

ST MARGARET'S C OF E VA PRIMARY SCHOOL

SEN Information Report 2019 - 2020



Reviewed 22nd January 2020 with parents, pupils, SEN Governors and SENCo



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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;

- have a significantly greater difficulty in learning than the majority of their peers
- 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;

- Pre-school -practitioner observations; information from parents/carers; links with Health Visitor; liaison with Nursery providers
- In school - teacher observation and assessment; screening; information from parent/carers; pupil progress meetings; SEN review meetings



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	<ul style="list-style-type: none">• Transfer - liaison with previous school; transfer of information; visits to/from transferring school staff <p>If concerns regarding progress, attainment or behaviour persist these are discussed with the class teacher, 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.</p>
<p>Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?</p>	<p>The Special Needs Co-ordinator (SENCo) is Mrs. Melanie Leeson. She is in school on Wednesdays, in the absence of Mrs. Leeson, Ms. Hayley Robinson, Headteacher can be contacted.</p> <p>Mrs. Leeson and or Ms. Robinson 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>Class teacher input via targeted classroom teaching also known as Quality First Teaching.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none">• That the teacher has the highest possible expectations for your child and all pupils in their class.• That all teaching is based on building on what your child already knows, can do and can understand.• Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical or visual methods of learning.• Specific strategies (which may be suggested by the SENCo or outside professionals) are in place to support your child to learn.• Additional or specific resources to support individual needs are used as recommended by the SENCo or outside professional.• All children in school should be getting this as a part of excellent classroom practice when needed. <p>Specific group work with a smaller group of children.</p> <p>This group, often called an intervention group, may be</p>



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- Run in the classroom or outside.
- Run by a teacher or a teaching assistant.

Please note that not all intervention groups are to support pupils with SEND.

For some pupils more specific, target led, small group or individual work will be needed to support their progress in school. This may involve working with a teacher, teaching assistant or other professional for example a speech therapist. This additional support may take place in or out of the classroom depending on the needs of all pupils.

If your child has an Education, Health and Care Plan (EHC Plan) or has specific needs, which require specialist intervention their provision will be planned and reviewed through a Person Centred Review meeting to inform the Annual review of their plan or their SEN Support Review, held annually. This meeting will be centred around your child and planning the outcomes for their provision and progress. It will be an opportunity to share your child's successes, likes and dislikes as well as their progress in school and an opportunity to plan for the future. The annual meeting will be attended by you, school staff and any other professionals working with your child (these meetings can be held at more regular intervals if needed).

Pupils with medical needs:

If your child has a medical condition, you will be invited to meet with the SENCo before your child starts and thereafter at regular intervals to write a medical healthcare plan. This plan will ensure all staff in school are aware of your child's medical needs and how to support your child to manage their condition. Staff working directly with your child will be trained appropriately before your child starts alternatively there may be a period when you are required to be support your child with their medical needs whilst staff training is arranged.

How do we adapt the curriculum and learning environment?

- All children, including those with SEN, are entitled to a broad and balanced curriculum with full reference to the National Curriculum.
- 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.



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	<ul style="list-style-type: none"> • 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. • We will try to ensure that our classroom environments and teaching strategies are dyslexia, autism and language friendly.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	<ul style="list-style-type: none"> • Inclusion is attained by differentiating the curriculum and by using a variety of groupings, resources and multi-sensory teaching strategies. • Extra-curricular activities are available to all pupils as are outings and residential trips.
How do we consult parents of pupils with SEN and involve them in their child's education?	<ul style="list-style-type: none"> • 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. • Parents with children on SEN Support are invited each term to meet with the class teacher and SENCo. • A 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 an EHCP.
How do we consult pupils with SEN and involve them in their education?	<ul style="list-style-type: none"> • Pupils on SEN register have an Individual Provision Map. This is in addition to a One Page Pupil Profile or Individual Education Plan (IEP), 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.
How do we support pupils moving between different phases of education?	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>Foundation Stage:</p> <ul style="list-style-type: none"> • For pupils joining St. Margaret's in the Foundation Stage a carefully planned transition from Early Years Settings (preschool/nursery/child-minder) is coordinated by the Foundation Stage Leader.



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- All Early Years Settings are visited by a member of the Foundation Stage staff and the SENCo where necessary.
- All pupils will visit the school for taster sessions during the summer term before they begin and parents are invited to a parents evening. Additional after school visits can be arranged if needed.
- For some pupils it will be necessary to hold a School Entry Planning meeting to ensure a secure transition. This meeting will usually be held during the summer term before your child starts school and will be attended by You, Early Years setting staff, St. Margaret's SENCo and Foundation Stage Leader, other professionals working with your child e.g. Speech and Language Therapist, Early Years SENCo. This meeting will be followed by a review meeting held in the autumn term after your child has started school.
- All pupils entering the Foundation Stage begin on a graduated timetable working towards attending full time. For some pupils this timetable will need to be adjusted and may be longer than others to ensure successful transition into school.

Year 6:

- The SENCo will meet with the SENCo or Inclusion Manager from the secondary school to discuss the individual learning and pastoral needs of all pupils with SEND. Current intervention, support and resources being used at St. Margaret's will be discussed so that a successful transition to secondary school (Key Stage 3) can occur.
- For some pupils with SEND, pupils with an EHC Plan it will be necessary to hold an Annual Review meeting to plan a more detailed transition to fully ensure individual needs will be met. This meeting will be attended by parents, staff from St. Margaret's and the secondary school, other professionals for example an Educational Psychologist or the Vision Support Advisory Teacher.
- Pupils with SEND will be offered additional visits to their secondary school to build confidence and help secure a more successful transition to Key Stage 3. These visits may be supported by a member of staff from St. Margaret's.
- All files and information, including reports from other professionals will be transferred between settings to help inform the transfer.



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In year:

- If your child is allocated a place at St. Margaret's we will use our best endeavours to meet the needs of your child. It may not be possible to match the intervention and support that they were receiving at their previous school and they may need to wait in order to access intervention. For pupils joining from another school the SENCo and the Head teacher Ms. Robinson (or other member of the senior leadership team) will meet with parents and the pupil before they start. The SENCo will also contact the previous school to discuss the pupil's individual learning and pastoral needs. It may be that a pupil begins attending on a graduated timetable building up to attending full time.
- For pupils joining us with an Education, Health and Care Plan (EHCP) a planning meeting will be held before your child starts to ensure statutory requirements are met and provision is planned for.
- The SENCo will use its 'best endeavours' to meet your child's needs. However, it may be felt following full consultation with you and other professionals working with your child, that an alternative provision is in your child's best interests for now and their future.

In this scenario we may consider an:

- Inclusion Placement (less than 1 day per week in an alternative placement)
- The Interactive Protocol (more than 1 day per week in an alternative placement)
- Dual Placement (a child is on roll at a mainstream and a special school and funding is shared - requires EHCP)
- Alternative Placement (a child moves full-time to specialist provision requires EHCP)
- It may also be appropriate to apply for an 'Education, Health and Care Plan' in order to access additional funding to meet your child's needs. This is a joint application between families and school.

How do we support pupils with SEN to improve their emotional and social development?

- The school has one member of staff trained as an Emotional Literacy Support Assistant, Mrs. Elissa Goddard, who works with pupils in need of additional emotional and social support.
- There are interventions available to develop social and emotional skills.



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	<ul style="list-style-type: none"> The Parent and Family Support Advisor 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 Dr. Kelly Osborne.
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> 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 undertake specific training and development as part of their Performance Management process. 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>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"> Educational Psychologist (Local Authority) Virtual School and Learning Support Advisory Teachers including support for specific learning difficulties e.g. dyslexia (Local Authority) Autism outreach -Autism, Language and Communication Team (Local Authority) Physical Impairment and Medical Support team (PIMS) (Local Authority) Hearing Support Team (Local Authority) Vision Support Team (Local Authority) Parent/Carer Forum (Local Authority) Speech Therapist/ Therapy Assistants (NHS) Physiotherapist (NHS) Social Emotional Mental Health Advisory Teachers (SEMH) (Local Authority) South Somerset Partnership School - alternative provision and outreach work SENATAS - Special Educational Needs Information Technology Advisory Service Occupational Therapist (OT) including an Occupational Therapist who specialises in sensory modulation difficulties/ eating difficulties. (NHS) CAMHS (Child and Mental Health Service). Early Interventions team. (NHS)



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	<ul style="list-style-type: none">• Consultation Paediatricians and Specialist nurses e.g. Diabetes nurse (NHS)• Children with disabilities team• Specialist continence nurse / School nurse (NHS)• TEAM TEACH training -a framework of skills, attitudes and knowledge to facilitate safe environments.• Parent Family Support Advisor (PFSA)• Children's Social Care <p>Any contact with outside agencies about specific pupils is only made with parental consent.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<ul style="list-style-type: none">• The school budget, received from Somerset Local Authority, includes money for supporting children with SEND.• The Head Teacher and Senior Leadership Team discuss all the information they have about SEND pupils in the school, including those already receiving extra support, the pupils who need extra support and the pupils who have been identified as not making as much progress as would be expected.• The Headteacher decides the budget for Special Educational Needs in consultation with the school governors, based on needs in the school.• The SENCo, in partnership with the family may submit a request to Somerset Local Authority for an Educational Health and Care Plan to support the ongoing, high level needs of some pupils, who are not making expected progress despite significant intervention, support and multi-professional working
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<ul style="list-style-type: none">• When necessary, the school can request advice and support from other organisations (in addition to those listed above) such as GPs and Paediatricians.• When an Early help Assessment or Education and Health Care Plan is set up, all professionals and agencies are invited to review meetings where possible.• Parents can access support as a family from the Parent and Family Support Advisor and also from the Somerset Parent Carer Forum (help@somersetparentcarerforum.org.uk).



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How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a school 'standard' given in reading, writing and maths. In addition, pupil progress is recorded and shared with you on a termly basis through parent-teacher meetings and a written report.
- If your child is in Year 1 and above, but is not yet working at Key Stage One expectations, a more sensitive assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. The Pre-Key Stage Standards are used as a summative assessment at the end of key stage one and key stage two. At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using either teacher assessment or Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. At the end of Year 1, your child will take the Standardised Assessment Phonics Screener to assess their phonetic knowledge and skills. If pupils are not working at a level expected of their key stage they will not be required to complete SATs and this will be discussed with you before the test dates.
- Pupils with SEND will be supported through a One Page Profile, which will be reviewed with your involvement, every term, and the plan for the next term made. The One Page Profile sets clear, achievable targets for pupils to meet as well as identifying their strengths, challenges and the ways in which they like to be supported. The One Page Profile is a shared document written by the pupil, class teacher and support staff who work with them regularly.
- The progress of pupils with an Education Health and Care Plan is formally reviewed at an Annual Review meeting including all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they may take part in by monitoring progress closely using academic assessments and the use of other assessments, for example their reading age or spelling age.

How can I let the school know I am concerned about my child's progress in school?

Who to contact:

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you have further questions, you not happy that the concerns are being managed or that your child is still not making progress you should speak to the SENCo or Headteacher



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	<ul style="list-style-type: none">• If you are still not happy, you can speak to the Chair of the Governing Body. Please contact the school office to make appointments to see the SENCo, the Headteacher or governors.
<p>Who can young people and parents contact if they have concerns?</p>	<p>Class teacher Responsible for:</p> <ul style="list-style-type: none">• Monitoring your child's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support). The class teacher will inform the SENCo as necessary if a pupil has any gaps in their understanding or challenges with their learning so that additional support can be planned and provided.• Writing Individual Education Plans (IEP) known as a pupil One Page Profile. These profiles are written with pupils, shared, and reviewed with the SENCo and parents at least once each term in order to plan provision and outcomes for the next term.• Ensuring that all staff working with your child in school are supported and informed to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work or resources.• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>The SENCO- Mrs. Melanie Leeson Responsible for:</p> <ul style="list-style-type: none">• Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.• Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing the progress their child is making.• Contacting parents and meeting as necessary to discuss the progress, needs and provision of pupils with SEND.



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	<ul style="list-style-type: none">• Liaising with all the other people who may be coming into school to help support your child's learning for example Speech and Language Therapy, Educational Psychology, Advisory teachers.• Updating the school's SEND records (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that detailed records of your child's progress and needs are kept up to date.• Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.• Evaluating the effectiveness of intervention and provision for pupils with SEND alongside the senior leaders. <p>Headteacher - Ms. Robinson Responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEND.• She will give responsibility to the class teachers and SENCo but is still responsible for ensuring that your child's needs are met.• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>SEN Governor - Mrs. K Barron/Mr. G Horsington Responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is made for pupils who attend the school who has SEND.• Meeting with the SENCo at least termly
<p>What support services are available to parents?</p>	<ul style="list-style-type: none">• The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.• The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have on Wednesdays and appointments can be made through the school office.



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	<ul style="list-style-type: none">• All information from outside professionals will, when possible, be discussed with you in person or where this is not possible, in a report. You are welcome to discuss any reports or letters with the SENCo.• One Page Profiles will be reviewed with your involvement each term.• Homework can be adjusted as needed to your child's individual needs.• A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.• Parents can access support as a family from the Parent and Family Support Advisor and also from the Somerset Parent Carer Forum (help@somersetparentcarerforum.org.uk).• Somerset SENDIAS (Special Educational Needs and Disability (SEND) Information, Advice and Support) can give children, young people (aged 0 to 25) and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. http://www.somersetsend.org.uk/welcome/
<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; https://somerset.local-offer.org/ 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>

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