



St Andrew's C of E VC Lower School

SEND Information Report

01 September 2017

Other policies linked to this policy :

1 : [Inclusion and Additional Learning Support](#)

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The following pages provide information about how we are implementing our Inclusion and Additional Learning Policy which can be found here: www.standrewslowerschool.co.uk

1. What kinds of SEN do we provide for?

- We are a mainstream school with two sites (West and East Site) for young people aged four to nine.
- We provide support for all types of SEN and disabilities at Stage 1, Stage 2 and EHCP (Education, Health and Care Plan) as categorized in the Graduated Approach.

2. What is our policy for identifying children and young people with SEN and assessing their needs, and who is the SENDCo?

- It is the role of teachers, supported by the SENDCo, to assess the needs of the young person in the classroom, and to identify those who may need further support. This will routinely be done through observations, data analysis, discussions and assessments and may involve more specialised assessment from outside agencies.
- Some pupils have Education, Health and Care Plans (EHCPs), which clearly set out the needs of the pupil.
- The SENDCo is Leanne Klopper, and can be contacted by phone on [01767 312311](tel:01767312311) or by email via the school office: standrews@cbc.beds.sch.uk

3. How do we consult with parents/carers of children with SEND and involve them in their child's education?

- Parents get reports from the school regarding pupils' effort, attitude and progress as well as specific targets.
- There are opportunities throughout the year at parents' evenings to meet with class teacher and the SENDCo.
- Parents/carers will receive Individual Education Plans (IEPs) three times a year for those pupils who are on the SEND register. Pupils with EHCPs will also receive an Individual Education Plan three times a year.
- We encourage parents/carers to discuss their child's provision with their child's teacher and/or SENDCo.
- Parents/carers are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school or concerns regarding SEND.

4. How do we consult with young people with SEND and involve them in their education?

- We will meet with a pupil before beginning any specific support and explain what we are doing, and why.
- We ask pupils for their views on their needs when required and record this.
- Pupils can share any concerns with their class teachers, Teaching Assistants, SEND TAs and the SENDCo.

5. How do we assess and review children and young people's progress towards

outcomes?

- Class teachers regularly assess student progress as part of their normal practice.
- We complete reports through the year for all pupils and this information is sent home to parents/carers.
- The data generated by these reports is analysed by the SENDCo after each reporting cycle and those with less than expected progress are highlighted and support put in place.
- Those students receiving specific SEND support have their progress tracked and monitored by the SENDCo.
- We try to use our normal school assessment processes as much as possible so as not to overburden our pupils with too many assessments.

6. How do we support pupils' transition between lower & middle school?

- There are well planned programmes of transition activities from lower to middle school.
- Visits are in place for pupils to develop a smooth transition.
- Staff from the pupils' new school are invited to key meetings and reviews.

7. What is our approach to teaching pupils with SEND?

- We want everyone in our school to make excellent progress and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our pupils.
- This means that there is complete equality of opportunity in the curriculum that is offered to pupils.
- We believe that high quality teaching will ensure high quality outcomes for pupils, so it is essential that pupils with SEND have access to the same high quality teaching as everyone else in the school.
- It also means that we will work really hard with pupils with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the child themselves, and also those in the learning environment.

8. How have we adapted the curriculum and the learning environment of pupils with SEND?

- The curriculum is broad at our school and as such there is something available for all pupils to succeed at.
- Lessons are differentiated to allow pupils of all abilities to access the curriculum.
- Both sites are accessible and meet all the requirements of the Equalities Act 2010.

9. What is the expertise of staff to support pupils with SEND and how do we continue to train them? How do we secure specialist expertise?

- The SENDCo attends regular termly updates.
- Staff are encouraged to continue to train as part of their own performance management.

- We undertake in house training to ensure Continuous Professional Development for all staff on SEND.

- The SENDCo can access additional support and advice from external agencies if and when necessary.

10. How do we know how effective our provision for children and young people with SEND is?

- As part of the normal school development and self-review cycle, we carefully examine the data from results, review the Individual Education Plans (IEPs) and use teacher observations to evaluate the effectiveness of the provision.

- Termly analysis of the progress pupils make in Core subjects is undertaken by the SENDCo.

- A visit between the Governor and the SENDCo acts as an evaluation of the department.

11. What do we do to make sure pupils with SEND are enabled to engage in activities available to pupils in the school who do not have SEND?

- There are no barriers for any students with SEND for our activities in school.

- We actively encourage students with SEND to take part fully in the life of the school.

- We are a fully inclusive school.

12. What support have we got in place for improving emotional and social development of our students?

- Our IEPs show clearly the provision in place for those young people with emotional and social needs.

- At the West Site, specific pupils have access to The Cabin before school, at break and lunch time if additional support is needed with emotional and social development.

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEND and how do we support families?

- We draw on a range of local providers such as: NHS, Union Street Clinic, Child Development Centre, local GPs, School Nurse; CAMHs; Children's Social Care; Early Help Intervention from CBC; Education Psychology Service; Outreach service from Ivel Valley School; ASD specialist teacher support from Ivel Valley School; CHUMS; Jigsaw; Speech and Language Therapy. We also have a Family Support Worker, Beverley Lattimer.

- There are other agencies that we can access from time to time to help us secure the best possible support for pupils who may come in and help us with assessments, providing advice as needed.

Staff Name	Last Open	Signature Date
Sue Rolfe	Not Yet	Not Yet
Caroline Lanning	Not Yet	Not Yet
Susannah Hunt	Not Yet	Not Yet
Leanne Klopper	16-01-2018	16-01-2018
Karen Willis	Not Yet	Not Yet
Gill Thomas	Not Yet	Not Yet
Donna Lincoln	Not Yet	Not Yet
Jane Howard	Not Yet	Not Yet
Jill Barker	Not Yet	Not Yet
Tracey Kitching	Not Yet	Not Yet
Vicky Peat	Not Yet	Not Yet
Tracey Segroatt	Not Yet	Not Yet
Kim Lee	Not Yet	Not Yet
Emma Rowe	Not Yet	Not Yet
Emma Collett	Not Yet	Not Yet
Karen Deacon	Not Yet	Not Yet
Debbie Chhibber	Not Yet	Not Yet
Lisa Wren	Not Yet	Not Yet
Candy Vincent	Not Yet	Not Yet
Cari Panton	Not Yet	Not Yet
Leigh Iddon	Not Yet	Not Yet
Lynsey Cooper	Not Yet	Not Yet
Justine Anderson	Not Yet	Not Yet
Cal Churms	Not Yet	Not Yet
Emily Ratty	Not Yet	Not Yet
Hannah Mooring	Not Yet	Not Yet
Sarah Jakes	Not Yet	Not Yet
Abigail Copping	Not Yet	Not Yet
Caroline Watson	Not Yet	Not Yet
Abigail Cockle	Not Yet	Not Yet
Ali Driscoll	Not Yet	Not Yet
Rebekah Gale	Not Yet	Not Yet
Helen Haugh	Not Yet	Not Yet
Maureen Rogers	Not Yet	Not Yet
Sarah Jones	Not Yet	Not Yet
Rachel Porter	Not Yet	Not Yet
Katy Tumber	Not Yet	Not Yet
Christine Greenwood	Not Yet	Not Yet
Michelle Hegarty	Not Yet	Not Yet
Gail Reardon	Not Yet	Not Yet
James Groombridge	Not Yet	Not Yet

Hannah Williams	Not Yet	Not Yet
Tracy Canfield	Not Yet	Not Yet
Beverley Lattimer	Not Yet	Not Yet
Judy Markwell	Not Yet	Not Yet
Caroline Shadbolt	Not Yet	Not Yet
Alison Armstrong	Not Yet	Not Yet
Helen Dilley	Not Yet	Not Yet
Jane Sams	Not Yet	Not Yet
Leanne Holt	Not Yet	Not Yet
Laraine Minister	Not Yet	Not Yet
Emma Roberts	Not Yet	Not Yet
Nikki Legate	Not Yet	Not Yet
Paula Saunders	Not Yet	Not Yet
Marijana Evans	Not Yet	Not Yet
Karen Etienne	Not Yet	Not Yet
Lilly Emmerson	Not Yet	Not Yet
Mandy Dilley	Not Yet	Not Yet
Pippa Linneker	Not Yet	Not Yet
Lynne Summers	Not Yet	Not Yet
Sue Waghorn	Not Yet	Not Yet
Liz Birch	Not Yet	Not Yet
Rebecca Winfield	Not Yet	Not Yet
Keeley Appleby	Not Yet	Not Yet
Liz Murray	Not Yet	Not Yet
Esther Baumber	Not Yet	Not Yet
Aparna Nigma-Saxena	Not Yet	Not Yet
Andrea Olley	Not Yet	Not Yet
Tina Whitaker	Not Yet	Not Yet
Michelina Lauria	Not Yet	Not Yet
Karen Jackson	Not Yet	Not Yet
Jacqui Turner	Not Yet	Not Yet
Lisa Williamson	Not Yet	Not Yet
Becky Marriott	Not Yet	Not Yet
Lesley Buck	Not Yet	Not Yet
Jacky Wells	Not Yet	Not Yet
Caron White	Not Yet	Not Yet
Jo McMurray	Not Yet	Not Yet
Ramona Ross	Not Yet	Not Yet
Jacqui Roberts	Not Yet	Not Yet
Chris Thomas	Not Yet	Not Yet
Sara Smith	Not Yet	Not Yet
Georgina Watson	Not Yet	Not Yet
Tracey Tolley	Not Yet	Not Yet

Anita Sealey	Not Yet	Not Yet
Clare Hale	Not Yet	Not Yet
Sue Gledhill	Not Yet	Not Yet
Sally Wells	Not Yet	Not Yet
Richard Courtney	Not Yet	Not Yet
Carolyn Tebbutt	Not Yet	Not Yet
Claire Leeks	Not Yet	Not Yet
Jenny Beach	Not Yet	Not Yet
Helen Tranter	Not Yet	Not Yet
John Price	Not Yet	Not Yet
Robert Butcher	Not Yet	Not Yet
David Short	Not Yet	Not Yet
Simon Fung	Not Yet	Not Yet
Keri Knights	Not Yet	Not Yet
Steve Willis	Not Yet	Not Yet
Rachel Skidmore	Not Yet	Not Yet
Cynthia Bygraves	Not Yet	Not Yet
Lisa Racher	Not Yet	Not Yet
Joanna Chapman	Not Yet	Not Yet
Sally Jobson	Not Yet	Not Yet
Andrea Cutting	Not Yet	Not Yet
Amanda Pickering	Not Yet	Not Yet
Becky Field	Not Yet	Not Yet
Christine Bygraves	Not Yet	Not Yet
Katherine Chandler	Not Yet	Not Yet
Kay Cantwell	Not Yet	Not Yet
Elizabeth Glanville	Not Yet	Not Yet
Charlotte Hopkins	Not Yet	Not Yet
Karen Hall	Not Yet	Not Yet
Shamina Khatun	Not Yet	Not Yet
Angela Darling	Not Yet	Not Yet
Josie Heywood	Not Yet	Not Yet
Clarice Joubert	Not Yet	Not Yet
Tracey Baldwin	Not Yet	Not Yet
Kathryn Brown	Not Yet	Not Yet
Bianca Webster	Not Yet	Not Yet
Kerry Sale	Not Yet	Not Yet
Claire Place	Not Yet	Not Yet