

ST MARGARET'S C OF E VA PRIMARY SCHOOL

# SEN Information Report 2017 - 2018





## St Margaret's C of E, VA Primary School SEN INFORMATION REPORT

What types of SEN do we provide for?

We are an inclusive school and we aim to fulfil the potential of every pupil with Special Educational Needs and Disability by ensuring the well-being of all pupils in relation to; being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being. This is done in an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs in which all children can thrive.

Children have special educational needs if they have;

*a learning difficulty or a disability which requires special educational provision to be made for them.*

Children have a learning difficulty or disability if they;

- a) have a significantly greater difficulty in learning than the majority of their peers
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority

SEN is divided into 4 types;

**Communication and Interaction** -speech and language delay, impairments or disorders; specific learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia); hearing impairment; autistic spectrum

**Cognition and Learning** - moderate, severe or profound learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia)

**Social, Emotional and Mental Health** - attachment disorders; withdrawal or isolation; disruption or disturbance; hyperactivity or poor concentration

**Sensory and/or Physical Needs** - sensory, multi-sensory and physical difficulties

How do we identify and assess pupils with SEN?

A child's special educational needs should be identified as early as possible.

Initial identification of children with SEN is achieved through;

- a) Pre-school - home visits by the Foundation Stage Teacher prior to entry; links with local Children's Centres; links with Health Visitor; liaison with Nursery providers
- b) In school - teacher observation and assessment; screening; information from parent/carers; pupil progress meetings; SEN review meetings;
- c) Transfer - liaison with previous school; transfer of information; visits to/from transferring school staff



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	<p>If concerns regarding progress, attainment or behaviour persist these are discussed with the SENCO and parent/carers. The teacher and SENCO carry out a clear analysis of the child's needs, drawing on teacher assessments and knowledge of the pupil, additional targeted assessments; tracking or progress and attainment; views of child and parent/carers; advice from external support services. The criteria for identifying pupils with SEN can be found in Appendix 2 of the school's SEND Policy which is available on the school website.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs Sue Dymel is the school's SENCO. She can be contacted through the school office on; 01935 822686 sch.364@educ.somerset.gov.uk</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Quality First Teaching is the expectation in all classrooms and the provision of opportunities for all to meet their potential. Provision for pupils with SEND follows a whole school approach based on the Somerset Core Standards - all teachers are teachers of all SEND. A continuous cycle of assessment, planning, provision and reviewing is firmly embedded and takes account of the wide range of abilities, skills, aptitudes and interest of our children. Pupils with SEND will receive support that is additional to and different from that made for other pupils. Teachers take account of pupils with SEN in their planning and assessment. They provide support in which area(s) of SEN the pupil requires, with support and advice from the SENCO and other outside agencies as required.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>All children, including those with SEN, are entitled to a broad and balanced curriculum with full reference to the National Curriculum. Support may be given on an individual basis, or in a small group, either in class or out. The curriculum is scaffolded and differentiated to meet the needs of individual children and the learning activities are planned in different ways so that all pupils can access the learning objectives. In general there are a range of groupings used in the classroom based upon pupils' abilities and opportunities for pupils to work at their own pace with and without support. Additional programmes and interventions are listed in the Whole School Provision List in Appendix 1 of the school's SEND Policy which is available on the school website.</p>



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<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>We endeavor to ensure that our classroom environments and teaching strategies are dyslexia, autism and language friendly. Inclusion is attained by differentiating the curriculum and by using a variety of groupings, resources and multi-sensory teaching strategies.</p> <p>Extra-curricular activities are available to all pupils as are outings and residential trips.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents are welcome to make an appointment at any time to discuss any concerns they may have about their children. Formal parent consultations are arranged twice during the year and a written report is provided at the end of the academic year for all pupils.</p> <p>Parents with children on SEN Support are invited to make an appointment to discuss their child's SEN provision with the SENCO (and teacher where appropriate) each term. An SEN Review will be held with parents, pupils, SENCO and other relevant staff for pupils with High Needs (top up funding) and for those pupils for whom the school is applying for additional funding.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils on SEN register have an Individual Provision Map. This includes a Pupil Profile which the pupil creates in discussion with a member of staff with whom they are familiar. This is reviewed each term. Pupils will also be invited to attend or contribute to their termly review meeting (or yearly SEND Review meeting for High Needs Funding) in whatever format is appropriate to their age and needs.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Each pupil on the SEN register has an Individual Provision Map which is a working document designed to share information with all who are involved with the child and which may include the child's history, needs and their impact (barriers to learning), strengths and weaknesses, vulnerabilities, attainment and progress, provision and views of stakeholders. Attainment and progress are updated each term following teacher assessments and at other times when additional individual assessments are carried out, either by the SENCO or external agency advisory teachers.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Close links are maintained with Early Years education providers. Prior to admission in Year R the SENCO will liaise with these providers where pupils require a School Entry Plan. Parents are also seen prior to admission.</p> <p>Links with secondary schools are well established so that information regarding SEN pupils is transferred to the receiving SENCO and additional support put in place where necessary. Transition work begins at the beginning of year 6 and is adapted to each individual pupil.</p>



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<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The school has a member of staff training to be an Emotional Literacy Support Assistant who works with pupils in need of additional emotional and social support. There are interventions available to develop social and emotional skills. The Parent and Family Support Advisor (Karen Leafe) can also be involved where parents request additional advice and support for developing these skills in their children at home. The Educational Psychologist assigned to our school is Dawn Thorley and we will seek advice from her through the Consultation Meetings held twice each year. She will observe and assess pupils for these needs when necessary. We can also refer to the Social, Emotional and Mental Health Support Service.</p> <p>The ELSA is currently attending training to be able to use THRIVE in school.</p> <p>PSHE / SEAL / Assemblies</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>In order to maintain the quality of teaching and provision and respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. This includes regular meetings between SENCO and staff to discuss SEN students, interventions and staff development. Staff training on aspects of SEN takes place each term. Staff undertake specific training and development as part of their Performance Management process.</p> <p>Teachers and staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.</p> <p>The school's SENCO has the National Award for SEN Coordination and also attends local network meetings in order to keep up with local and national updates in SEND and additional training as required.</p>
<p>How will we secure specialist expertise?</p>	<p>The school works closely with the following services to provide advice in specialist areas.</p> <ul style="list-style-type: none"><li>• Educational Psychologist (Dawn Thorley)</li><li>• Learning Support Advisory Teacher (Mark Long)</li><li>• Integrated Therapy Services (Physiotherapy; Speech and Language; Occupational Therapy; Learning Support)</li><li>• Autism and Communication Team</li><li>• EWO (Education Welfare Attendance Officer)</li><li>• School nurse</li></ul>



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	<ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health Support Service</li> <li>• Visually Impaired Support Service</li> <li>• Hearing Impaired Support Service</li> <li>• PFSA (Parent Family Support Advisor)</li> </ul> <p>Any contact with outside agencies about specific pupils is only made with parental and Headteacher consent.</p> <p>Some services are accessed through referral from the school and others via the Consultation Meetings held twice each year.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Equipment and resources may be obtained through the external agencies (listed above) or through purchases made from the school's SEN budget.</p> <p>In some cases, access to alternative provision/providers can be made through the processes outlined above or, in exceptional circumstances, through application to the Panel for Excluded and Vulnerable Pupils.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>When necessary the school can request advice and support from other organizations (in addition to those listed above) such as Children's Social Care, GPs and Pediatricians. When an Early help Assessment or Education and Health Care Plan is set up all professionals and agencies involved with the child will be involved.</p> <p>Parents can access support as a family from the Parent and Family Support Advisor and also from the Somerset Parent Carer Forum (<a href="mailto:help@somersetparentcarerforum.org.uk">help@somersetparentcarerforum.org.uk</a>).</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>As part of the assess, plan do, review cycle, Individual Provision Maps are reviewed regularly and updated with new data or assessments. The SENCO meets termly with staff to review attainment and progress data. At these meetings the progress of each child is monitored in detail, with targets being set and reviewed as an on-going process within each class.</p> <p>Additional advice and support is then sought at the Consultation Meetings when necessary.</p> <p>Interventions are monitored and evaluated at the end of each term to ensure that the right support is in place for each pupil.</p> <p>The SENCo also monitors lessons and interventions through observations.</p>



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<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>We are always happy to talk to parent/carers and listen to any concerns they may have. If you have any worries or concerns about your child please talk to their class teacher or to the SENCo. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a complaints procedure. A copy of this can be obtained from the school office or on the school website.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Parents can contact the class teacher in the first instance and also the SENCo.</p>
<p>What support services are available to parents?</p>	<p>Parents can access support as a family from the Parent and Family Support Advisor and also from the Somerset Parent Carer Forum (<a href="mailto:help@somersetparentcarerforum.org.uk">help@somersetparentcarerforum.org.uk</a>).</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The LA's Local Offer can be found at; <a href="https://somerset.local-offer.org/">https://somerset.local-offer.org/</a> The school's local Offer is part of the overall LA Local Offer which can also be found on the school website. Paper copies are available on request from the school office.</p>

Additional information and more detail on many of these topics can be found in the school's SEN Policy which is on the school website.