

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT.

UPDATED JUNE 2017

OUR SCHOOL OFFER FOR PUPILS WITH SEN AND DISABILITIES

At Leigh on Mendip First School we believe in equality of access to the curriculum for all pupils. If children have special learning requirements i.e. Special Educational Needs and Disability (SEND) at any time during their school career, teachers take great care to ensure that appropriate support is given, to allow them to participate effectively in learning. Mrs Clair Hurley (SEND Co-ordinator) is responsible for supporting, planning and monitoring interventions and IEP reviews. This monitoring is used to ensure systems are effective and impact positively on pupil progress. Following discussions with parents and carers, pupils may be placed on the SEN Register. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. **In all cases our aim is to provide the very best education for all our pupils, allowing children to fully achieve their potential.**

Below is Leigh on Mendip First School's offer for pupils who have special educational needs and/or disabilities. This is called the 'School Offer' and is designed to help parents and carers understand how the school identifies children with Special Educational Needs (SEN) and disabilities and the provision that is made for them. Our 'School Offer' was reviewed and updated in April 2016, following consultation with parent/carers and pupils.

Definition of Special Educational Need (SEND)

A child or young person has SEND if they have a learning difficulty or disability; which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or:
- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision were not made for them.

Definition of disability

A person has a disability for the purposes of this Act if they have a physical or mental impairment; which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

(Section 6) Equality Act 2010

Areas of SEN

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and Physical

Glossary of Terms

SEND	Special Educational Needs and Disabilities
SEN Code Of Practice	The legal document that sets out the requirements for SEN
EHC Plan	Educational Health Care Plan
SLT	Speech and Language Therapist
EP	Educational Psychologist
ILP	Individual Learning Plan

HOW DO STAFF AT LEIGH ON MENDIP FIRST SCHOOL KNOW IF MY CHILD HAS SEN OR A DISABILITY AND NEEDS EXTRA HELP?

- ❖ **If a child already has a diagnosis of SEN or has a disability or a diagnosed medical condition**

A specialist agency such as Paediatrics, Speech and Language, Occupational Therapy, Educational Psychology or Learning Support will have assessed and diagnosed the child. The specialist agency will give you a letter containing the diagnosis and will ask if you are happy for this to be shared with the school. A report containing recommendations will often accompany the diagnosis. The recommendations will help support the child in school. The SENCo liaises with the class teacher to ensure that the recommendations can be followed and that the teacher is equipped to teach that child. This may mean providing extra training for the teacher and support staff, extra resources for the classroom or extra intervention programmes. A child with a diagnosed SEN/disability is put on the SEN List if their need is affecting their progress in school. Irrespective of being on the SEN List, arrangements are always made to meet any learning, physical, mental health or medical need in school.

- ❖ **A child is making less progress than the other children in the class**

The teacher discusses the child with the Headteacher at pupil progress meetings. The child is recorded on the Class Additional Needs Log and their parents/carers are involved. The teacher plans additional, targeted support for the child within the classroom. The support is delivered and the teacher reviews their progress. If the child is still not making expected progress, the teacher liaises with the SENCo to discuss possible SEN. The SENCo, with the permission of the parent/carers, investigates if SEN is causing slow progress. This may happen by the class teacher keeping additional notes on a child for example, through the Early Identification of Dyslexia tracker, or by asking for an assessment by an outside agency such as Speech and Language Therapy, or by delivering assessments in school such as working memory tests. In the meantime, additional support for the child in the classroom continues until a diagnosis is reached and the school knows whether or not to add the child to the SEN List and if any further arrangements need to be made.

- ❖ **A child is demonstrating emotional/behavioural issues which impedes on their ability to access class teaching.**

Following an initial Parent/Carer meeting to share information and consider possible triggers of behaviour the Class Teacher will establish a regular dialogue with parents/carers. It is possible

that a Pastoral Care Plan will be put in place to ensure that all staff are aware of the support needed and specific intervention such as nurture group activities can be provided.

The SENCo will be made aware of any issues and offer support and links to external agencies where needed. The support is delivered and the teacher reviews their progress. If the child is still not making expected progress, the teacher liaises with the SENCo to discuss possible SEN. The SENCo, with the permission of the parent/carers, investigates if SEN is causing slow progress. This may happen by the class teacher keeping additional notes on a child for example, through the Early Identification of Dyslexia tracker, or by asking for an assessment by an outside agency such as Speech and Language Therapy, or by delivering assessments in school such as working memory tests. In the meantime, additional support for the child in the classroom continues until a diagnosis is reached and the school knows whether or not to add the child to the SEN List and if any further arrangements need to be made.

WHO SHOULD I SPEAK TO IF I AM WORRIED ABOUT MY CHILD?

If parents/carers have any concerns they should see the class teacher in the first instance. Teachers are available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed discussion is needed. The progress and wellbeing of all children is monitored closely by their class teachers. If the class teacher has concerns about the progress or attainment of a child, they will discuss this with the child's parents/carers as well as the SENCo and Headteacher. A programme of additional support may be provided as part of a small group or individually. Specific assessments will be carried out to provide more detail about the difficulties. Should a child continue to make poor progress despite additional support, with the consent of parents/carers, they will be referred to external specialists.

HOW DOES THE SCHOOL MEASURE MY CHILD'S PROGRESS?

Every child is given an aspirational target in reading, writing and mathematics at the beginning of the year, including children with SEN.

Children who are following specific interventions have their achievement measured at the beginning of the intervention, and then again at the end to see how much progress has been made. This is in conjunction with teacher assessments of reading, writing or maths termly.

WHAT IS DIFFERENTIATION AND HOW DOES THE SCHOOL APPROACH IT?

Differentiation is the process of taking a specific skill, and creating an activity that best fits a child's current level, with an achievable amount of challenge built in. This will involve several levels across the class, and is done through careful planning. Some children may require a specific, individual activity of their own to ensure understanding.



WHAT TRAINING HAVE THE STAFF HAD TO SUPPORT CHILDREN WITH SEN OR DISABILITIES?

Leigh on Mendip has a SENCo and a Class teacher who have completed the SENCo qualification (NASENCo).

Teaching assistant now qualified in Literacy intervention techniques (SAIL).

Two teaching assistants trained to use Clicker 6.

All staff trained in Somerset Total Communication (STC).

Two members of staff trained in running Nurture Groups

WHO IS RESPONSIBLE FOR SUPPORTING CHILDREN WITH SEN OR A DISABILITY AT LEIGH ON MENDIP FIRST SCHOOL?

The Headteacher Mrs Mary Sturgess

- By managing the day-to-day running of all aspects of the school, including support for children with SEN/disabilities
- By managing the individual staff responsible for teaching and supporting children with SEN/disabilities
- By reviewing the progress of all pupils in the school

By keeping the Governing Body up to date about issues relating to SEN/disabilities in the school

Class Teachers

All children will receive support from the Class Teacher via good/outstanding classroom teaching:

The teacher will have the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies suggested by the SENCo to enable your child to access the learning task.

Any child who has specific gaps in their understanding of a subject/area of learning and has been identified as needing some additional support:

Specific small group work, this group may be

- Run in the classroom or outside.
- Run by a teacher or a teaching assistant trained to run the support programme.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.

He/She will plan group sessions for your child with targets to help your child to make more progress.

A Learning Support Assistant/teacher will run these small group sessions using the teachers plans or a recommended programme.

Teachers specifically support pupils with SEN/disabilities:

- By providing the best possible differentiated teaching to meet the needs of all children in their class
- By being the first point of contact for parents/carers who want information or have concerns about their child's learning and progress
- By regularly recording children's progress and recording children making less than good progress on the Class Additional Needs Log
- By using the 'Plan, Do, Assess, Review' model (see SEN and Disabilities Policy) for children on that log, to ensure that they begin to make progress
- By keeping records that may help with identification of possible SENs if a diagnosis has not been made
- By ensuring that they support staff working in their classroom or with their class to deliver the planned work or interventions, and are aware of how the work or interventions are impacting on the child's rate of progress

- By liaising with the SENCo and ensuring that they provide information needed by specialist agencies

By ensuring that recommendations made by specialist agencies for children with SEN/disabilities are followed.

The school SENCo Mrs Clair Hurley

- By keeping an 'SEN List' which records children who require SEN support and states whether they are High Needs or have an Education and Health Care Plan (EHCP)
- By liaising with parents/carers of children on the SEN List
- By coordinating support for children with SEN/disabilities to make sure all children get a consistent, high quality response that meets their needs in school
- By liaising with all the people who may be able to come into school to help support your child's learning, e.g. Speech and Language Therapists
- By keeping clear records about all children with SEN identified on the school's SEN List
- By keeping an overview of intervention programmes and their impact
- By managing teaching assistants who are supporting children with SEN/disabilities or running intervention programmes

By providing or enabling regular training for all school staff in areas relating to SEN and disability.

Teaching Assistants

- By delivering support through work planned by the teacher, to all children in the class they work in, some of whom may have SEN/disabilities
- By delivering planned programmes of work, called interventions, to small groups of children with SEN/disabilities and liaising with the class teacher about the progress the children they work with are making

By supporting some children on a one-to-one basis some of the time, if necessary.

School Governors

The Local Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEN and disabilities. The SEND governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

- Governors make sure that all policies, including the SEN and Disabilities Policy and Equalities Policy are kept up to date and regularly reviewed
- The Local Governing Body does its best to secure the necessary provision for any pupil identified as having SEN or a disability. Governors ensure that all teachers are aware of the importance of providing for these children

The SEND Governor liaises with the SENCo to monitor SEN arrangements across the school

HOW WILL I BE INVOLVED IN MY CHILD'S PROGRESS AT SCHOOL IF THEY HAVE SEN OR A DISABILITY?

There are parent/carer consultation evenings twice each year and reports are written in the Summer term. In addition to this, children in receipt of High Needs Funding or who have an Education, Health and Care Plan (EHCP) will have an Annual Review meeting to inform and plan for next steps. Additional meetings are also held for parents/carers whose children are on the school's SEN List. These meetings are offered at least twice each year or when required.

By liaising with the class teacher

Class teachers want to have a regular, on-going relationship with parents/carers. They are happy to talk to parent/carers at mutually convenient times; making an appointment is a good idea because it ensures the teacher has time to talk. All parents/carers will have two planned consultation meetings with the class teacher each year and an Annual Written Report.

By liaising with the SENCo

The SENCo is available to talk to parents/carers. This may be over the phone or by appointment. They will also meet parents of children on the SEN List once a year. For children with High Needs or those who have an EHCP, this meeting will take the form of an Annual Review and other professionals involved with your child may attend.

By being aware of my child's learning programme

You will be given a copy of the provision map or Individual Learning Plan (ILP) for your child and will know the targets on this. You will be invited to attend reviews (at least twice a year) to consider your child's progress and evaluate the impact and quality of the support and interventions. In consultation with you and your child, the class teacher, working with the SENCo, will revise the support and required outcomes, making any necessary amendments going forward.

HOW WILL MY CHILD BE INVOLVED IN MONITORING THEIR PROGRESS IF THEY HAVE SEN OR A DISABILITY?

The school actively seeks children's views and feedback. We find children to be honest and insightful. Their contributions have helped us shape and improve practice.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S NEEDS AND OVER ALL WELLBEING?

As well as being able to access support from school staff who are trained to support children with particular needs such as dyslexia, social communication difficulties, speech and language difficulties etc., the school is able to access support from external agencies including:

- Speech and Language Therapists
- Educational Psychologists
- Learning Support Advisory Teachers
- Physical Impairment and Medical Support Team
- Hearing Impairment Advisory Teachers
- Visual Impairment Advisory Teachers
- Occupational Therapists
- Physiotherapists
- Autism and Communication Advisors
- Play Therapist

In addition to support received for academic subjects, there is a range of pastoral support available. We also have a Parent and Family Support Advisor (PFSA) who can work with children and families. Specific plans and support will put into place for children experiencing difficulties with behaviour and those needing medical support or intimate care.

HOW WILL MY CHILD BE INCLUDED ON ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Individual children's needs are risked assessed for each planned trip or activity.

Parents may be asked to accompany their child where appropriate.

HOW ACCESSIBLE IS THE SCHOOL? WHAT ADAPTATIONS HAVE BEEN MADE?

Our school is on a difficult site. We have wheelchair access to all areas including a disabled toilet.

WHAT ADDITIONAL ARRANGEMENTS DOES LEIGH ON MENDIP FIRST SCHOOL MAKE TO PREPARE MY CHILD WITH SEN OR A DISABILITY FOR TRANSFER?

Prior to starting in Reception, children identified as having special educational needs will have a 'School Entry Plan' meeting. This will be attended by you, pre-school staff, school staff and any external professionals involved in supporting your child. The aim is to plan how all concerned can

make the transition to school as smooth and easy as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met, and any potential challenges identified and solved. All families will be invited to participate in several visits to the school prior to starting. Each visit has a different focus. Visits are designed to ensure that parents/carers and children know the staff and are familiar with the school setting ahead of starting school.

On moving to middle school, children in Year 4 with additional needs are discussed with the SENCo at the school your child is transferring to. Additional visits can be organised in school time and are supported by school staff. Resources such as transfer books and photographs can be made to ensure your child is familiar with the people and places they will come across.

WHAT EXTRA HELP CAN I ACCESS IF MY CHILD HAS SEN OR A DISABILITY?

In addition to support offered by school staff as detailed above, parents/carers of children with SEN and disabilities can access support and advice from:

- Somerset County Council's 'Local Offer' which provides information for parents/carers of children and young people with SEN and disabilities in a single place. The website and its links provide information on education, health and social care services. Go to <https://somerset.local-offer.org/>
- Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support)

Somerset has a statutory responsibility to provide free, impartial advice for all parents and carers of children with SEN and disabilities and does this through the SENDIAS service www.somersetsend.org.uk/welcome/

The Service has/provides:

- A telephone enquiry line
- Impartial information through its website and leaflets on a range of topics relating to Special Educational Needs and disabilities
- A trained Independent Supporter to help parents through the Education Health Care (EHC) Needs Assessment and advice on EHCPs
- One to one support to help gather, understand and interpret information; help with report and letter writing and to prepare for and/or support at meetings
- Information about the Special Educational Needs Disagreement Resolution and Tribunal arrangements