SEND Information Report

Information for parents and carers

This report explains how Drybrook Primary School identifies and supports children with special educational needs and disabilities (SEND), what families can expect from us and who to contact if you have questions or concerns.

Every child belongs at Drybrook.

Our approach to SEND and inclusion

At Drybrook, children are at the heart of every decision. We are ambitious for every child and believe that a child's starting point, background or additional needs should never place a limit on what we believe they can achieve.

We are committed to an inclusive school in which children with SEND learn alongside their peers, access an ambitious, broad and balanced curriculum and participate fully in the wider life of the school. We use our best endeavours to remove barriers to learning and participation, make reasonable adjustments where required and provide additional or different provision when a child needs it.

Our approach reflects our commitment to Dreaming Big, Achieving Together, and to helping every child thrive as a valued member of the Drybrook community.

This Information Report should be read alongside our SEND Policy and Accessibility Plan, and Gloucestershire's Support for Families with SEND, Gloucestershire's Local Offer.

Who leads SEND at Drybrook?

Our SENCO, Hannah Brooks-Wilden, coordinates SEND provision across the school and works closely with children, families, teachers, support staff, school leaders and external professionals.

- SENCO: Hannah Brooks-Wilden
- Email: admin@dbp.fodt.co.uk
- Telephone: 01594 542448

If you are concerned about your child's learning, development, communication, wellbeing or progress, your child's class teacher should normally be your first point of contact. They know your child's day-to-day learning well and will discuss your concerns with you and, where appropriate, involve the SENCO.

What kinds of special educational needs do we support?

Children may have needs in one or more of the four broad areas identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These broad areas help us think about possible barriers and appropriate support, but we always consider the individual child rather than treating a diagnosis or label as a fixed description of their needs. A child can have needs across more than one area and these needs may change over time.

How do we identify children who may have SEND?

Early identification matters. Class teachers continually assess children's learning and development and consider their progress over time, their starting points and their individual circumstances. A concern may be raised by a teacher, parent or carer, the child themselves, another member of staff or an external professional.

We do not identify SEND simply because a child is working below an expected standard. We look carefully at the barriers affecting the child, the progress they are making, their response to high-quality teaching and support, and relevant information from home and other professionals.

Where concerns arise, we will:

- talk with parents or carers and listen carefully to their views;
- seek the child's views in an age-appropriate way;
- review assessment information, classroom learning and progress;
- consider attendance, wellbeing, communication, physical or sensory factors where relevant;
- identify strengths as well as areas of difficulty; and
- involve the SENCO and, where appropriate, seek advice from external professionals.

Having English as an additional language (EAL) is not itself a special educational need. Where a child with EAL is experiencing difficulty, we consider their learning across different contexts so that language acquisition is not mistaken for SEND, while recognising that a child with EAL may also have SEND.

How will Drybrook support my child?

High-quality teaching first

All teachers at Drybrook are teachers of children with SEND. High-quality, inclusive teaching is the first response to any child who has, or may have, SEND. Class teachers remain responsible and accountable for the progress and development of every child in their class, including when a child receives additional support from a teaching assistant or specialist.

Teachers set high expectations and use adaptive teaching to help children access ambitious learning. This may include carefully chosen scaffolds, explicit teaching and modelling, changes to resources or presentation, pre-teaching, visual support, assistive technology, adapted recording methods or additional opportunities to practise and revisit learning.

The graduated approach: Assess, Plan, Do, Review

When a child needs special educational provision that is additional to or different from that normally available, we use a graduated four-part cycle:

- Assess: develop a clear understanding of the child's strengths, needs and barriers to learning.

- Plan: agree outcomes, adjustments, interventions and support, and decide how and when their impact will be reviewed.
- Do: put the agreed support in place, led by the class teacher and supported by appropriate staff.
- Review: evaluate the difference the provision has made and decide what should happen next.

This cycle is repeated and refined as we build a better understanding of the child and what helps them learn and thrive.

My Plans and additional provision

Where appropriate, a child's additional provision and agreed outcomes are recorded through our school SEND systems, including My Plans and Provision Map / Edukey. Parents and children are involved in agreeing and reviewing these outcomes. Some children may require a more detailed plan and involvement from specialist services.

Support is always matched to identified need. Depending on the child, this could include targeted teaching, small-group or individual intervention, additional communication or language support, pastoral support, assistive technology, specialist strategies or advice from external professionals. Support may take place in or outside the classroom, but our aim is always to preserve access to the full curriculum and participation with peers wherever possible.

What if my child has an Education, Health and Care Plan (EHCP)?

Most children with SEND have their needs met through high-quality teaching and SEND support within school. Where, despite relevant and purposeful action, a child is not making expected progress and their needs are more complex, the school and parents may consider whether an Education, Health and Care needs assessment should be requested from the local authority.

If an EHCP is issued and names Drybrook Primary School, we will work with the child, family, local authority and relevant professionals to deliver the provision identified in the plan. Progress towards the outcomes in an EHCP is monitored throughout the year and the plan is formally reviewed at least annually.

How are parents, carers and pupils involved?

We believe children achieve best when school and families work together. Parents know their children exceptionally well and their views are an important part of understanding need, deciding support and reviewing its impact.

Where a child receives SEND support, parents are invited to review their child's outcomes and provision at least three times each year. Children are also involved in a way that is appropriate to their age and communication needs. We want planning to be person-centred, strengths-based and written in clear language that families and children can understand.

For children with an EHCP, parents and the child are also involved in the statutory annual review process.

How do we know whether support is working?

We look at the difference support makes, not simply whether an intervention has taken place. Teachers monitor children's learning and development through everyday assessment and periodic review. Leaders also review progress and provision so that support can be changed when it is not having the intended impact.

When reviewing SEND provision, we consider:

- progress towards agreed individual outcomes;
- progress and attainment within the curriculum;
- the child's confidence, independence, participation and wellbeing;
- views of the child and their family;
- information from teachers and support staff; and
- advice or assessment from external professionals where appropriate.

Where progress is less than expected, we revisit our assessment of need, adjust provision and, where necessary, seek further specialist advice.

What specialist services might support my child?

When specialist assessment or advice would help us understand or meet a child's needs, we may work with services such as:

- Advisory Teaching Service
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- School Nursing and paediatric services
- Early Help and family support services
- Children and young people's mental health services and other appropriate health or social care professionals

The services involved depend on the child's individual needs and local referral arrangements. We work jointly with professionals and families to translate specialist advice into support that is practical and meaningful in school.

Wellbeing, pastoral support and belonging

We want every child to feel safe, valued and that they belong at Drybrook. Staff build supportive and trusting relationships with children and recognise that some pupils may need additional help with emotional regulation, communication, relationships, confidence or mental health.

Support may range from adjustments and targeted work in school to involvement from appropriately trained staff or external services. We aim to understand the need behind a child's presentation and provide support that helps them participate successfully in learning and school life.

Bullying and safeguarding

Children with SEND can face additional safeguarding barriers and may be disproportionately affected by bullying or other harmful behaviour. Staff are alert to these risks, including communication barriers and the possibility that changes in behaviour, mood or presentation could be mistakenly attributed to a child's SEND. Concerns are taken seriously and managed in line with our safeguarding and anti-bullying procedures.

How do children with SEND access the wider life of the school?

Inclusion at Drybrook extends beyond classroom lessons. Children with SEND are encouraged and supported to participate in enrichment, educational visits, sport, performances, clubs, leadership opportunities, outdoor learning and community activities alongside their peers.

We make reasonable adjustments to enable participation. For visits or activities where a child has additional medical, physical, sensory, communication or safety needs, individual planning and risk assessment may be used in partnership with families.

A child's background, circumstances or additional needs should never determine the opportunities available to them.

How accessible is Drybrook?

We work to improve access to the curriculum, information and the physical environment for disabled pupils. Reasonable adjustments and auxiliary aids are considered according to individual need, and individual access arrangements are planned with families and relevant professionals where appropriate.

Our Accessibility Plan provides further information about how we develop access over time. If your child has a particular access requirement, please discuss it with us so that we can plan appropriately.

How do we support transition?

Transitions can require additional preparation for children with SEND. We work with families and relevant settings to make transitions as smooth and reassuring as possible, whether a child is starting Drybrook, moving between classes or phases, or transferring to secondary school or another setting.

Support may include information-sharing, additional visits, meetings with receiving staff, visual or personalised transition materials and involvement from external professionals. For pupils with EHCPs, statutory reviews are planned in sufficient time to support key phase transfers.

What expertise do staff have?

SEND is a whole-school responsibility. The SENCO provides professional guidance and supports staff to understand and meet children's needs. Staff training is planned in response to school priorities and the needs of individual pupils, and may include whole-school professional development as well as specialist training from external services.

Teaching assistants work under the direction of teachers and receive ongoing training so that additional support complements high-quality classroom teaching and develops children's independence.

Admissions, equality and reasonable adjustments

Drybrook welcomes children with SEND and disabilities. We do not treat disabled pupils less favourably because of their disability and we make reasonable adjustments, including auxiliary aids and services where appropriate, to prevent substantial disadvantage. As an own admission authority, the Governing Body determines and applies the school's admission arrangements in line with statutory requirements, including the statutory process for children whose EHCP names a school.

Who oversees SEND?

The Governing Body oversees the school's SEND responsibilities and holds leaders to account for the quality and effectiveness of provision. Governors work with school leaders to ensure that SEND is considered strategically and that statutory duties are met.

The school reviews and develops SEND provision continually, using information about children's outcomes, provision, family and pupil voice, staff expertise and external advice to identify priorities for improvement.

What can I do if I am not happy?

We want families to raise concerns early so that we can work together to resolve them. In the first instance, please speak with your child's class teacher. If the matter relates specifically to SEND provision or remains unresolved, you can contact the SENCO or Headteacher. Our Complaints Policy explains the school's formal complaints process and is available on the school website.

Independent information, advice and support is also available from SENDIASS Gloucestershire. Families involved in statutory EHC processes may also have access to disagreement resolution, mediation and appeal routes where applicable.

Further information and support

Drybrook Primary School

- SENCO: Hannah Brooks-Wilden
- Telephone: 01594 542448
- Email: admin@dbp.fodt.co.uk
- School website: www.drybrookschool.co.uk

Support for Families with SEND, Gloucestershire's Local Offer

Gloucestershire's Local Offer brings together information and resources about education, health, care, activities and support for children and young people with SEND aged 0 to 25 and their families.

www.glosfamiliesdirectory.org.uk

SENDIASS Gloucestershire

SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents and carers.

- Website: sendiassglos.org.uk
- Freephone: 0800 158 3603

Reviewing this report

This SEND Information Report is reviewed at least annually and will be updated during the year when significant changes to our SEND arrangements need to be reflected. We welcome feedback from children and families about the accessibility and usefulness of the information we provide.