunction with;

Our SEN policy , available here [Shurdington C of E Primary School - SEND](#)

Our safeguarding policy, available here [Shurdington C of E Primary School - Keeping Children Safe](#)

The Local Authority 's local offer gives details of services available for pupils with SEND and their families. This can be found here www.glosfamiliesdirectory.org.uk

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special education need, receive a curriculum relevant to their needs and ability that fulfils the requirements of the national curriculum.

We will do this through:

- promoting equal opportunities for all children
- timely identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs and providing an appropriate learning environment for all children
- enabling parents to take a supportive role in their child's learning
- establishing a SEND register and a record keeping system
- providing training for the SENCO, class teachers and teaching assistants , and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

We will strive:

- To ensure a broad, balanced and full curriculum entitlement and access for all pupils, including those with SEND.
- To ensure that necessary provision is made for any pupil whose Special Educational Needs have been identified.
- To ensure that each pupil with SEND, as far as possible, is educated and joins in the activities of the school together with pupils who do not have SEND.
- To develop a strong partnership between the school, parents and their child with SEND.
- To identify all pupils with SEND and to monitor their development and progress regularly.
- To provide for all pupils with SEND by using the most appropriate agency.
- To involve the child with SEND and their parents throughout the whole process, taking into account the child's wishes and needs.
- To ensure close co-operation between all agencies involved.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEND if they have a physical or learning difficulty or disability which calls for special educational provision to be made for them.

They have SEND if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO is Jo Townsend

Her role is to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor is Rachel Cottell, her role is to:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher

The Head teacher is Jon Millin, his role is to:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

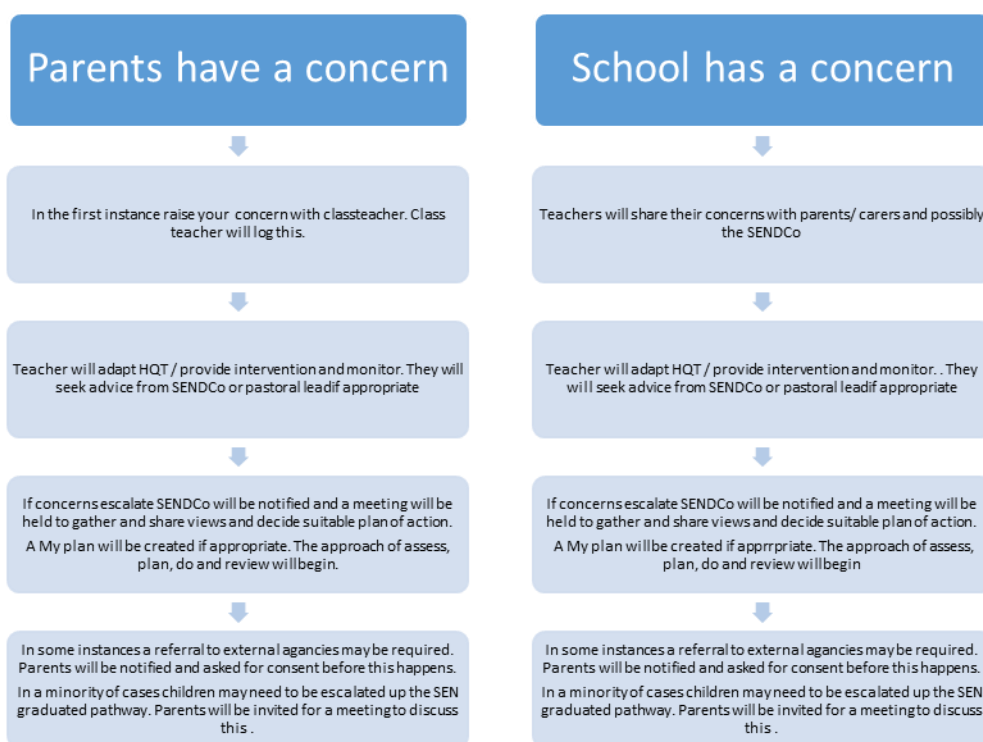
- Providing high quality teaching and adapting this provision accordingly
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

The types of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identifying pupils with SEN and assessing their needs



Official diagnosis of some needs will need to be made a medical professional. In these instances, school will support parents and provide evidence as appropriate.

Consulting and involving pupils and parents

Our aim is to work in partnership with parents to provide the best possible outcomes for the child. We will have an early discussion with the pupil and their parents when identifying whether they need 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' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This will be reviewed regularly.

All teachers and support staff who work with the pupil will be made 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.

Typically My Plans will be shared at parents evening, this provides parents with an opportunity to contribute their thoughts and wishes.

TRANSITION

Arrangements for children joining our school in reception.

A parents evening is held in the summer term for parents of new intake. The SENDCo presents on her role and encourages any parents whose children have identified SEN or any parent who has a concern to contact her for a discussion.

Forms completed by parents indicate any SEN concerns.

Where possible SENDCo will attend reviews held in summer term for incoming children.

SENDCo may accompany class teacher for home visits/ initial meetings.

Records from any previous setting will be requested by the school.

Arrangements for children moving between year groups

All pupils will have the opportunity to meet their new teacher and TA (if allocated).

Handover meetings are held between all teachers and the Sendco provides an overview of information for children on the SEN register. Relevant SEN information for each class is accessible by the teachers on the school IT system.

Arrangements for pupils moving to secondary school.

We have very good working relationships with our local secondary schools. In the summer term of Y6 we will share information with the school, college, or other setting the pupil is moving to.

Where external agencies are involved, they may also be asked to contribute.

Where the child has an EHCP the secondary placement Sendco will be invited to the annual review. We endeavor to create transition packages that take account of the individual needs of the child.

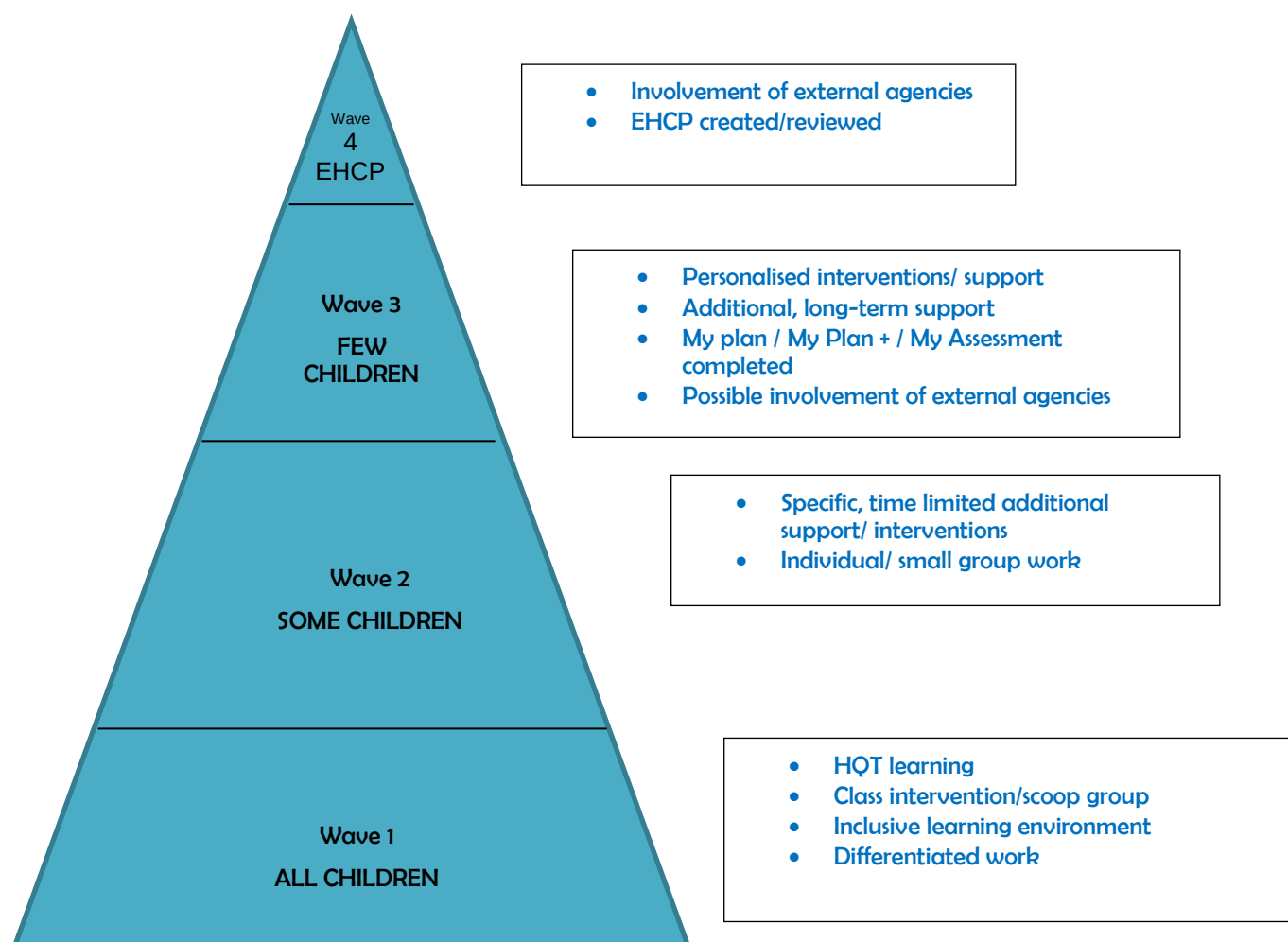
Our approach to teaching pupils with SEN

Class 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 will be differentiated for individual pupils.

Like many schools, we identify levels of support through the “wave” system. This demonstrates our graduated approach to support.

Tiers of provision (Wave model)



Additional support may involve

- Interventions for a specific area of need
- Precision teaching – a planned teaching sequence to support learning and retaining required facts e.g spelling, times tables
- Pre-teaching – small group intervention that cognitively loads children with key concepts before the main teaching sequence in class.
- In- class support from a teacher or TA
- Small group support from a teacher or TA
- A behavior support plan
- Medical assistance and/ or individual health care plan for children with diagnosed on-going health needs
- Help to use specialist equipment as advised by OT / Physio

Adaptations to the curriculum and learning environment

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

- A holistic approach to education, which considers all aspects of learning including social and emotional well-being.
- Lessons that are thoughtfully planned and adapted to suit learners needs.
- Classrooms which are adapted and resourced for learner's needs
- Specialist equipment used to ensure pupils with SEND have fair and equitable access to school environment and curriculum.
- Possible additional adult support, where the needs of the child are complex (PD)

Further information relating to this can be found in our accessibility policy here

[\[856387\]Accessibility Plan 2022.pdf](#)

Additional support for learning

Our TAs work with individuals and small groups to support the high quality teaching provided by the teacher. How they are deployed in the classroom is decided by the class teacher and will look different depending on needs of the class and aspect of curriculum being taught.

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

- Occupational therapists (OT)
- Physiotherapists
- Speech and language therapists (SALT)
- Education psychologists (Eps)
- Advisory teachers (C & I, C&L, SEMH, PD)
- Children and Young peoples Mental Health (CAMHs)
- Early Help (targeted family support)
- Virtual school (support for children in care)
- Move more (charity encouraging healthy lifestyles)

Expertise and training of staff

Mrs Townsend (SENDco) has been teaching children for over 24 years, previously she worked as an Assistant Head in a large primary in Gloucester. She currently works 2 ½ days a week in her SENDco role.

Mrs Townsend has completed her SENDCo qualification at the University of Gloucestershire. CPD for staff is driven by the needs of the children.

Securing equipment and facilities

Specialist equipment is available for children with Special Educational Needs and Physical disabilities so they have fair and equitable access to their class, the school building and learning. We work with external agencies to provide and maintain where appropriate.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress each term
- Monitoring by the SENCO
- Collating information on the percentage of My plan targets achieved
- Holding annual reviews for pupils with EHC plans
- Learning walks

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged to go on our residential trip takes place in Y6

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We have a wet room with ceiling mounted track hoist and an attached therapy room also with a track hoist. We have a lift to enable ease of access to both sides of the school building.

More information can be found in our accessibility policy

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Referring to Laura Abraham our pastoral lead
- Access to charities/ families first that can provide home support
- A range of interventions that TAs can carry out (social skills, friendship formula etc)
- Referral to SEHM advisory teacher
- Referral to Young Minds Matter

Working with other agencies

At Shurdington we believe in fostering good relations with our multi-agency partners to achieve the best possible outcomes for our children and their families. We work closely with a range of external agencies and have a wide support network of professionals.

Complaints about SEN provision

In the first instance parents complaints about the provision or organisation of SEND should be brought to the SENDCO or Headteacher. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our 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

Contact details of support services for parents of pupils with SEN

Parents are welcome to come in and talk to either Mrs Townsend or Laura Abraham

Gloucestershire County Council publish a 'Local Offer' that lists all the activities, opportunities and support services available to families who have disabled children and young people aged up to 25, this can found here [Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education. More information can be found here.

<http://sendiassglos.org.uk/>

Contact details for raising concerns

In the first instance we would encourage you to contact the class teacher.
Mrs Townsend or Mr Millin can also be contacted on 01242 862420

The local authority local offer

Our contribution to the local offer is:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=Fwp8dY2zAtk&familychannel=2>

Our local authority's local offer is published here: [Glosfamilies Directory](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Jo Townsend every year. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Safeguarding