SEN Information Report

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SEN Policy and Local Offer: (website link) Special Educational Needs - Minchinhampton Church of England Primary Academy (minchacademy.net) **Gloucestershire County Council Local Offer** Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers	
Number of children receiving SEN support (July 2025): 63 My Plan / My Plan+ (24.05%) 19 Active EHCP (7.3%) We are significantly above National figures (19.5%) for SEN (31.35%).	

Whole School Approach and the Graduated Pathway

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.

How do we record provision for children with SEND

There may be times when it is vital that parents communicate with teachers, so that they can understand which interventions are in place for their child. **EduKey Provision Mapping**, is an online provision mapping tool which allows us to record, in one place, the special 'additional to and different from' provision, as described in the SEND Code of Practice, that is made for the children and young people at our setting. It also provides us with a means of target setting and recording the reviews and evaluations of the success of these targets. It is vital for reducing my workload and allowing me to effectively monitor the provision throughout school.

Schools are expected to meet the needs of all their pupils, including those with special or additional needs and disabilities. This additional provision is recorded accurately to provide evidence of the support that has been put in place, especially for SEN Support, and enable regular conversations with parents. An effective provision map records targets, the provision that is being used to meet them and the outcomes of this provision.

Provision Map plans are in line with the SEND Code of Practice and follow the Assess – Plan – Do – Review approach, which we review 3x yearly (October, February and May). *For Parent SEN calendar please see the School Website.*

Some children may also have **Pupil Passports** which are a simple one-page profile that shows any student's strengths, interventions, likes and dislikes that can be accessed by all school staff. Passports can be easily shared ensuring consistency of support across the whole school. Some children may have a passport rather than be on the Graduated Pathway if their diagnosed/undiagnosed needs mean they require daily adjustments to provision. This is because they are not a target to be achieved and then removed, it is something they require long term, potentially or the entirety of their education at Minchinhampton. These may be things such as movement breaks, wobble stool, standing desk, sensory adaptations etc.

Assess, Plan, Do, Review (how and why)

Assess:

During this stage we carry out clear investigation of the child's needs. We will gather information through observations and views shared from parents and those working with the child and use supporting assessment tools to provide a 'best fit' judgement and identify areas of need and plan next step to work on. Other professionals may provide additional information / reports to support our assessments. Our assessment and summary will need to be revisited with parents regularly at each review period (3x yearly) to monitor the child's progress. When we have knowledge of the child's development and have an understanding of the child strengths and interests we can then move onto the 'plan' stage of how we intend to support the child.

Plan:

This stage is where it is decided to provide SEN support and having formally notified the parents, the outcomes they are seeking, the interventions and support to be put in place and the expected impact on progress. The plan will be discussed and agreed with the parent/carers before being finalised on EduKey Provision Mapping.
The plan should include the following as specified in the Code of Practice:

- ➢ Outcomes agreed with parents
- ➢ Interventions and support to be put in place
- ➢ Expected impact, development or behaviour (SMART target - **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imed limited)

SEN plan targets will be accessible for all staff and anyone must be able to understand and work from the plan. We have three SEN plan cycles a year (October, February and May) where plans are reviewed, written and shared with parents/carers.

Do:

During the 'Do' process adults will keep notes of how well the interventions are working, how the child is responding and what are the child's ongoing interests. This information is recorded and used when reviewing the plan. The 'Do' part of the graduated response is likely to make a significant difference to a child's progress. While the interventions and strategies may need to be outlined in a plan, typically there are many interventions and strategies which support a child. The plan is a working document and information can be added to it at any time. Interventions and strategies are implemented in the way that has been outlined in the plan. If the interventions and strategies are not working, we will change or modify them, making note of the changes.

Review:

The final stage of the process is for the review to take place. Adults will discuss and comment on the child's progress towards the outcomes and targets, this may be done virtually through EduKey Provision Mapping. The review may also include reports from professionals or assessments, advice and any progress they have measured. Parents views are welcome to be added to the review and observations should be recorded and what has been working well or not so well at home and within school. This information and assessment inform the next cycle of planning, signposting or what next steps should be taken. Through each successive cycle of assess, plan, do, review, the child's class teacher will refine their understanding of the child's needs, adjusting and altering the

approach. Once the child has started to make progress, continuing reviews will focus on increasing the child's independence.

Provision to Support SEND (Include how you know SEN provision is effective)
There are four key areas of special educational needs outlined in the SEND Code of Practice.

Communication and interaction:
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

This may be because they:

- have difficulty saying what they want to
- don't understand what is being said to them
- don't understand or use social rules of communication

Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning:
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia/DCD.

Social, emotional and mental health:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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, alerting sensory resources and a calming room 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 a Teaching Assistant who is trained in Emotional Literacy

Support Assistant (ELSA).

We have introduced a program to all year groups at school called myHappymind. myHappymind is all based around helping children to understand how their brain works and to support them in developing positive skills and habits to be their very best selves! myHappymind is delivered in schools by class teachers through a series of interactive lessons and then the children apply these learnings throughout the day. To further embed this learning, myHappymind has developed a Parent App. These resources can be accessed online on your computer, or through an app on your phone. The Parent App will support you as a parent in understanding what your child is learning, activities for you to do together at home and also a Kids Zone featuring myHappymind Games plus much more!

Sensory and/or physical needs:
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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".

Accessibility:
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.

Worries and complaints about provision from parents of children 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.

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

Assessment and Identification of Children with Special Educational Needs and Disabilities

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.

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 feed-back, 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.

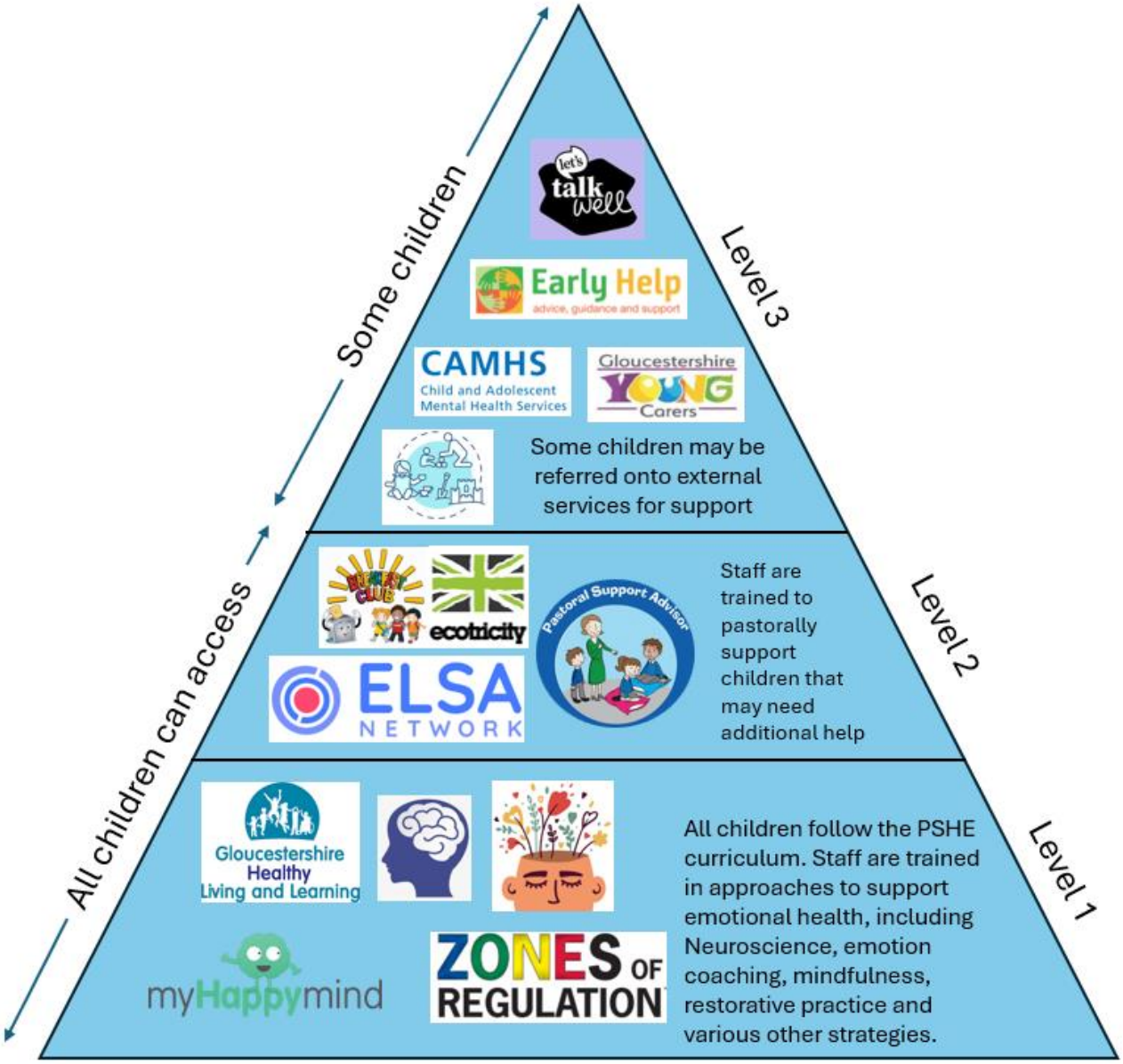
If, despite all the support given, your child is still struggling to meet their expected targets, it may be your child has Special Educational Needs. Your child's name will be added to the school's SEN register. They will then begin their journey on the Gloucestershire Graduated Pathway. This will ensure 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.

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 sup-port 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.

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. The EHCP Assessment process can be emotionally challenging for all involved. Minchinhampton staff are there to support parents throughout this journey.

Supporting the Wellbeing of Children

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 for our tiered offer which is designed to meet children's needs at different times in their life.



Involvement of Outside Agencies and Partnerships with other Schools

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.

Partnership with Parents/Carers

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.

Staff Deployment

All Teaching Assistants employed are funded from the schools SEND notional budget and therefore expected to support all children with SEND. Some children receive specific 1-1 support due to their severity of need or a risk assessment that is in place.

From Sept 2023 our Teaching Assistants have been grouped in Phases throughout school and we have adopted a Team around the child approach – we feel this is more supportive of the child and the adults wellbeing. Phase teams of Supporting Adults have led to a more settled and consistent approach in managing children. We have also targeted intervention and support addressing specific identified need timetabled and structured into the children's day. Phase provision maps have been created to identify children receiving interventions and highlighting those with SEND/PP to ensure provision matches need. Intervention provision maps clearly show entry and exit data to monitor impact and effectiveness of intervention offered.

Staff Professional Development and CPD

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

Information on Support for Transition and School Partnerships

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 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.

Finance

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.

At Minchinhampton our SEN budget is predominantly used on staffing, Teaching Assistants in class and leading interventions. However, each year we allocate a set amount to resources and systems to support additional needs which include;

- Professional Development for staff
- Extra support staff
- Licences, including: Dyslexia and Dyscalculia Assessment licences, NESSY licences,
- Services, including: Educational Psychologist assessment and advice,
- Play therapy,
- Counselling,
- Cooking therapy,
- Supplementary Alternative Provision placements
- Costs incurred in assessing Access Arrangements
- Sensory resources and equipment

We are also fortunate to have an active PTA who have supported the setting up and implementation of the ‘calming’ sensory room and ‘alerting’ resources, standing desks and intervention resources.

We have also been successful in securing funding from local grants to develop a Flourish Mental Health hub and purchase emotional literacy resources.