

## **SEN information report**

This SEN information report contains all of the information required by The Special Educational Needs and Disability Regulations 2014 and is updated annually. This report is available on our website and can be requested in printed form. In addition to this a meeting with Mrs Rebecca Gray who is the headteacher and school SENCO can also be arranged.

This report has followed the guidance within the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

Mrs Gray has been SENCO at Down Ampney Primary School since September 2018 and has completed the National Award for SEN Co-ordination qualification (NASENCO) as well as a post graduate certificate in Educational Leadership and her national professional qualification for headship (NPQH). Mrs Gray is also the headteacher and can be contacted on either [head@downampney.gloucs.sch.uk](mailto:head@downampney.gloucs.sch.uk) or [senco@downampney.gloucs.sch.uk](mailto:senco@downampney.gloucs.sch.uk)

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### **Our school's approach to supporting pupils with SEND**

Down Ampney Primary School is totally inclusive, and we welcome all children. Where a child has a recognised special need or disability, we will make reasonable adjustments to meet those needs to ensure your child thrives in our mainstream setting. Our school is not fully accessible due to the age of the buildings but we are willing to discuss adaptations that can be made to support our children we will also encourage independence skills. Down Ampney Primary School follows Gloucestershire's SEND Graduated Pathway as laid out in the 2nd Edition Guidance 2016.

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/sencospot/gloucestershires-send-graduated-pathway/> this pathway consists of a review, assess, plan and do cycle for those children who have an identified SEN need.

Your child's Class Teacher and the school's SENCO are your key points of contact to discuss your child's needs.

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### **Catering for different kinds of SEND**

#### **Cognition and learning**

Children with cognition and learning difficulties are often supported within the classroom with the support of aids such as word banks and sentence stems. In addition to this, children may receive additional pre-teach sessions and re-cap session that allow the child to make connections with previous or future learning.

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#### **Communication and interaction**

Children with communication and interaction needs are supported in a variety of ways that include making instructions simple and explicit. Teachers will avoid using idioms or confusing language or phrases. Children will have access to a visual timetable or now and next boards depending on their level of need.

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#### **Social, emotional and mental health**

Children with SEMH needs are supported within the nurturing school environment where all staff ensure that levels of anxiety are as low as they can be throughout the day. Classroom teaching assistants also provide support at break and lunchtimes so that children have a familiar adult available at all times. Bespoke interventions such as play therapy are also sometimes used and group sessions such as lego therapy or drawing and talking interventions also

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take place when needed. The headteacher / SENCO holds a level 5 Trauma informed schools practitioner qualification and Mrs Annie Paterson is currently doing her ELSA (Emotional literacy support assistant) training.

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### **Sensory and/or physical needs**

If a child has sensory or physical needs that these will be discussed with the parents but adaptations that have been made previously have included the school undertaking a sensory audit and the school painting the edges of all steps in high visibility paint.

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### **Key staff and expertise**

Mrs Gray is the headteacher and SENCO at Down Ampney Primary School. She has been at the school since September 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, [head@downampney.gloucs.sch.uk](mailto:head@downampney.gloucs.sch.uk) Mrs Gray has taught within Gloucestershire since 1997 in a variety of school settings. All staff at Down Ampney Primary School receive regular SEN training covering a variety of topics. Staff members are also released from class to meet with professionals such as Advisory teachers whenever they visit to discuss how best to support the children and ensure that suggested approaches are integrated into classroom practice.

### **Securing and deploying expertise**

Additional SEND support may include small group or 1:1 teaching, additional or different resources or strategies used to support their learning or advice and support from outside agencies.

These may be:

- School Nurse
- Advisory Teaching Service (ATS)
- Speech and Language therapist
- Occupational Therapist (OT)
- Educational Psychologist
- Consultant Paediatrician

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### **Equipment and facilities**

Down Ampney has a variety of physical resources to support children with SEN including writing slopes, wobble cushions, pencil grips amongst others. There is also money set aside in the SEN budget to buy equipment or resources that are recommended by external agencies or that the teaching staff feel will help.

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## **Identifying and assessing pupils with SEND**

Down Ampney 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 discusses this with the SENCO 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.

Assessment by your child's class teacher will quickly identify if your child is having difficulty in an area of learning. Each child's progress is closely tracked. Lessons will be adapted by the teacher to meet your child's needs. All our staff receive on-going training to support children with additional needs. Our SENCO will discuss with the class teacher an appropriate additional targeted intervention of support to help your child make better progress. This could be the form of: extra small group work; 1:1 support; and may involve using specialist published materials or equipment.

If despite all the extra support, your child is still struggling to meet their expected targets, it is likely your child has special educational needs. At this point a Myplan will be written to show what support is being put in place for your child, and what targets this support is hoping your child will achieve. This will ensure your child is monitored closely and receives appropriate on-going additional support.

A tiny minority of children will have complex SEN, needing significantly higher levels of support. If this happens our SENCO in consultation with parents and other professionals may request to the Local Authority to undertake a full assessment of the child's needs. If the Local Authority are in agreement, they will draw up an Education Health and Care Plan (EHC) for the child. The EHC plan will ensure additional support for your child and will be reviewed annually.

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## **Consulting with pupils and parents**

### **Parents**

Down Ampney holds parents' evenings twice a year and teaching staff are also available at the end of most days. 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.

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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 additional support will be put in place and monitored on the class provision map. Children will not be placed on the SEND register at this point. This will mean that they receive extra support from the class teacher or teaching assistant within the classroom.

If a child has been identified as having SEND then they will be on a MyPlan and will receive additional targeted support. 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 the school conducts more assessments and works with the family to gain more information that might be relevant. As part of this the school might 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 school trips and residential trips with appropriate risk assessments.

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### **Pupils**

Pupils are consulted via a MyProfile or MyJourney to inform staff on their views and needs. This information is used to decide how best to support them.

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### **Involving key stakeholders**

Down Ampney has a good working relationship with other schools in the South Cotswold School Partnership. 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 and members of the Advisory Teaching Service.

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### **Progressing towards outcomes**

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

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parents at the next review. In addition to this there are pupil progress meetings held between the Headteacher/SENCO, class teachers, teaching assistants and any 1:1 teaching assistants meet to discuss the progress of all of the children in the school.

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### **Transition support**

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 SENCOs at local Secondary schools and they are invited to EHCP review meetings for children in Y5 and Y6. We also work with feeder nursery and pre-school providers to ensure that children have the best possible start to school. The headteacher/SENCO is also willing to attend and of these review meetings. If your child has additional needs identified before they start school then discussions with the headteacher/SENCO at an early stage will allow informed decisions about how needs might be met.

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### **Teaching approach**

At Down Ampney Primary School we take the statement that every teacher is responsible for the education of those with SEN very seriously and ensure that each lesson's resources and delivery is made with the needs of the children in the class in mind. Teachers will adjust the resources and support given to each child to maximise their ability to access the curriculum and thrive. Each lesson is planned carefully to build on a child's previous learning and immediate support is provided within the lesson or before the next lesson if misconceptions have arisen. In addition to this small group work and individual support is established where needed.

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### **Adaptations to the curriculum and learning environment**

At Down Ampney Primary school we feel that it is key that all children receive an ambitious broad and balanced curriculum that is accessed alongside their peers. We therefore only withdraw a child for an intervention or additional support for a short amount of time and for a short period of time. Adaptions are made within the classroom such as the level of support a child might receive in terms of additional resources that promote independence or from a member of staff. Consideration is made to where a child is sat within the lesson to maximise their ability to concentrate or see/hear the teacher.

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### **Inclusivity in activities**

All children at Down Ampney school are included in both the main curriculum and extra-curricular activities and consideration are made when planning these. In addition to these the school also prides itself in taking part in specific inclusive activities such as the annual panathlon and other sporting events specifically arranged for children with additional needs. Additional adults are employed to support children with swimming as this is seen as extremely important due the school being situation on the edge of a water park.

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### **Supporting emotional and social development**

All children are supporting with their emotional and social development through our PSHE lessons and it is important that no SEN intervention clashes with these lessons. To avoid this PSHE lessons are taught at a different times throughout the week and key events such as visits from the school beats officer or education bus are booked to ensure that all children attend them, these include online safety talks, presentations and workshops. Flexibility and support is vital to ensure that children who have been identified as needing specialist support from external play therapists or similar are accommodated to access these within a safe space within school.

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### **Evaluating effectiveness**

Each SEN plan at any level of early intervention or on the graduated pathway is reviewed throughout the year in additional to the usual parents' evenings and annual school reports. Reviews are spaced throughout the year with additional ones added when needed based on transition or new information from external agencies.

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### **Handling complaints**

Please refer to our complaints policy.

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## Spending the budget

The school receives money for SEN from its notional budget as well as top up funding for children with EHCPs. Any top up funding is monitored through individual costed provision maps and reviewed each year at the child's annual review. The SEN part of the notional budget is reviewed by governors at least annually with updates provided as part of the charted accounts each full governing body meeting.

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## Local Offer

The school's local offer can be found on the school website and also on the Gloucestershire Family Directory <https://www.glosfamiliesdirectory.org.uk> and is fully compliant with the county recommendations.

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## Named contacts

Name of individual	Email address	Phone number
Mrs Rebecca Gray – Headteacher, SENCO and DSL	<a href="mailto:head@downampney.gloucs.sch.uk">head@downampney.gloucs.sch.uk</a>	01793 750294
Mrs Helen Russell – Deputy DSL	<a href="mailto:hrussell@downampney.gloucs.sch.uk">hrussell@downampney.gloucs.sch.uk</a>	01793 750294
Mrs Sharon Woodruffe – school business manager	<a href="mailto:admin@downampney.gloucs.sch.uk">admin@downampney.gloucs.sch.uk</a>	01793 750294
Mrs Jemima Horton – SEN governor	<a href="mailto:jhorton@downampney.gloucs.sch.uk">jhorton@downampney.gloucs.sch.uk</a>	01793 750194

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