

Bibury C of E Primary School: SEND Information Report 2022

Head Teacher: Mrs Suki Pascoe
SENCO: Mrs Amanda Russell
SEND Governor: Mrs Elizabeth Anderson

Introduction:

Mrs Russell has been SENCO at Bibury C of E Primary since January 2021 and has been a SENCO for 20 years. She has a BSc. Hons in Psychology, a PGCE and a Post Graduate diploma in Specific Learning Difficulties (Autism and Dyslexia) Mrs Russell can be contacted via email, arussell@glosdioc.org.uk The SENCO meets each week with the Head Teacher to discuss any needs and concerns that have arisen in the week and to decide on the priorities for the week ahead.

1. How does the school identify that children have Special Educational Needs?

Bibury uses a variety of approaches to identify needs including observations and assessments. If a teacher has a concern that a child may have SEND or is not making progress for another reason then the class teacher completes a My Concern form and the SENCO completes an Observation and any necessary further assessments. The school also seeks information from other agencies or the child's previous pre-school/school.

2. Who are the best people to talk about my child's difficulties?

It is always best to talk to the class teacher first. You can also request to see the SENCO either via email or by calling the school office.

3. How do we support parents and families?

Bibury holds parents' evenings twice a year and teaching staff are also available at the end of the day. Parents or teaching staff can request additional appointments throughout the year and these are often necessary for children with SEND so that progress can be monitored closely. If a child is on the SEND register and therefore has a MyPlan, these are reviewed at least three times a year and meetings with parents and families will be held at the time of the review.

4. How does the school provide support for my child and who will provide this?

Once your child's level of need has been identified, the appropriate plan will be written. If a child requires a little extra support in an area then they will be on a My Support plan and not on the SEND register. This will mean that they receive extra support from the class teacher or teaching assistant within the classroom and a plan will be sent home to show how you can support them too. If a child has been identified as having SEND then they will be on a My Plan and will receive additional support outside the classroom by a qualified teaching assistant or the SENCO. The provision will be outlined on their My Plan and is reviewed within school on a provision map each term. Some children may have the need for a My Assessment which is when we invite other professionals to advise us on the child's needs and they may then move onto a My Plan Plus. The support may be in small groups or 1:1 interventions. The Class Teacher and SEND team will decide how this support is implemented and with whom. Any children with additional needs are enabled to attend all school trips and residential trips with appropriate risk assessments.

5. Additional training in 2021/2022

All teachers and TAs continued to receive training and support through staff meetings throughout the year. All staff have received D of E training through the local English Hub, in the latest methods of Phonics delivery. ACE awareness and behaviour management training has similarly been refreshed. Autism training has also been provided for all staff. Bibury belongs to a Diocesan Maths hub and our subject leader attends specialist training in GLOW maths methods on a termly basis. The SENCO Mrs Russell is about to commence training in delivering Mental Health interventions.

6. How do we measure progress?

Teachers and the SENCO review the provision provided for each class every term and children's individual progress is measured. Decisions about what provision is in place for the following term is based on these reviews as well as additional information provided by the class teacher and more formal standardised assessments. The progress that a child has made is also recorded on the children's individual plan and shared with parents at the next review. In addition to this there are pupil progress meetings held three times a year where the Head Teacher, SENCO, class teachers, teaching assistants and any 1:1 teaching assistants meet to discuss the progress of all of the children in the school.

7. Which other agencies does Bibury work with?

Bibury works very closely with North Cerney as we share a head teacher. The SENCO also works closely with other agencies including Educational Psychologist, school nurses, occupational therapists, the continence team, a Speech and Language Therapist and members of the Advisory Teaching Service. Bibury also works with Early Help practitioners and Child and Adolescent Mental Health Services

8. How do we support your child transferring in or out of our school?

We share information with any new school. We send on any files and current assessment levels. We may arrange additional transition visits and provide transition support in school for your child if needed. We have a strong working relationship with the SENCO at local Secondary schools and they are invited to EHCP review meetings for children in Y5 and Y6.

9. What interventions does Bibury provide?

Bibury provides a variety of interventions including NELI, spelling, phonics and key numeracy skills. They are particularly experienced at helping pupils with social, emotional and mental health needs and Autistic Spectrum Disorder.

10. Where can I find the SEND Policy?

The SEND policy can be found on the school website along with the Local Offer.

11. What role do the Governors have? What does the SEN Governor do?

The Governing Body act as a 'critical friend' to our school and are a source of support. They have a duty to ensure parents are kept informed through the Policy and reports to parents. They can also be a line of communication for parents. The designated SEND Governor meets regularly with the SENCO.

Written January 2022