

The British School SEN Information

Report, November 2024

Our SEND Information Report complies with The Special Educational Needs and Disability

Regulations 2014, Schedule 1: "Information to be included in the SEN information report"

REQUIREMENTS

1. The Kinds of special educational needs for which provision is made at the school

- Every child is an individual. To the extent that we are able, we work with children who have needs in the following areas; Autistic Spectrum Disorder, Moderate Learning Difficulties, Physical Disability, Speech, Language or Communication Needs, Specific Learning Difficulties, Social, Emotional and Mental Health needs.
 - However, we will keep each child with a special educational need under review. Consideration must be given to whether our school can continue to meet each need on a case-by-case basis.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

- We work closely with feeder pre-school groups and other professionals if a pre-existing issue has been identified.
- In school, observation and assessment is a core part of our daily work. Where issues are suspected, school refers to the existing Gloucestershire Code-of-practice to identify specific difficulties.
- We will use screening software when appropriate and dialogue with parents and other professionals to confirm any needs which require a different approach, either in class or around the school day.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including

a) how the school evaluates the effectiveness of its provision for such pupils;

- The evaluation of the school's provision is rooted firmly in the progress of pupils with special educational needs.
- Regular reviews take place.
- Ultimately, the progress scores for our children with SEN will be compared with progress data for comparative groups nationally, following SATS in Year 6.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

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Pupil progress is assessed by class teachers and moderated between class teachers and teaching assistants.

- Where "My Plan" (or "My Plan Plus") targets are reached, new targets are put in place (or the child may be removed from the register).
- Where targets are not met, those responsible for the implementation of the plan will discuss alternative approaches.
- Children are involved as appropriate to their age and levels of understanding.
- The Head Teacher and SENCO review the progress of children on the register, as individuals and, where numerically significant, as a group.
- The SENCO and SEN governor meet termly to discuss progress anonymously and to ensure provision for pupils is effective and consistent.

c) the school's approach to teaching pupils with special educational needs;

- Assessment of current abilities provides an important starting place for need identification. This may include 'academic' learning, physical abilities and social or behavioural capabilities. From here 'next steps' are planned and these form the basis of the targets which appear on a child's "My Plan" (or "My Plan Plus").
- In working closely with individuals we also gain a good understanding of how they feel and respond to the provision they receive.

d) how the school adapts the curriculum and learning environment for pupils with special educational needs

- The British school are keen to explore new materials and approaches if they possibly provide greater help to a child than the interventions we know well.
- We have policies in place to support children with medical needs, such as administration of medicine policy and behaviour policy.
- Our practice remains flexible and adjustable to meet the needs of individual children.
- Staff can work 1:1 with children and class teachers take on pastoral responsibility as well.
- We have a staff member trained as ELSA (emotional literacy support assistant) to offer more personalised and directed mental health & pastoral support.

e) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

- Children take part in school-based surveys and 'worry boxes' are available in class.

- - All teaching and learning areas within the building are accessible to all children, including those with SEND. This includes wheelchair users.
All parts of the current curriculum are accessible to all our children. Where aspects of the National Curriculum present a challenge, school will endeavour to modify activities, resources and facilities to ensure full inclusion.
 - All extra-curricular activities are available to all children, though some activities are restricted to specific year groups for logistical reasons. School would review this if the need arises.
 - Our school believes that 'enrichment' opportunities, such as visits out, are an important part of our core curriculum offer. Where needs, such as physical disability, are an issue, school will find ways to ensure that the offer is inclusive for all pupils as far as is reasonable
- f) additional support for learning that is available to pupils with special educational needs;**
- Our culture is one of inclusivity.
 - In addition to quality-first teaching, with appropriate adaptive teaching and adaptation materials and approaches, our staffing structures and timetables allows for additional time for one-to-one support and small group work. These may be teacher or teaching assistant (TA) led, and occur inside or outside the classroom.
 - The following resources (including software) available to the school include:
 - i. ELS Phonics (1:1 or small group)
 - ii. Fred's Teaching,
 - iii. Numberstacks
 - iv. Nesy Learning
 - v. Precision Teaching
 - vi. Social Stories
 - vii. Behaviour Plans
 - viii. ELSA
 - ix. Colourful Semantics
 - x. Time to Talk
 - xi. SALT support (1:1)
 - Through CPD including the SENCO Network we keep up-to-date with new initiatives and will utilise these if appropriate.
- (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.**

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- As a Primary School, the relationship built up between pupil and class teacher is paramount in the assessment of a child's emotional, mental and social development.
- A strong partnership built between the school and parents also supports the school's awareness of struggles and successes. Where school becomes aware of a deterioration these will be explored within the context of that pupil teacher relationship.
- Time may be needed to explore cause and effect.
- Where appropriate, school can draw on the expertise of an Educational Psychologist, Advisory Teaching Service, Early Help, School Nursing team or support groups (such as 'Teens-in-Crisis, who now work with ages 9 upwards) to provide additional help.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN coordinator.

- The SENDCo, Mrs Price, would be happy to provide more information. The school always encourages visitors. Please contact the school on 01453 843371 or admin@british.gloucs.sch.uk to arrange a visit.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- The SENDCo attends regular cluster meetings (run by Gloucestershire Local Authority) and the SEN training meetings (South Glos/ Stroud Association of schools).
- Where further support is deemed necessary the school will seek advice from outside- Educational Psychologists, Advisory Teaching Service, Speech and Language Therapists (SALT), School Nursing Team, Occupational Therapy.
- All staff have training on various special educational needs in a staff meeting once a term, this is targeted around the needs that we see in school for example, Emotion Coaching and Trauma Awareness training.
- The school, especially TAs have worked closely with SALT to support sessions in school, this supports teachers and TAs to develop their skills.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- The annual budget setting process includes a cost centre dedicated to SEN.
- On advice from the SENDCo, informed by baseline assessment in the 'new' Reception class and the My Plans developed within the school, the budget may need to be adjusted by a measure greater than regular inflation.
- The proportion of Teaching Assistant time available to support SEND is decided upon by class teachers, the SENDCo & the Headteacher.

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7. **The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

- All parents of children on the SEN register are offered additional meetings every 6-8 weeks to review progress of the MyPlans and agree future strategies.

- Parents are copied in to reports from specialists, such as Speech and Language Specialists & ATS.
 - School can supply material which can be used at home on a needs led basis and signposts useful resources when appropriate.
8. **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**
- Parents are invited to share their views at regular appointments with the class teacher, and additional meetings with the SENDco are also available, so that all parties can be made aware of developments.
 - As children become old enough to understand their role in this partnership, specific targets become part of their daily (or weekly) experience.
 - The regular class targets set by teachers should reflect the 'next steps' required for success.
9. **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**
- If parents of children with SEN&D feel that the school have not responded satisfactorily to their concern, they may wish to escalate these concerns.
 - The school has a policy, which details the mechanisms by which complaints will be heard.
 - This policy covers all complaints about any provision of community facilities or services by The British School including Special Educational Needs, with the exception of a complaint about the statutory assessments of Special Educational Needs (which is dealt with under other statutory procedures. This should be raised with Gloucestershire County Council Shire Hall, Westgate Street , Gloucester, GL1 2TG, 01452 425000)
 - The school complaints policy can be found here:
<https://www.thebritishschool.co.uk/page/?title=Policies&pid=101>
10. **How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**
- The Governing Body largely delegates the operational matters to the SENco and staff team.
 - Through the school's SEND Policy, which is reviewed on an annual basis, the school is required to work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
 - The school is able to call upon external services to support for those with SEND (Educational Psychologists, ATS, Educational Welfare Officers,

Behaviour Support Teams and Child Health services), as well as social groups and other voluntary organisations.

- The SEND policy can be found here:

<https://www.thebritishschool.co.uk/page/?title=Policies&pid=101>

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

- In the first instance, parents are encouraged to contact the SENco (details above).
- Section 32 (of the Children and Families Act 2014) requires local authorities to make arrangements for advice and information about special educational needs and disabilities to be provided for children, young people and the parents of children in its area with those needs, and to make the services provided known to those people, schools, colleges and others they consider appropriate. This 'Local Offer' and information for families can be found here:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/home.page>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- For a child leaving us early, school co-operates fully with the receiving school, sharing all appropriate information, including attendance and progress data as well as information about SEND targets and the history of interventions, together with their outcomes. This may require a meeting with a representative of the new school.
- On transfer to Secondary, our staff always meet with the Year Group tutor or liaison officer, and discusses all pertinent issues.
- Our school has no experience of managing a transfer to another school following an exclusion. However, a County protocol exists and we would conform fully with it.

13. Information on where the local authority's local offer is published.

- Gloucestershire's Local Offer is published here:

https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1

- 14.** Parents are invited to contact the SENSCO, Heateacher or Assistant Head if you still have any concerns.

More information can be found here: <https://www.gov.uk/complain-about-school/sen-complaints>

