



**Sheepscombe Primary School SEND Information Report; which also serves as the
Sheepscombe School's contribution to the Gloucestershire County Council Local Offer.**

November 2024

Please read this in conjunction with our **SEND policy**, available on the school's website

[Sheepscombe Primary School - Special Educational Needs \(sheepscombeschool.co.uk\)](http://sheepscombeschool.co.uk)

and the **Gloucestershire Local Authority 'Local Offer'** which is available via the link below

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

please also see this link to the **SEND Code of Practice** issued by the DfE

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Introduction

Sheepscombe School has a talented, committed teaching staff who provide a full, varied and well-structured curriculum. We aim for a stimulating environment where we present our children with a wide range of exciting and challenging experiences to enable them to develop as rounded individuals and to reach their full potential. Education is not just about intellectual development, important though that is. It is also about developing personal, spiritual, social, physical and creative skills .

During ongoing assessment class teachers will identify those pupils who need additional and different provision to that which is normally provided for pupils of the same age. They will arrive at this decision using their own professional judgement, gathering evidence from; discussions with parents/carers and staff about how the child is progressing, the pupil's strengths and areas for concern, advice from previous teachers / schools. Where necessary, outside agencies will be asked for their professional judgement to support the identification process. Our aim is for all children, including those with SEND, to reach their full potential in a supportive environment that prepares them well for the future.

How can parents/carers arrange a visit to our school?

Telephone: 01452 813852

email: admin@sheepscombe.gloucs.sch.uk

Head Teacher : Mrs Vicky Dangerfield

SENDCo: Mrs Gail George

School Business Manager : Mr James Dangerfield

SEND Governor : Tessa Lentel



How do we identify children with additional needs?

How does our school know/identify that children have special educational needs and Disabilities (SEND)?	At Sheepscombe, children's special educational needs fit broadly into four categories: communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory needs. We know and identify these children and their needs by: • Liaising with pre-school settings/previous schools/outside agencies /home visits prior to entry • Following up concerns raised by parents/carers/teachers/TAs • Quickly identifying a child performing below age-related expectations/not making expected progress • Early identification through school's assessment procedures (identifying children with SEND) • 14.4 % of children have identified SEND in our setting (latest National average 13.6%) 2.9 % have an EHC plan (latest National Average 4.3%) (School figures correct at November 2024) We follow the waves of intervention as outlined in the SEND Code of Practice • Wave 1 - Quality First Teaching to meet the needs for all pupils • Wave 2 - Quality First Teaching plus additional interventions to help pupils reach age-related expectations or above. • Wave 3 - Quality First Teaching plus additional highly personalised interventions.
What are the first steps our school will take if special educational needs are identified?	We follow the Gloucestershire Graduate Pathway for support -please see http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=ktZYX6uM08s • Each pupil's education programme will be planned by the class teacher in conjunction with the Head teacher /SENDCo. In a small school such as ours we know the children well and early discussions take place between staff about all children in our setting to ensure we are meeting their needs.



- Each child's programme is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class or support provided in a more structured group or 1-1.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and literacy skills etc. then the pupil may be placed in a small focus group. This will be run by a teacher or teaching assistant. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the whole school provision map. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.
- Pupil Progress Meetings are held each short term. This is a meeting where the class teacher meets with the Head teacher and SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency (for example, but not limited to) such as a Family support worker, Occupational therapist, Consultant Paediatrician, Educational Psychologist, Advisory Teaching Service, Speech and Language therapist, Social Care, Behaviour support specialist, the School Nurse or via the Families First Plus team. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually suggested to the school and parents/carers. The school also receives ongoing support from the Early Help Co-Ordinator. The school is also able to run a screening tool for Dyslexia, this does not give a diagnosis but identifies areas to work on and suggest support strategies.
- The Governors of Sheepscombe Primary School are responsible for entrusting a named person, Tessa Lentel, to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.
- The designated Governor for SEND children is Ms Tessa Lentel. This Governor carries out regular visits to the school and reports back to the full Governing body. All reports are anonymised and do not identify particular children. The SEND Governor meets termly with the SENDCo and Head teacher, carrying out lesson visits, discussing the extra provision that is in place for children with SEND and monitoring the effectiveness of any additional spending. The SEND Governor, or another Governor in her absence (agreed with the Head teacher or SENDCo) may attend SEND or other relevant meetings with parents to monitor how provision is made and how targets are set. The SEND Governor will not usually take an active part in any meetings as their role is strategic rather than operational.



How will our school include parents and children in planning support?	All parents are actively encouraged to contribute to their child's education. This may be through: • informal or formal discussions at the end of the school day - school staff are always available at the end of the day and if more time is needed than is available then a further appointment can be made. • discussions with the class teacher during parents' evenings or interim review meetings • during discussions with Class teachers/Head Teacher or SENDCo about any concerns • further support from outside agencies will be actioned by the SENDCo/Head Teacher, if appropriate • parents are actively encouraged to be involved with My Plans, My Plan+ or ECH plans or any other short term rapid catch up plans which tackle a specific, short term area of weakness or need (not necessarily SEND) • if outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can also be used at home. • individual needs will be discussed and targets will be set outlining tasks and activities, how often the support will be given and who will be carrying out the support. In-school support will usually be monitored by the SENDCo.
What should parents/carers do if they think their child has SEND? How can they raise concerns?	• Discuss concerns with class teacher/SENDCo as soon as concerns are raised • Follow up meetings may then be arranged with class teacher, or SENDCo/Head Teacher, these can be requested at any time by contacting the School Business Manager on 01452 813852 or admin@sheepscombe.gloucs.sch.uk or via head@sheepscombe.gloucs.sch.uk • Keep records of your child's needs at home • Share information from any outside agencies that may be involved eg GP, Paediatrician

Teaching and Support

How will our school teach and support children with SEN?	For children without an Education, Health and Social Care plan (EHCP) • Access to quality first teaching through a planned and sequenced curriculum • When a pupil has been identified with particular special needs their work may be differentiated by the class teacher to enable them to access the curriculum more easily. • Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. • Additional social skills sessions • Additional targeted after school clubs (Spring term onwards) • Contact and involvement of outside agencies as needed
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	For children with an EHC plan • If a child has been identified as having a special need through an ECHP, they will also be given a My Plan + unless the steps identified in the EHC are sufficiently small that the MyPlan+ would be a repetition in which case targets may occasionally be monitored from this document directly. • Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENDCo regularly. The child's progress against areas of need identified in the EHC or the MyPlan+ will be regularly discussed with parents at Parents' Evenings and also there will be opportunities for discussions with support staff or teaching staff over the week at handover and pick up time. Our small school setting means we are available to discuss small steps of progress or any worries at any time • If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, wobble cushions, communication devices, speech to text software, electronic dictionaries, pen/pencils grips or easy to use scissors or school staff may make resources to support children • Access to , and advice from outside agencies as required, who may work with the child directly , their practice may be observed by staff or they may work with staff directly in order to benefit the child.
How is the decision made about the support your child will receive?	• Decisions about the best course of action are made in consultation with class teacher, Head Teacher and SENDCo and with the support of the parents. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. • Support arrangements will be discussed with parents for children with an EHC this will include : • Discussion with parents about use of personal budget • Effective allocation of EHC hours, requests for increase/reduction as needed within the annual review process • Allocation of individual TA hours • The timetable of provision for each child who has an EHC • During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be sought and implemented. • If therapeutic support is required in some form or offsite provision recommended then this will be sought by the SENDCo/Head teacher where possible or further advice gained via the Education, Performance and Inclusion team or via Early Help.
How will progress towards identified outcomes and effectiveness of our SEND provision	• All assessment and tracking data is discussed during Pupil Progress meetings with the Head teacher and SENDCo. The SENDCo then reviews the interventions and support to ensure effective provision is made throughout the school to enable children to make progress.



be assessed and reviewed by us and how will we involve parents, children and young people in this process?	• Closing the Gap by improving attainment (within which some, but not all, children with SEND fit) is also a priority on the SDP. Regular (at least 3 times per year) discussions are held with SEND Governor Ms Tessa Lentel, who holds the school to account with regard to its provision by completing learning walks, tracking of children, scrutiny of data and also interviews with the SENDCo and teaching staff as part of Governor monitoring. • Parents views are gathered at review meetings or more frequently if needed. • Children's opinions about their own progress and needs will be actively sought • The voice of the child is critical in this process. Children's views about their learning and support will be actively sought. This will be done via the completion of a My Profile or a My Journey, as well as face to face meetings with children with a member of school staff such as the SENDCo, or a practitioner from another suitable agency such as Early Help.
Who will be working with your child?	• Class teachers remain the lead professional for all children in the first instance • The SENDCo/Head teacher will lead the development of interventions for your child in consultation with class teachers and TAs where appropriate. • TA's will work alongside the Class Teacher and the Head teacher /SENDCo to deliver, review and assess • Other agencies will be involved, as required.
What expertise does our school and our staff have in relation to SEND? What training is available to staff?	• We are a small school but have an experienced, well qualified team of staff. • We have had experience of a range of SEND needs - particularly hearing impairment, dyslexia, neurodiversity, speech and language needs and global learning delay. • Our TAs and teachers and Head teacher are also highly experienced in Early Years provision • We have significant experience of managing transitions from home school /alternative schools at different entry points in the year. • If a child with additional needs joins the school we will make every reasonable endeavour to meet their needs. • The SENDCo attends regular cluster meeting to update knowledge and to keep up to date with good practice • The Governor for SEND is an experienced, longstanding teacher working in a special school for those with additional SEND needs • Teachers and TAs attend relevant training courses as determined by the Head teacher, SENDCO or suggested by SEND Governor • The Head teacher or SENDCo arranges whole staff training where there are areas to develop for the whole staff team, such as the arrival in school of a child with SEND with which the team are less familiar.
What intervention programmes does	• Sheepscombe Primary School has a range of resources and interventions running from EYFS through to KS2. We look carefully at the children's needs; both academic and



our school run for children with SEND and how are they delivered?	pastoral. We aim to enable to the children to access the curriculum regardless of SEND. This can be through human resource as well as physical resources. • Available interventions: Dancing Bears , Apples and Pears , writing interventions, additional reading session, Plus 1, Power of 2, NESSY spelling, Language for Thinking, PSHE sessions, Fizzy , Hit the Button. • Additional resources used throughout the school: visual timetables, word mats and maths mats, numicon, bluetooth keyboards, specialist communication software, interactive boards in all classroom with dyslexia friendly fonts and backgrounds
What teaching strategies does our school use for children with learning difficulties including:	• Additional TA support where needed • Small group teaching where needed • Autistic spectrum disorder -a regular timetable, notice of changes, PSHE sessions and additional pastoral care (agreed through the My Plan) • Hearing impairment - visual timetables, BSL plus differentiated teaching. • Visual impairment - Visual timetables, coloured overlays for reading, large print differentiation and careful classroom arrangement • Speech and language difficulties - Links with Speech and language therapist and resources they provide.

Improvement of Emotional and Social Developments of our SEND pupils

What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?	• Home school communication • Provide a caring environment with strong positive moral values • Clear Behaviour policy • Behaviour support plans and liaison with parents if required • PSHE sessions and Emotional and Social interventions • Rewards such as family points, visits to other staff for further praise • Celebration Assemblies • Inclusion at offsite events via the provision of additional staff where needed • Positive behaviour reinforcement • Seeing behaviour as communication
How does our school manage the administration of medications?	• The school follows the County policy for the administration of medicines and has a Medical, Health and Well Being policy in place • Asthma inhalers are kept in classrooms for ease of access.



	• If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. • Staff receive Epipen and Asthma training • Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. Medicines are held in the school office, safe or in the fridge as necessary. • Several members of staff have Paediatric First Aid • The Forest School leader has an outdoor first aid for Forest School certificate
How does our school help with personal care where this is needed?	• TA or teacher support is provided for this if required • Parents are encouraged to share any needs with staff early on • Staff follow the policy for Intimate Care and the Medical, Health and Well Being policy • For children who may have a care need that may present as an emergency (such as epilepsy) a detailed plan of action is in every classroom and both of the school offices • Disabled access facilities are explained in the school Accessibility Plan.
What is our policy on day trips, school outings, health and safety arrangements?	• Activities and school trips are available to all and follow the recommended ratios. • Risk assessments are carried out and procedures are put in place to enable all children to participate. • However, if it is deemed that an intensive level of 1:1 support is required a TA or in some cases 2 Ta's will be allocated to the child during the activity. In some cases parents may need/want to attend and this is discussed prior to booking an event. Attendance of parents is at the discretion of the Head teacher/SENDCo • All members of staff are aware of and informed of additional needs
What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils (and their families) with SEND? What measures are in place in our school to prevent bullying	The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: • Members of staff such as the class teacher, TA, SENDCo and Head teacher are readily available for pupils who wish to discuss issues and concerns. • Where appropriate mediation sessions are carried out. • Quiet spaces are available to children at break times • Daily after school clubs are on offer to all children • A daily Breakfast Club is available to all children • The school has an anti bullying and hate policy in place • The school offers additional support to families via the Graduated Pathway, the Early Help pathway and the school's Early Help Co-ordinator



Liaison with parents/ carers and children

Who will explain and discuss issues with parents/carers?	• Class teacher • SENDCo • Head teacher • Specialist TAs working 1-1 with children via EHC • Specialist teachers or agencies working with the child • Early Help Co-Ordinator • SEND Governor • GCC Inclusion officer
How will parents/carers know how well their child is doing?	• Regular meetings with Class teacher • SEND/Review meetings with the SENDCo and any other relevant staff determined by the SENDCo/Head teacher • Informal and formal discussions as needed
How will children/pupils find out about their progress?	Through: • Feedback on work and within interventions. • General discussions with staff • Pupil conferencing • Annual EHCP reviews • Interim reviews • Termly My Plan reviews
How will our school involve young people with SEND in their education?	• The voice of the child is critical in this process and their involvement is a key part of assessing and meeting their needs. Children's views about their learning and support will always actively be sought and children will be listened to. • Children's views will be collected via the completion of a My Profile or a My Journey, and/or via face to face meetings with the child and a suitable member of school staff such as the SENDCO, pastoral leader or other member of the team identified by the SENDCo /Head teacher, or a practitioner from another suitable agency such as Early Help. Children's views will be scribed if needed • Where parents actively prevent a child's involvement this may raise a cause for concern - advice will be sought from the Early Help Co-ordinator, duty or community social worker • Children will receive regular feedback in line with School Marking Policy



	- Children will be involved with regular discussions with staff and in particular the Class Teacher - Children will be encouraged to self evaluate against their targets
How do we assess and evaluate the provision we have arranged for your child?	- All assessment and tracking data is discussed during Pupil Progress meetings with the Head teacher. Reviews ensure effective provision is made throughout the school to enable children to make progress, this may include making changes to the support or intervention offered. - SEND is held as a high priority. Regular discussions are held with SEND Governor who holds the school to account with regard to its provision.
What arrangements are in place with other schools/educational providers when our SEN pupils/students transfer?	These include: - Discussions between the previous or receiving schools prior to the pupil joining/leaving. - All pupils attend a Transition session where they spend some time with their new class teacher. - Additional visits are also arranged for pupils who need extra time in their new school. - The Head teacher is always willing to meet parents/carers prior to their child joining the school. - Secondary school staff visit pupils prior to them joining their new school. - The SENDCo at Sheepscombe liaises with the SENDCo from the secondary schools to pass on information regarding SEND pupils. - Where a pupil may have more specialised needs, a separate meeting may be arranged with the Head Teacher, SENDCo, the secondary school SENDCO and the parents/carers and where appropriate the pupil.
How accessible is our school to pupils/students with SEND?	Our site is not an ideal site for access due to the rural nature of the environment and the situation of the school on a slope with steps access from one side and a long footpath from the other combined with the lack of any onsite parking. However, we use our best endeavours to ensure any physical barriers are overcome. - Children are well cared for in a safe and secure environment. - Interventions are well planned and evaluated - Good liaison with teachers and SENDCo Please see Accessibility Policy for further information

Monitoring and Evaluation

What role do the governors have?	The SEND Governor meets with the SENDCo once per term to get an update of the current SEND register as well as the provision provided.
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What does our SEN governor do?	- Data is analysed by the SEND Governor and the Full Governing Body. Questions are asked by Governors to interrogate the data, progress and provision further. - The provision for any Looked After Children, Disadvantaged and SEND children are reported on regularly to the Governing body during FGB meetings.
What can you do if you are not happy or if you need to raise a concern or complaint?	- In the first instance parents should refer to the Class teacher, followed by the SENDCo or Head Teacher - We will always do our best to help Please also refer to our Complaints Policy found on the School's website Paper copies of this document can be requested from the School Office.

Contact Information

Who can you contact for more information?	Head Teacher : Mrs Vicky Dangerfield SENDCo: Mrs Gail George ggeorge@sheepscombe.gloucs.sch.uk School Business Manager :Mr James Dangerfield admin@sheepscombe.gloucs.sch.uk SEND Governor Ms Tessa Lentel tlentel@sheepscombe.gloucs.sch.uk Telephone: 01452 813852 email: admin@sheepscombe.gloucs.sch.uk
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