



## Support for SEND and Vulnerable Families

At Minchinhampton, we recognise that all families can face times of challenge when they need support, sometimes to deal with a specific event or sometimes to manage a successful way through complex difficulties. We wish to reassure families that we have thought about this, undertaken training and organized a complete offer of early support in order to ensure a successful outcome. In order to ensure that we offer the very best support for families associated with our school, we have a range of provision available where needed, some of which is provided in house and some which is provided by other partner agencies and organisations.

Who this is  
for?

How do we  
identify  
children's needs?

What are the  
levels of  
support?

What classroom  
support do we  
provide?

What additional  
support is  
available?

**How do we support our  
families and others that  
may need it?**

What are the other  
support  
services available?

How do we  
monitor and  
review pupil  
progress?

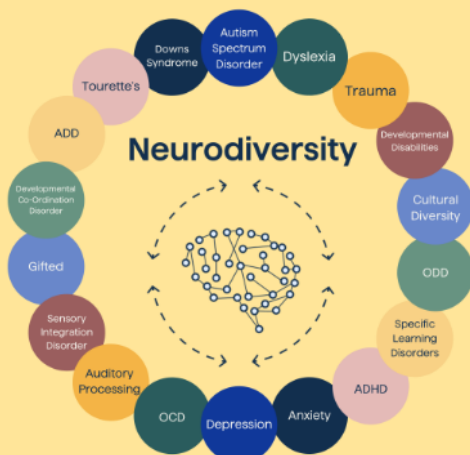
How can the school  
support you as a  
family?

Who do you  
contact?

What should you  
do if you have  
worries or  
concerns about  
your child?

We are committed to enabling every child to achieve the best they possibly can. We believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve at school. We acknowledge that a significant proportion of pupils will have additional needs including special educational needs or disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. To help these pupils to achieve their full potential, we must recognise these needs and plan accordingly. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

At Minchinhampton Primary Academy we strive to identify early and support children with additional needs who may learn differently.



### How will we support you and your child?

If we think your child could possibly have learning differences we will:

1. Talk and listen to you.
2. Involve your child.
3. Assess your child.
4. Provide appropriate support.
5. Monitor your child
6. Involve other professionals if needed.
7. Communicate regularly with you.
8. Be there to support you and your family.

### Initial concerns and worries - initiated by parents

Early identification is essential because acknowledging learning differences in the first years of life is the most effective way to help.

As parents, you are the greatest advocates for your children and know them best. We welcome working with parents and without this holistic approach it is hard to gather an accurate understanding of the child.

If a Parent has worries, they must **initially raise their concerns with the Class Teacher** who will discuss the child's strengths and needs. Parents can email the class teacher, (classname@minchschoo.net) or arrange an appropriate time to meet in person.

From this, if concerns surrounding learning differences still exist, we will move through a specific channel of identification and support and introduce appropriate adults in the school community to aid this. This may be the SENCO or Headteacher.



## **How do we identify need?**

Early identification is essential because acknowledging learning differences in the first years of school is the most effective way to help. Through regular monitoring of teacher assessments and classroom feedback, Teachers will already be recognising and identifying children that may have an ongoing difficulty with their learning difference. If a Class Teacher continues to have worries they will raise their concerns with the SENCO who will discuss the child's strengths and needs. From this, if concerns surrounding learning differences still exist, we will move through a specific channel of identification and support.

If, despite all the support given, your child is still struggling to meet their expected targets, it may be your child has Special Educational Needs. Your child's name will be added to the school's SEN register. They will then begin their journey on the Gloucestershire Graduated Pathway. This will ensure your child is given specific short-term targets with identified steps to help achieve these. Additional support may be from the class teacher or from a teaching assistant (TA) working under the direction of the class teacher.

## **At Minchinhampton we support the child not the diagnoses.**

"In reality, a diagnosis changes little. For example, knowing a child has a speech difficulty and struggles to articulate particular sounds makes no difference to their speech or ability to make themselves understood. What may make a difference is the response to their needs and the support they receive".

"Whatever the diagnostic path, we need to work to support children and hope our work is able to feed into the diagnostic and support processes".

"We cannot ignore children's needs because they do not have a diagnosis, nor should we provide children with additional support that they don't need just because they do have one".

"The diagnostic label does not tell us how to support the child in school, nor in the case of a medical diagnosis should it. The diagnosis can act as a signpost, but it does not provide the details of the support and adjustments the child needs to learn and be happy in school".

There are "clear reasons for school to support seeking a diagnosis for a child:

- To access funding.
- To give us direction in understanding and helping a child and their needs – because this is not known, despite our efforts.
- (And most importantly), to support a child's self-esteem by providing an explanation of their difficulties which they themselves can understand, or to support the parents to understand that there are issues with their child beyond their parenting".

## **At Minch, we strive to ensure every child and their family are heard and listened to.**

**We aim to prepare families and children for their next steps in education whether secondary school, home education, alternative provision or specialist provision.**

## How do we support children with emotional needs?

At our school staff are Trauma Informed and recognise the impact of Adverse Childhood Experiences on children's development. We follow the PACE and WINE approach when supporting children emotionally and use Zones of Regulation as a curriculum for emotional literacy and self regulation. Staff have understanding of Polyvagal theory and believe strongly in the power of positive Relationships.

We are fortunate to have low arousal breakout spaces throughout school and two sensory rooms (alerting and calming) for children to access when dysregulated or for planned regulation time. This provides additional emotional and behavioural support if needed. We also run a variety of SEMH interventions which are used to provide additional support for specific children with needs in these areas.

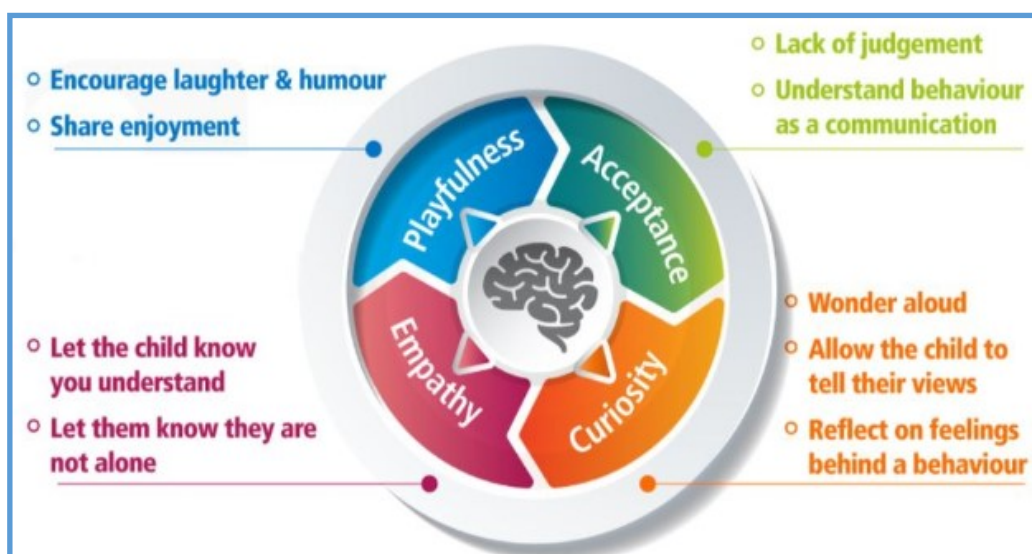
Where needed, we refer to outside agencies, such as Children and Adolescent Mental Health Services (CAMHS) and Teens in Crisis (Tic+) for age 9 upwards. We have a range of therapeutic intervention practitioners who work with pupils and their families on an ongoing basis. These professionals are able to help with all aspects of well-being and general emotional support for young people through therapeutic intervention such as Play Therapy, Cranial Osteopathy, Sand Play.



CALM



ALERT



Dan Hughes—PACE model

[P.A.C.E. \(danielhughes.org\)](http://P.A.C.E.(danielhughes.org))



## What will my child learn to keep them safe, healthy, resilient and aware of the world around them?

The Minch curriculum concerned with wellbeing combines PSHE (Personal Social Health Education); SRE (Sex and Relationships Education); Education about Christian values and the Relationships Policy (together forming Spiritual Moral Social and Cultural) Education. This comprehensive curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where pupils have specific issues that need discussing or addressing we will make their curriculum bespoke to them. Other specific topics helping pupils stay safe covered within the curriculum include (age appropriate content):

**Sex education:** Children in Y5 and 6 have formal Sex education – discussing puberty, changes, personal hygiene. (Gloucestershire health living and learning team (GHLL) resource).



The school aims to deliver the **PINK** curriculum taught throughout school:- **Gender, identity and tolerance:** preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions.

**Drugs:** Alcohol, Smoking and illegal drugs.

**Keeping Safe:** E-safety (Facebook and internet); personal safety (out and about); How to respond to an emergency. IN THE NET production – annually in Y4

### Social & Emotional Aspects of Learning

<b>Self Awareness</b> Do I accept praise quite easily? Am I aware that my thoughts affect my feelings? Do I learn lessons when I do something wrong?	
Do I know what makes me angry and stressed? Can I control feelings like anger and jealousy? Do I know how to express my feelings in the right way?	<b>Managing My Feelings</b>
<b>Motivation</b> Do I know how to bring change in myself and others? Can I bounce back from disappointment? Do I know what stops me doing my best?	
Am I able to make my own decisions about things? Do I know how to sort problems with other people? Can I work well in a group?	<b>Social Skills</b>
<b>Empathy</b> Do I understand how bullying people affects them? Am I good at sensing how others are feeling? Am I able to avoid distractions and stay focused?	

**Emotional well-being:** Where to go for help if you, your friend or family member is struggling with emotional wellbeing/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self-esteem; Being happy!

**Relationships:** How to make and maintain friendship; family relationships; different types of families; (SEAL)

**Healthy Living:** Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living (diet, exercise and wellbeing); Focus on breakfast; Managing health and wellbeing when you are unwell .

## How do we deal with bullying?

At Minchinhampton we do not tolerate Bullying of any kind. On the rare occasion of genuine bullying happening, the school will deal with this swiftly and effectively—Please see our Anti-Bullying policy for more information.

## How do we promote positive behaviour?

Through our Relationships policy we promote relationships most conducive to learning and wellbeing. As a school community we aim to model respect for and a sense of responsibility towards others in all our relationships: between adults and pupils, between adults and between pupils. This defines meetings, lesson management and the many opportunities we offer to children to take on responsibilities around school. It defines how we respond when people make mistakes: how we expect everyone to be honest and take responsibility for their actions; how we expect people to forgive each other when things go wrong.

When there is conflict, 'Restorative Practice' focuses on building, maintaining and restoring relationships and giving people agency in their own lives using the method of REFLECT - REPAIR - RECONNECT. We do believe in school wide reward and sanctions, however, if your child is struggling with their behaviour the teacher will discuss this with you, our SENCO or Headteacher to help decide whether the following may be needed:

- \* Individual Reward Systems
- \* Use of a report card system
- \* An Individual Behaviour Plan
- \* Additional adult support
- \* A personal Risk Assessment
- \* A Pastoral Support Plan
- \* SEMH behaviour interventions
- \* SEMH screening tools
- \* Involvement of other professionals such as the Education Inclusion Team, Educational Psychologist or Advisory Teaching service.

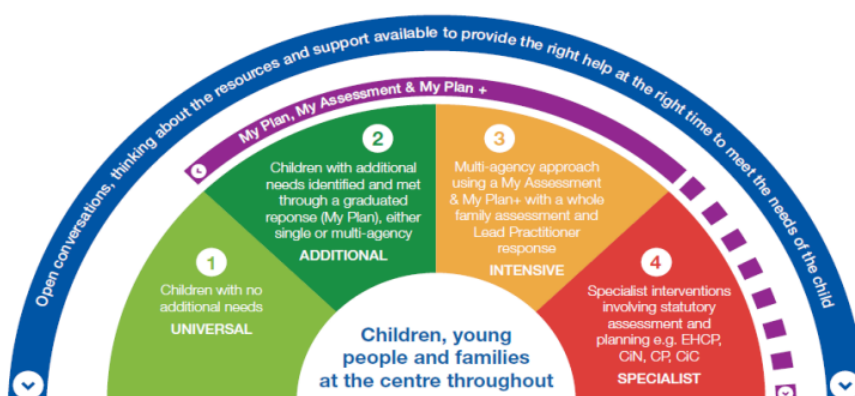
## Levels of support

We use the Gloucestershire Levels of Intervention Guidance to inform our decision of the level of support a child or family may require. We recognise that working together enables us to be responsive to children and families' needs and provide the right level of intervention at the right time.

For more information please visit [Glosfamilies Directory](#) | [Early Help Practice Guidance](#)

### The Windscreen

A diagram to demonstrate the Continuum of Need



Consent to share information is required unless there are concerns that to do so would place the child at greater risk of harm

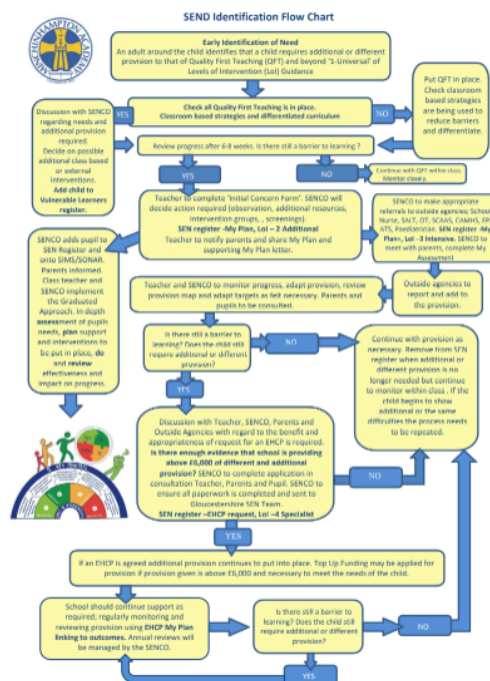
If you think a child or young person is at immediate risk of significant harm, contact The MASH on 01452 426565 - in an emergency always call 999

## What are the next steps?

Most children with SEND make progress in their learning or behaviour if their school and family work together.

However there are a few children, who despite a lot of extra support make less progress than they should in their learning or struggle to modify their behaviour. In this case, the SENCO will request advice and support from various outside support agencies. These children may then begin their journey on the Gloucestershire Graduated Pathway and be given a 'My Assessment', 'My Plan+' or possibly an EHC Plan.

Please see the "Minchinhampton Identification Procedures Flowchart" for more information of next steps.



## What is an Education Health & Care Plan (EHCP)?

A few children will have complex SEND needing significantly higher levels of support. If this happens our SENCO will make a request to the Local Authority to undertake a full assessment of the child's needs. The Local Authority may then work with the academy to draw up an EHC Plan for the child which may provide top up funding to the school. The EHC Plan will ensure long term support for your child, including when transitioning from one school to another, and will be reviewed annually or earlier if needed. Parents and children will be involved in the whole process.

Parents can also request an EHCP for their child. Please see [Glosfamilies Directory | Requesting a EHC Needs Assessment](#)

The EHCP Assessment process can be emotionally challenging for all involved. Minchinhampton staff are there to support parents throughout this journey, however there are other agencies that also offer support.

[Support for Families - Parent and Carer Alliance C.I.C](#)

[SENDIASS Gloucestershire | Special Education & Disability \(sendiassglos.org.uk\)](#)



## How do we manage transitions?

We work closely with other schools and feeder pre-schools to ensure a careful transition plan is arranged when your child moves schools.

Our SENCo will visit and observe pre-school children with additional needs, also attending their final review before they start Reception and works closely with our local Secondary Schools to ensure secure transitions for our school leavers moving onto the next part of their school journey.

For some children year to year transitions can be challenging therefore we also ensure transition plans are in place, these children also have pupil passports explaining their strengths and difficulties. We ensure parents are always involved in this process. Current and future class teachers always meet to hand-over and share information regardless of need. We also use social stories to aid successful transition.

### **How is additional support funded?**

Every school has a delegated budget, within which is an allocated amount for SEND. Where a child requires additional support to progress with their learning or behaviour, the first £6,000 will be funded from this school budget. Where further support is still needed, we can consult with you to consider requesting an EHC Plan and top up funding from the Local Authority.

### **What are interventions?**

The term 'intervention' refers to short-term focused teaching approach that will typically have a specific set of outcomes that have been planned for a child with additional needs. SEN interventions are used alongside quality first teaching methods so that children with SEND feel as supported as possible.

There are times when children with SEND may not make progress at the same pace as other children in their class. This is when a child may benefit from an intervention to boost their progress. Interventions are planned and delivered in half termly cycles by Teaching Assistants who deliver the same area of SEND intervention across a phase. This allows us to target training and facilitates expertise in that field.

Interventions to be delivered in short, sharp bursts to avoid lost learning and are delivered throughout the day to avoid children missing out solely on certain subjects that they may enjoy or find more successful.

The SENCO has overall responsibility for interventions and monitors their effectiveness alongside the most recent Educational research.

Some examples of Interventions we use can be found on the **“Universal Intervention Provision Table”**.

### **What training are our staff offered?**

All our staff receive ongoing training to support children with additional needs. Training and resources are provided in response to specific children's needs as well as whole school initiatives. Staff have access to resources for particular needs, such as Dyslexia, at all times as well as additional materials, knowledge and resources held by our SENCO.

### **What Pastoral Care do we offer?**

All staff are available in a pastoral capacity should parents have a concern about anything at all. If parents have a concern, we recommend that they speak first to their child's class teacher. Our staff may not have the answer immediately to hand but will try to find out the answer or sign-post parents/other professionals in the right direction. We offer a range of pastoral support, aided by an open-door policy so that families can readily approach us when required.

Our Achievement for All commitment means that we work in close partnership with all parents and families and especially any who face challenges. All of our Early Help is offered in partnership with parents / carers.

Our SENCO is available to support and guide families who may be going through a difficult time and recognises the need to support the whole family in order to meet the child's needs. Our SENCO will sign post families to further services if further support is required. Please email **SEN@minchschoo.net**



## What other Support Services are there?

To further help your child, our SENCO may request advice from a variety of services. The list is not exhaustive with the school actively seeking additional/alternative support when needed;

- \* Advisory Teaching Service, Educational Psychology Service, Education Inclusion Team, , Speech & Language Therapy, School Nursing Team, Paediatricians, Children and Adolescent Mental Health Service, Families First Team.

Our SENCO is available to support and guide families who may be going through a difficult time and recognises the need to support the whole family in order to meet the child's needs. Our SENCO will sign post families to further services if further support is required, organisations and charities such as these below.



We also run a **Nurture Breakfast club** for identified and invited children that we feel would benefit, which is generously funded by Ecotricity. The aim of nurture breakfast is to support students to have a positive start to their day. It is a time where child-to-child and child-to-adult relationships are positively fostered and reinforced. A healthy, well-balanced breakfast is provided following Ecotricity's pledge to be more sustainable and vegan in their choices. This is a time to prepare students mentally and emotionally for the day ahead and can include:

- Reinforcement of routines and class values through the sharing of a meal
- Preparation for transitions
- Soothing, calming activities and games
- Topical discussions and celebrating successes

It also enables staff to have the chance to intervene with any worries or anxieties the student is experiencing before they start their school day.

We have **preloved uniform** and also support the **Minchinhampton Community Pantry**, having dry foods for those that need a little extra help feeding their family.

***To find out more information please speak to our SENCO who will be happy to support you.***