



SEN Information Report

Reviewed September 2015

This information report is designed to give you information about what the school offers all pupils and in particular those pupils who have a **special educational need** or **disability**. It has been written by the school's SENCO in consultation with governors, staff, parents and pupils.

The new 'Code of Practice' (September 2014) states that there are four main areas which cover Special Educational Needs.

These areas and their meanings are as follows:

Area of Need

Communication
and
Interaction

Relating to difficulties with:

Children may have a delay or disorder in one or more of the following areas:
Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on

Cognition and Learning

task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.

Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.

May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice

Social, Mental and Emotional Health

- Decision making
 - Information processing
 - Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia
- May have difficulties with social and emotional development which may lead to or stem from:**
- Social isolation
 - Behaviour difficulties
 - Attention difficulties (ADHD)
 - Anxiety and depression
 - Attachment disorders
 - Low self esteem
 - Issues with self-image

Sensory and/or Physical

- These pupils may have a medical or genetic condition that could lead to difficulties with:**
- Specific medical conditions
 - Gross / fine motor skills
 - Visual / hearing impairment
 - Accessing the curriculum without adaptation
 - Physically accessing the building(s) or equipment
 - Over sensitivity to noise / smells / light / touch / taste
 - Toileting/self care

How does the school know if my child needs extra help?

Individual children's needs are identified and tested by the school in different ways. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made in accordance with age related expectations
- There is a change in the pupil's behaviour or progress
- Concerns are raised by external agencies (e.g. GP or school nurse)
- Information is provided from a previous setting

What should I do if I think my child may have special educational needs?

If you, as a parent, have concerns regarding your child then you should make an appointment to see the class teacher. Where appropriate the concern will then be shared with Special Educational Needs Co-ordinator. (SENCO). – Mrs Doreen Grant. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

How will school staff support my child?

Quality first teaching

- We provide high quality education on a daily basis for all children and this includes adapting and differentiating the curriculum accordingly. Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.

Additional Need

- If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENCo to establish the effectiveness of the provision and to inform future planning.

Complex Needs

If a pupil's needs are more complex a formal assessment for an educational, health and care plan may be undertaken.

A child may move between the levels of support, depending on their individual need

- Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, wiggle cushions.
- Small group or one to one support – targeted interventions (e.g. following specialist advice such as when a child is on a speech and language programme.)
- Learning mentor support.
- All pupils are encouraged to take part in all areas of school life including events and visits off site arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents and relevant school staff prior to the event and a risk assessment completed.

This is the provision plan in place in West Pennard Primary School

Provision Plan
Waves of Intervention

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning • Quality first teaching • In class TA support • In class targeted teacher support • Increased visual support/ modelling etc • Visual timetables • Class dictionaries • Use of writing frames • Access to ICT • Access to whole school homework clubs 	<ul style="list-style-type: none"> • Catch up Programmes • Booster sessions • Exam booster classes • In class support from TA • Guided reading within lessons • Learning mentors • Peer buddies • Advice from SENCo 	<ul style="list-style-type: none"> • Small group or one to one sessions for literacy and numeracy • Use of specific interventions • Access arrangements • Advice from SENCo • Advice from outside agencies

Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g key words, simplified language • Increased visual aids/ modelling • Use of symbols • Structured classroom routines 	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language • ICT, computer programmes • Advice from SENCo 	<ul style="list-style-type: none"> • Small group or 1-1 support for language • Social skills group • Speech and Language support • Advice from Speech and Language Therapy Service/ EP/Specialist Teacher
Social, Emotional and Behaviour	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school rules • Rights Respecting Rules • Whole school rewards and sanctions • Circle Time • Lunchtime Club • PHSE focussed work • Peer mentoring • SEAL • 	<ul style="list-style-type: none"> • Group circle time • In class support for supporting behaviour targets • Additional support from learning mentors • Advice from SENCo 	<ul style="list-style-type: none"> • Behaviour plans • Small group support for social skills • Individual time with learning mentors • Anger management activities • Advice from specialist outside agencies • Time out in a safe place
Sensory and Physical	<ul style="list-style-type: none"> • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Brain Gym • Active fiddling with special resources eg chewy items, weighted therapy items, stress balls • Moving and handling training • Accessibility plans 	<ul style="list-style-type: none"> • Additional key board training • Additional fine motor skills practice • In class support for access/ safety 	<ul style="list-style-type: none"> • Care Plan • Individual support in class during tricky subjects e.g. Science, PE lunch time • Advice from specialist medical practitioners/teachers – programme drawn up from what has been recommended in their reports • Use of specialist equipment

At times it may be necessary to consult with external agencies. The following is a list of the agencies we may consult (this is not a definitive list)

- Educational Psychologist
- Child and Mental Health Service
- School Nurse
- Occupational Therapist
- Children's Services
- Social Emotional and Mental Health Advisory Teacher
- Learning Support Advisory Teacher
- Language and Communication Advisory Teacher
- Parent and Family Support Advisor
- Speech and Language Therapist

How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally

This may include:

- Open door policy which provides parents with the opportunity for discussions face to face or on the phone
- Open mornings
- Class events
- Initial autumn parent/carer meetings to fully discuss the needs of the child with the new class teacher
- Termly review/target setting meetings - to discuss progress towards specific targets.
- Parent's Evenings
- Telephone conversations

- Email
- Annual reports
- Annual review meetings (where applicable)
- Parent surveys
- Support from SENCo

Training

Different members of staff have received various training related to SEN. Training is often completed and set up according to the needs within school.

These have included sessions on:

- Language and Communication
- Epipen Training
- Basic first aid
- Teaching methods
- Differentiation techniques
- Attachment – Nurture Group principles
- Emotional Literacy Support
- Dyslexia – teaching strategies to support
- Behaviour management
- Team Teach – restraint

How are parents involved in our school? How can I get involved?

All parents are encouraged to contribute to their child's education. This may be through:

- Attendance at Parents' Evening

- Discussions with your child's class teacher
- Through attending meetings with external agencies when requested
- Through attending any informal meetings
- Attendance at celebratory events e.g. plays, celebration of work, class assemblies
- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- The SENCo, Mrs Grant, may meet with you to discuss strategies on how to support your child with their specific needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided by them that can be used at home.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. All children discuss and set their targets with their class teacher. If your child has an Educational Health Care Plan or an Annual Review of their EHC Plan then their views will be obtained before any meetings.

What support will there be for my child's overall well-being?

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. Class teachers use Circle Time to address some of these issues. However, for those children who find aspects of this difficult further support will be put in place. The school also has three learning and behaviour mentors, Mrs Bradfield, Mrs Hale and Mrs Leigh who work with children either one to one or in small groups to support children's overall well-being, this could be on issues such as anger management, friendships self-esteem etc.

Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate parents will be invited in to school to discuss concerns and plan for further support. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as CAMHS and the school nurse.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will undertake a pre-visit where appropriate.
- If your child would be helped by a book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school

- We will contact the SENCo and ensure he or she knows about any special arrangements or support that needs to be made for your child.
- Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book to support them in understanding moving on then one will be made for them

How will the school's resources be allocated and matched to children's special educational needs?

- The school budget, received from Somerset LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The money is used to provide additional support or resources dependent on individual needs
- Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time.
- Resources may include deployment of staff depending upon individual circumstance.
- Exceptional Needs Funding, where appropriate, may be applied for in order to support the needs of individual and groups of children.

How is the decision made about how much support my child will receive?

- Through consultation with parents, teaching staff and relevant support agencies
- The level of support will be constantly reviewed in order to identify when and where additional support will be needed

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Look on the website - <https://somerset.local-offer.org>

Who can I contact for further information?

Key Contacts

Mrs Burchell Head Teacher
Doreen Grant SENCo
Hilary Austin SEN Governor