

North Cerney Primary Academy: SEND Information Report 2019

Head Teacher: Mrs Suki Pascoe
SENCO: Mrs Rebecca Gray
SEND Governor: Mrs Suki Dixon

Introduction:

Mrs Gray has been SENCO at North Cerney Primary Academy since May 2018 and has completed the National Award for SEN Co-ordination qualification as well as a post graduate certificate in Educational Leadership. Mrs Gray can be contacted via email, senco@northcerney.gloucs.sch 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?

North Cerney 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 MyConcern 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?

North Cerney 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 MySupport 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 MyPlan and will receive additional support outside the classroom by a qualified teaching assistant or the SENCO. The provision will be outlined on their MyPlan and is reviewed within school on a provision map each term.

Some children may have the need for a MyAssessment which is when we invite other professionals to advise us on the child's needs and they may then move onto a MyPlan 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 2018/2019

All teachers and TAs continued to receive training and support through staff meetings throughout the year. New staff have received training as they have joined the school and been supported in the writing of MyPlans and holding review meetings with the SENCO.

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 North Cerney work with?

North Cerney works very closely with Bibury as we share a head teacher. We also work closely with nearby schools that the SENCO also works in. As well as having a good working relationship with other schools within DGAT and in the Cotswold clusters. This enables the SENCO to share resources and expertise as well as ensuring that we are always providing the best and most up to date education. The SENCO also works closely with other agencies including Educational Psychologist, school nurses, occupational therapists, the continence team, a Speech and Language Therapist or a member of the Advisory Teaching Service.

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 North Cerney provide?

North Cerney provides a variety of interventions including TalkBoost, spelling, additional reading, reading for meaning, maths and Fizzy.

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.