THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

Special Educational Needs Information Report Template

Our vision is to enable all to flourish.

Status and review cycle:	Statutory
Responsible group:	Minchinhampton C of E Primary SENCO

Next Review date: September 2027

SEN information report

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of Minchinhampton C of E Primary Academy and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

1 The type of SEN provision

1.1 The SEN provision that the school caters for is:

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 we cater for the needs of children with Cognition & Learning, Communication & Interaction, Social & Emotional, Mental Health and Physical or Sensory difficulties. At Minchinhampton we support children on all stages of the Graduated Pathway (My Plan, My Plan+ and EHCP) until we feel the following legal tests (s. 39(4) Children and Families Act 2014) have been met and mainstream education may not be the right provision for the child;

1) a. unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or

2) b. the attendance of the child or young person at the school is incompatible with-

   a) the provision of efficient education for others, or

   b) the efficient use of resources

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she "*has a learning difficulty or disability which calls for special education provision to be made for him or her*".
A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has 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 or mainstream post 16 institutions.

In the **Equality Act 2010** a person is classed as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

1.2 The school's Accessibility Plan can be found on the school website:

The school has prepared an Accessibility Plan which is available, on request, to all parents and staff. The accessibility plan includes consideration of how the school proposes to:

- increase the extent to which disabled pupils can participate in the school's curriculum;

- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The plan will be reviewed on a regular basis, and as a minimum every three years, to ensure that the plan is up to date and covers all aspects of school life.

2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is:

SEND Provision and Policy

SENCo: Amanda Ford and SEN Assistant: Gemma Dawks (2026-2027)

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN:

Identifying children with SEND Flowchart

SEN provision is reviewed regularly throughout the year. During each of these review cycles;

- EYFS – All children are baselined using the Government Reception Baseline Assessment
- KS1/KS2 - All children are baseline assessed for Reading, Spelling and Maths at the start of each academic year using published assessment schemes. This enables staff to identify which children may require additional support (either identified as SEN or a Vulnerable learner). These assessments are then completed at the end of the year for impact.
- All children are then assessed against Early Years Foundation Stage and National Curriculum objective statements 3x yearly to identify children that may need further support in particular areas.
- The SEN register is updated 3x yearly – children are removed that no longer require SEN support and children are placed on the register that require SEN support.
- The SENCO completes 3 monitoring weeks per year where specific SEN provision will be observed, monitored and reviewed for progress/impact. This then informs future SEN development within school and formulates action plans.
- Parental questionnaires are sent to parents/carers of SEN children twice yearly to review the SEN systems in place and their impact in meeting the needs of all children.
- School Improvement Leads from our Academies Trust regularly visit school for SEND monitoring and to assess impact, supporting the school to move SEND provision forward.

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN:

- Plans (My Plan, My Plan+, EHCP My Plan) will be reviewed and created to meet the changing needs of each SEN child. (3x yearly)
- Interventions are planned and delivered over a half term period and reviewed at the end of each half term for effectiveness. These interventions inform pupil plan outcomes (My Plan, My Plan+, EHCP My Plan)

1.3 Children with higher needs or that require daily adjustments due to diagnosed or undiagnosed need, will have a Pupil Passport which will be reviewed 3x yearly

- Children on a My Plan will have My Profile's created and reviewed twice yearly.
- Parents will be involved in all stages of the graduated pathway;
    - At My Plan level, teachers will have an informal conversation with parents where required and send home the reviewed and new plans for parents to make necessary amendments and comment on impact.
    - At My Plan+ level, teachers will meet with parents to discuss impact of previous reviewed plan and create new plan together, including external professional advice.
    - At EHCP level, teachers will meet with parents to discuss impact of previous reviewed plan and create new plan together, including external professional advice. These outcomes will link to EHCP outcomes set by the Local Authority.
    - EHCPs will be reviewed annually (earlier if required) by the SENCO and Class Teacher and/or Learning Support Assistant.

3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan)

3.1 by adapting the curriculum, equipment and learning environment is:

For examples please see SEND approach and adaptations to teaching and learning

3.2 with additional support for learning is:

For examples please see SEND approach and adaptations to teaching and learning

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is:

For examples please see SEND approach and adaptations to teaching and learning

3.4 through improving the emotional, mental and social development of pupils with SEN is:

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 an 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 alerting space and a sensory room (calming) for children to access when dysregulated or for planned regulation time. We also have a designated Mental Health room called 'Flourish' where we run SEMH interventions which are used to provide additional support for specific children with needs in these areas. We have one Teaching Assistant who is trained Emotional Literacy Support Assistant (ELSA).

We recognise the importance of good mental health, as underpinning your child's learning. We therefore offer a graduated response for your child's wellbeing needs. Please see below our offer which is designed to meet children's needs at different times in their life.

Mental Health Offer

Pastoral Care Offer

4 The School's facilities

4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:

5 The School's training

5.1 The school's arrangements for training staff in relation to pupils with SEN is:

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. We use a range of training both in house and external some of which is outlined below;

In house

- The Graduated Pathway, Levels of Intervention and SEN CoP – All teaching staff
- Poly Vagal Theory – All staff
- Executive Functioning and Cognitive Load
- Demand Avoidance and Language
- Emotion Coaching
- Retrieval Practice

External Staff training

- Team Teach
- Five to Thrive
- Social Narratives and Comic Strip Stories
- Working with and supporting PDA children
- Strategies and approaches to develop self-regulation in school
- Zones of Regulation
- Understanding Trauma: Promoting recovery from toxic stress in a school setting
- ADHD Mastery
- KCA Covid 19 - Restoration, recovery, resilience
- Emotion coaching and supporting with co-regulation (EP service)
- Supporting teaching of children with Dyslexia
- Poly Vagal
- Making Sense of Autism
- ELSA training
- Sensory Processing Disorder and Sensory Profiling Toolkit
- Lego build social ad interaction intervention

5.2 Specialist expertise is obtained by the school by:

Training delivered by the Advisory Teaching Service, Educational Psychology service and other local organisations. Our Academies Trust also deliver and provide training based on Trust Wide priorities and needs.

6 The School's consultation

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is:

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

- Talk and listen to you.
- Involve your child.
- Assess your child.
- Provide appropriate support.
- Monitor your child
- Involve other professionals if needed.
- Communicate regularly with you.
- Be there to support you and your family.

At Minch, we strive to ensure every child and their family are heard and listened to. As stated above we consult with parents when reviewing and writing new plans to support their child's SEND. Our SENCO is very approachable and welcomes discussion with parents of any concerns, worries or share progress of children with SEND.

6.2. pupils about their education is:

Children are involved in the writing and reviewing of their Graduated Pathway plans as well as when they create their Pupil Profiles (2x yearly) /Passports (3x yearly). Children are involved in the monitoring cycles of SEND Provision carried out by the SENCO, Leadership Team and Academies Trust.

7 The School's Partnerships

7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

Our SEN Governor is Mrs Katherine Meredeth, she works closely with the SENCO to monitor and assess the impact of SEN provision. The SEN Governor reports back to the full governing board and the SENCO has a duty to report annually to Governors on the impact of SEN Provision at Minchinhampton

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

The Deputy Headteacher is the Designated Teacher for Looked After Children therefore any Looked After child will be closely supported to ensure their needs are met with a Team Around the Child Approach.

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

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

Our Early Years Lead will visit and observe pre-school children with additional needs, seeking additional support from the SENCO when the child's needs is complex, also attending their final review

before they start Reception and works closely with our local Secondary Schools to ensure informed 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 handover and share information regardless of need. We also use social stories to aid successful transition.

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

7.4. The school collaborates between the following education providers and other settings:

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

- Educational Psychologists
- Advisory Teaching Service
- Speech and Language Therapists
- Occupational Therapists
- Education Inclusion Team
- School Nursing Team
- Paediatricians
- Children and Adolescent Mental Health Service

We are also able to support and guide families who may be going through a difficult time and recognise the need to support the whole family in order to meet the child's needs. We can sign post children and families to additional services, organisations and charities if further support is required.

8 The School's key contacts

SEN co-ordinator: Amanda Ford send@minch.dgat.org.uk , 01453 883273

SEN Assistant: Gemma Dawks

The contact for complaints from parents with pupils with SEN:

If a Parent has worries, they must ***initially raise these with the Class Teacher*** who will discuss the concern and aim to find a suitable solution. Parents can email the class teacher, (*classname*@minch.dgat.org.uk) or arrange an appropriate time to meet in person.

From this, if concerns surrounding the provision and schools ability to meet the needs of a child with SEN still exist, parents can contact the SENCO or Headteacher to discuss and aim to find in partnership with one another, an appropriate solution.

The school's complaints policy can be found here:

Our complaints policy can be found on the school website DGAT Complaints Policy FINAL (minchacademy.net)

9 The School's Link to the Gloucestershire Local Offer

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at;

Minchinhampton Local Offer

Gloucestershire Local Offer

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: September 2027

Signed

SENCO (2025-2026):	Amy Kingscote
SEN Assistant (2026-2027):	Gemma Dawks
SENCO (2026-2027):	Amanda Ford
Headteacher:	Nick Moss