

Eardisley CE Primary School SEND Information Report

The aim of a SEND Information Report is to explain how a school implements its SEND policy. At Eardisley CE Primary School, we want to nurture our inclusive culture, welcoming children who we think will be able to thrive in our school, and this document will give you the main information that we think you will need when deciding if Eardisley Primary School is the right place for your child. If you would like further information, please read our full SEND Policy, which you can find on our website or follow the link below. If you have any further questions, please contact Jane Ameghino, our SENDCO, at school, and she will do her very best to answer them.

[Please click here to access our SEND Policy](#)

1. What types of SEN does our school provide for?

Our school provides for pupils with the following needs, though this list is not exhaustive:

General Area of Need	Condition
Communication and Interaction	Autistic Spectrum Condition (ASC) Speech, Language and Communication Needs (SLCN)
Cognition and Learning	Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD) including: <ul style="list-style-type: none">• Dyslexia• Dyscalculia• Dyspraxia
Emotional and Mental Health	Attention Deficit Hyperactive Disorder (ADHD) Attention Deficit Disorder (ADD) Bereavement Anxiety Depression Trauma and ACEs
Sensory and/or Physical	Hearing Impairment (HI) Visual Impairment (VI) Physical Impairment Medical Conditions

2. Who will support my child, and what training have they had?

Headteacher

Our Headteacher is Laura Williams. She has over 15 years of teaching and senior leadership within the county of Herefordshire, and is keen to maintain a culture of inclusion at Eardisley CE Primary School.

SENCO (Special Educational Needs Co-ordinator)

Our SENCO is Jane Ameghino. She has been teaching in rural Herefordshire for well over 10 years, and achieved her NASCO award for co-ordinating SEN in 2014. Within her teaching role, she has been responsible for the day-to-day education of a number of children with a range of SEN. She currently works in our school on Fridays.

Class Teachers

The teachers are supported to meet the needs of the children by the SENCO, and there is in-house training provided as needed. In addition, specific training is delivered by other professionals as it becomes necessary. This may be from physiotherapists, occupational therapists, speech and language specialists, educational psychologists and the local Authority SEN team. Currently, one of the teachers is undertaking an additional qualification in SEND.

Teaching Assistants (TAs)

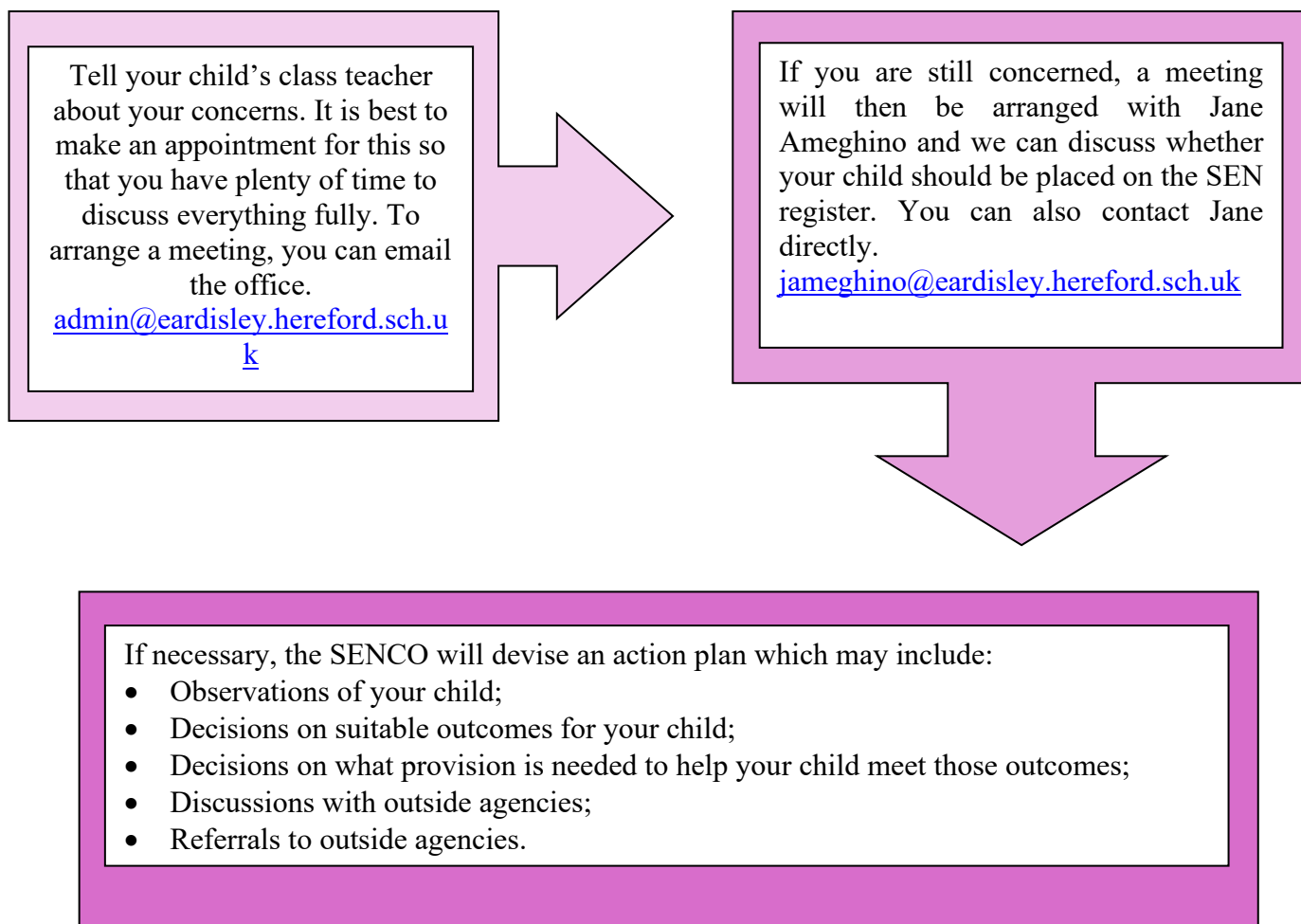
Every class has a full time teaching assistant, and then extra staff are employed as necessary in order to help children who need closer support, or have specific requirements. In addition to the general TA qualifications, we also have a TA who is trained in ELSA.

External Agencies

In order to support children with SEND and their families, we sometimes need the help of experts from outside of the school. These include:

- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Paediatricians and GPs
- Education Welfare Officers
- School Nurses
- Social services
- Educational psychologists
- Child and Adolescent mental health service (CAMHS)
- SEMH team – to support with behaviour management
- Counsellors

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEN support?

Sometimes, class teachers become concerned that children are not making the expected level of progress, whether this is socially, emotionally, developmentally or academically. They may notice that the children are not able to recall knowledge as easily as the other children in their class, or perhaps they have difficulty when interacting with other children. It may be that they are having trouble creating patterns or forming letters clearly. There are many signs that a child might need an extra bit of support.

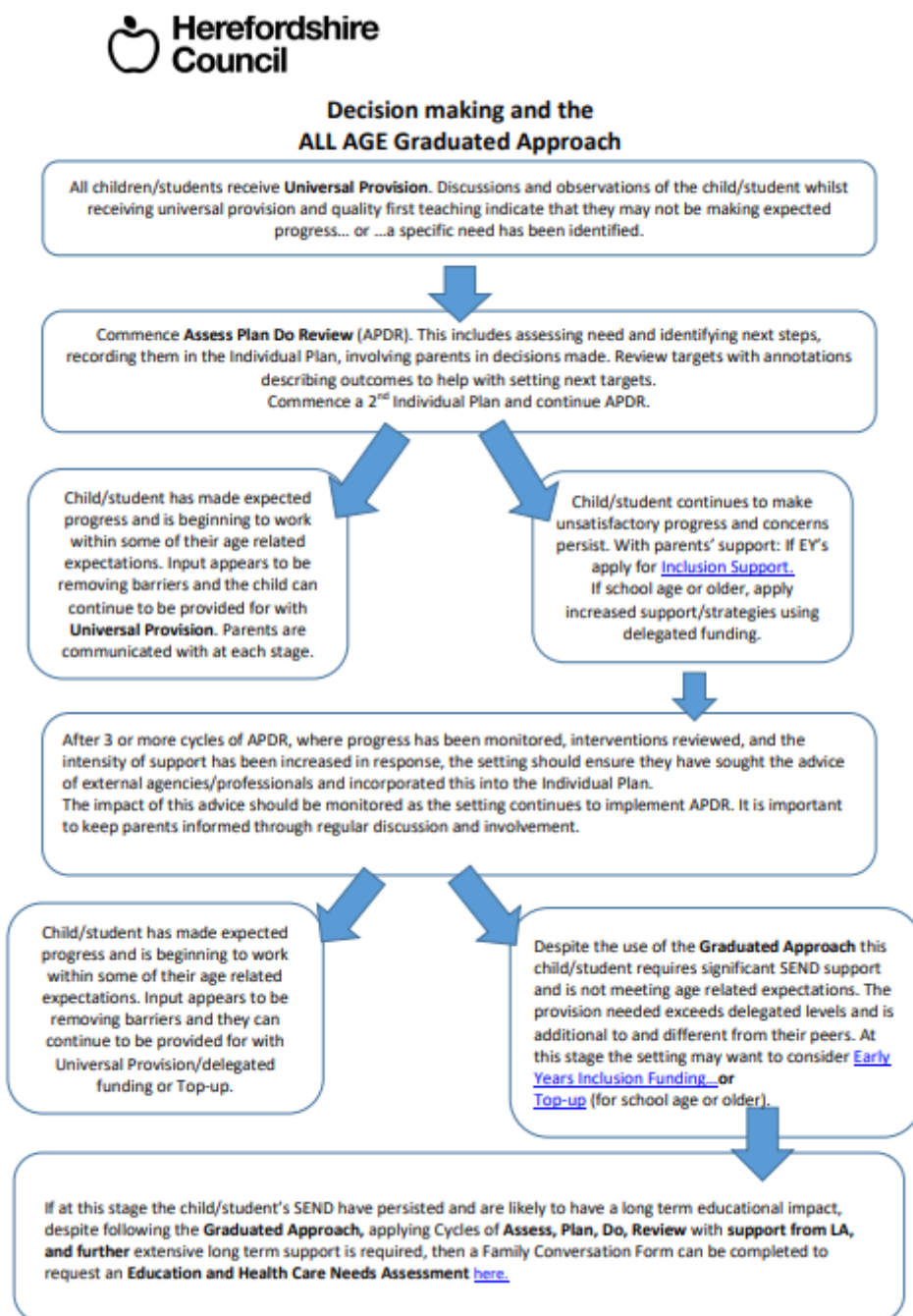
Here at Eardisley CE Primary School, teachers would then try to find out about any gaps the child has in their learning, and extra support would be provided to try to fill that gap. Most children without SEN are usually able to make progress quite quickly once their difficulty has been addressed. However, if the child is still struggling, they will talk to the SENCO who will then contact you to discuss the difficulties your child is having. An action plan might include:

- Observations of your child in lessons;
- Observations on the playground;
- Discussions with the class teacher and other adults involved with your child's education, focused on levels of attainments and any changes in behaviour or progress which the class adults may have noticed;
- Discussions with outside agencies e.g. Speech and language therapists, educational psychologists etc.

After gathering all the relevant information, the SENCO will then decide whether your child should be placed on the SEN register and receive extra support. You will be notified of their decision and provided with a copy of the Learning Passport for your child. Some children remain on the SEN register for the whole time they are with us, but some may children are taken off the register if they no longer need extra support. It is there to help your child get the support that they need for as long as they need it.

5. How will the school measure my child's progress?

We follow the Graduated Approach which is recommended by Herefordshire Local Authority. This is a 4-stage cycle of **assess, plan, do, review**.



[https://www.herefordshire.gov.uk/media/epadzts0/flowchart to support all age graduated approach.pdf](https://www.herefordshire.gov.uk/media/epadzts0/flowchart%20to%20support%20all%20age%20graduated%20approach.pdf)

All children on the SEN register receive a Learning Passport which is created by the class teacher with support from the TAs who work with the child and the SENCO.

Assess: Identify what the child finds difficult and assess their current level.

Plan: Decide what outcomes the child needs to achieve and which interventions are needed to help them do that.

Do: Run the intervention for an appropriate time – this will vary depending on the situation

Review: Assess how the child is getting on with achieving their outcomes and adjust the provision or the outcome as necessary.

This cycle continues as long as needed, with the interventions being refined and updated in response to the review phase. The Learning Passport is used to record these cycles.

6. How will I be involved in decisions made about my child's education?

- Your class teacher will meet with you at parent's evenings to discuss your child's progress.
- You will receive a copy of each Learning Passport (1 per term) as well as the reviewed Learning Passport from the previous term.
- You will be invited to discuss the Learning Passport with the class teacher or SENCO.
- You are encouraged to speak to the class teacher or SENCO at any time if you would like to ask questions about how your child is being supported.

We understand that parents know their children best, so we want to hear from you as often as is necessary so that we can fully support your child. If there is something which is impacting on your child's happiness or progress, it is important that we have regular conversations so that we can ensure that we are offering your child what they need. Even though you will be invited to meet with us at regular intervals, it is important that you address any concerns as soon as they arise, whether this is with your child's class teacher or with the SENCO.

7. How will my child be involved in decisions made about their education?

If your child is old enough and able, they will be invited to help create their Learning Passport. Sometimes they will be invited to attend meetings with you, or they may be asked to provide their own views about how things are going. The Learning Passport has a section about strengths and interests, as well as a part where the child is asked to outline what they find difficult and what they would find helpful in school and at home.

8. How will the school adapt its teaching for my child?

Class teachers are responsible for the progress of the children in their class, and they will decide how best to meet the needs of every child.

Stage 1: Quality first teaching – the teacher will provide a broad and engaging curriculum for the children in their class.

Stage 2: Provision of interventions to support children who are not making the expected progress.

Stage 3: Input from specialists and outside agencies to further support children for whom in-house interventions are not bringing about adequate progress.

Children are unique and therefore need teachers to deliver the curriculum in a way that works for them. We try to ensure that all children can succeed at Eardisley CE Primary School by:

- Adapting our curriculum so that everyone can access it – using group work, targeted support, adjusting the teaching style or content, providing concrete apparatus and pictorial examples;
- Adapting our teaching – allowing children longer to process information, pre-teaching key vocabulary and concepts, reading aloud, providing safe spaces and sensory breaks etc.;
- Providing assistive devices – laptops, scanning pens, coloured overlays or paper, visual timetables, large fonts, sound systems etc.
- Planning where staff should be deployed to best support the children.

Adaptive Teaching and Interventions

[SEND Adaptive Teaching Provision Map](#)

9. How will the school evaluate whether the support in place is helping my child?

We will employ a range of methods for checking that your child is benefiting from the support we provide including:

- Reviewing the Learning Passport each term;
- Encouraging your child to speak to staff about things they continue to struggle with;
- Monitoring termly attainment grades – by class teacher and SENCO;
- Annual review meetings for those who have an EHCP;
- Feedback from parents.

10. How will the school resources be secured for my child?

Schools are provided with £6000 per child to cover any costs associated with their education. If your child needs support which equates to more than this, the school will apply to the Local Authority for extra funding. This money can be used for:

- Extra (or specialist) equipment;
- Teaching assistant hours;
- Further training for staff;
- Provision of intervention programmes;
- External expertise – specialists, educational psychologists etc.

Sometimes this money is allocated on a long term basis, but sometimes the SENCO has to reapply each year as children's needs change. Funding is calculated based on a matrix provided by the Local Authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Eardisley CE Primary School, we expect all children to be able to access all lessons, educational visits, after-school clubs and sporting fixtures. Each child will have a risk-assessment in place so that the staff can ensure that everyone is kept safe in all situations, and any extra precautions which may be needed can be put in place including:

- Higher staff:pupil ratios;
- Discussions with the children before events so that they are aware of expectations;
- Communication with parents if necessary;
- Provision of specialist equipment as needed;
- Information sharing with other adults who may be leading the activity or providing a venue.

Within the school day, some children will benefit from working in the class alongside their peers, while others may require time out in a quieter area, or small group intervention elsewhere. Though all children will spend most of their day with their classmates, sometimes they will benefit from alternative arrangements. Each child will be provided with a teaching and learning experience which is best for them.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

[Eardisley CE Primary School - Admissions](#)

[Herefordshire Council - Admission process for children with an EHCP, additional learning needs or a disability](#)

Prospective parents (and their children) will be invited to take a tour of the school and meet the staff who would be involved with their education and care. This is a great chance to ask questions about what our school could offer your child, see the facilities and hear about the curriculum we deliver. As parents of a child with SEN, it is important that you have the opportunity to have a frank and open discussion about what your child's strengths and difficulties are, so that all parties are fully informed about how best to meet their needs.

If a child's EHCP has named our school, the Headteacher and SENCO will fully consider the application to ensure that the admissions policy is adhered to. A place would not be refused if:

- we believe that the school and the provision we can offer would be suitable for the child;
- the child would be compatible with the education of other children in the school.

13. How does the school support pupils with disabilities?

While we are very proud of our beautiful building, we are aware that it is not without its difficulties. We regularly review how well the environment supports those with disabilities, and we have made changes to enable those with disabilities to access the learning spaces. This includes the provision of ramps, grab rails, extra-wide doorways and a generous disabled toilet.

We also ensure that teaching is accessible to those with disabilities, including sound systems for those with hearing impairments.

If necessary, we will seek advice from the Local Authority so that we can improve accessibility for children with specific disabilities.

Eardisley CE Primary School - Accessibility Plan

14. How will the school support my child's mental health and emotional and social development?

We try to nurture a friendly and caring culture in Eardisley CE Primary School, and we encourage all children to share any worries before they become too overwhelming. However, there are times when children need a little more support, and we have a range of strategies to call on including:

- Social Skills interventions
- Support from ESLA practitioner
- Home/school link book
- 1:1 pastoral support programmes
- Alternative curriculum provision, where necessary
- 1:1 support, where appropriate, for personal care issues
- 'Start of day' sessions to ease home/school transition
- Designated support at play time and lunchtime
- Support for parents (Triple P parenting programme)
- Staff trained in: Positive Handling Training (Team Teach), Emotion Coaching, Attachment Theory, Solihull Parenting
- Outside agencies:
 - Educational Psychologist;
 - Behaviour Team (SEMH);
 - Child and Adolescent Mental Health Service (CAMHS);
 - Child Development Centre (CDC);
 - School Counselling Sessions;
 - School Nurse;
 - Phoenix (Bereavement Service);
 - Positive Parenting Groups.

We have a restorative approach to behaviour management, and children are expected to reflect on the impact of their behaviour on others. We hope that this encourages a community effort towards making Eardisley School a happy place to be.

15. What support will be available for my child as they transition between classes?

Children will usually spend 2 years in a class before moving to the next one, and this helps them to develop confidence in that class. Transitioning to the new class is understandably daunting, so a carefully managed transition is our aim:

- Time in the new class with the new teacher (before the start of the new year) to ease worries;
- Transition meetings between teachers so that there is an awareness of the difficulties each child has, as well as their strengths and those lovely little quirks which make us all unique;
- Learning Passports for all SEN pupils will be provided for their new teacher so that they can see their targets and prepare for them in advance;
- Transition work sheets and booklets where your child can communicate their thoughts to the new teacher.

Being a small school, teachers get to know all the children very quickly, and children are used to seeing all members of staff around and about the school every day. We pride ourselves on being a small, friendly school, and everybody looks out for everybody else.

16. What support is in place for looked-after and previously looked-after children with SEN?

In addition to what we offer to our children with SEN, looked-after children (CLA) will also be provided with a Personal Education Plan (PEP). Any outcomes on EHCPs, Learning Passports and PEPs will be carefully managed so that there is a consistent approach to the child's education.

17. What should I do if I have a complaint about my child's SEN support?

Any initial concerns should be addressed with your child's class teacher as they are best placed to put your mind at rest. Alternatively, you can contact the SENCO, who may be able to help. We will do our very best to address any complaints or concerns that you may have.

However, if you need to seek further advice, our [Complaints Policy 2023](#) outlines the process for making a complaint.

18. What support is available for me and my family?

Families with children with SEN can access support from a large number of organisations and voluntary bodies, and we will try to point you in the direction of people who may be able to help. To see what is available locally, you can look at the Herefordshire Local Offer and there is a newsletter which you can sign up to. [Local offer - special educational needs and disabilities \(SEND\) - Herefordshire Council](#)

As a school, we can apply for Early Help for you and your family, and this allows multiple agencies to come together to offer advice and secure support for you.

Other support can be found at:

- CAMHS [Herefordshire Child and Adolescent Mental Health Services | Herefordshire and Worcestershire CAMHS](#)
- NSPCC [Supporting children who have additional needs and disabilities: SEND/ASN/ALN | NSPCC Learning](#)
- HANDS (Autism support)
- Melo (Mental wellbeing and emotional support) [Melo :: Onside, Worcestershire & Herefordshire](#)

N.B. This is a working document and it will be regularly reviewed and updated.