

Norton-sub-Hamdon and West Chinnock Primary Schools' **SEN Information Report November 2021.**

Review date: November 2022

This document has been made so that parents can find out how pupils with Special Educational Needs and Disability (SEND) are identified and supported at Norton-sub-Hamdon / West Chinnock Primary School.

This document is based on the SEND Code of Practice which can be found at:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90131/SEND_Code_of_Practice_0_to_25_years.pdf)

Contents:	Page
What types of Pupils with SEND do we support?	1
Joining and Leaving our schools	2
How we identify and assess pupils with SEND	3
How we support pupils with SEND	5
How we evaluate our support for pupils with SEND	6
How we teach pupils with SEND	6
How we adapt the curriculum for SEND	7
Site Accessibility	8
Equal Opportunities	8
EHCPs	8
Support for Emotional and Mental Health needs	9
Other support agencies	10
Oversight of SEND	10
Key agencies and links	11
Concerns and complaints	12
SENCo details	12

What types of pupils with SEND do we support?

There are four broad types of SEND. These are listed below, with some of the most common types of SEND shown in each category. We understand that pupils are often varied in their needs and many pupils may have needs in more than one category of SEND. In particular, communication needs are common across a lot of pupils with SEND.

We can provide support for pupils with all these needs.

Cognition and Learning Needs:

Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Global Delay

Social, Emotional and Mental Health:

ADHD, Attachment Disorder

Communication and Interaction:

Speech and Language Needs, Autism Spectrum Disorders

Sensory and/or Physical Needs:

Hearing Impairments, Visual Impairments, Multi-sensory Impairments and other physical or medical needs which may affect a pupil's ability to access school.

Joining and Leaving our schools

Joining in Reception

If your child has identified learning or medical needs from nursery then the Local Area SENCo will make contact with us before they join our school. They will share how your child has been helped in nursery and make sure that our Reception teacher has the key information that they need to help with transition.

Wherever possible there will be a School Entry Plan meeting with parents and staff at the nursery school. If you are worried that this is not being done please contact us with the details of your child and their nursery and we will try to arrange the meeting to make sure the transition is positive for you and your child.

Mid-year placements

If a child joins us after the start of reception then the school will request all files from your child's previous school. We know that joining a school outside of the normal timings can be stressful for both children and their families. Please let us know if you would like additional meetings and we will try our best to do this.

Transition from Year 6 to Year 7

The SENCo and teacher for Year 6 meet teachers and SENCos from secondary schools before they leave us. These meetings discuss pupils with SEN or any other difficulty which might make starting secondary school difficult. These meetings help secondary schools identify and understand pupils are 'most vulnerable' and can sometimes help plan extra visits to the chosen secondary school before joining year 7.

Leaving

When your child leaves our schools all files, SEND and Pastoral, will transfer to their new school. We will retain no pastoral or SEND information once their new school has taken ownership of their files. This means that if you wish to view these files you will need to ask their secondary school.

How Parents and Teachers identify SEND in our schools

Starting school can be a challenge for many different reasons, both for the child and their family. There are also new challenges at the start of each academic year. The person best qualified to notice these challenges and changes is the child's parents as they know the child best.

Class teachers will have a perspective on how a child is learning and how well they are progressing and also in comparison to peers and other children of a similar age. Teachers are trained to constantly monitor on their pupils

in lots of different ways. This allows them to support pupils if needed and potentially also identify pupils who are finding learning more difficult than expected.

When a parent or teacher is worried about how a pupil is progressing then the teacher will make contact with the parent to share their combined knowledge of the child. This can help to find different ways to try and help the child in their learning. Sometimes the school SENCo may be asked to join these meetings to work with the class teacher and parent, this is particularly true if the family and teacher have been working together for a while but the pupil is continuing to find learning difficult.

These meetings can lead to many different 'next steps' being agreed by the teacher and family. These can include:

- Including different resources or activities (interventions) in the child's learning.
- Working more closely with a TA in the classroom in a particular way designed to support the pupil.
- If it is felt that specific additional work is needed for that pupil which is very different to what is happening in the classroom, then they might work with a TA outside of the classroom.
- Further assessment through testing to try and identify if there are unknown needs
- Referral to an agency outside the school for support. This can also include CAMHS, Paediatrics or family support agencies.

If a parent wants to talk about any concerns relating to school, the best person to contact first is always their teacher.

The SENCo is always happy to talk with any parent about their child, although this would normally be better as part of a conversation with both the family and the class teacher as the SENCo will not have the same level of knowledge about the child.

If a pupil has been identified as 'SEND Support', often called the SEND Register, then the family should expect to be able to talk with their class teacher at least twice a year about specific support and progress.

If a pupil has an Education, Health and Care Plan (EHCP) then parents will also take part in an annual review to plan and agree support for the next year. Section F details the educational provision. This meeting will include the child, family, class teacher and SENCo. It may also include other professionals who are involved with the child if they are able to attend.

How will pupils be involved in their support?

A key part of understanding how to help a child with their learning at school is asking the child about their experience. Ideally this will form part of the meetings between a family and the class teacher. It might be that the child is asked about school, or given the chance to draw/write, before the meeting. This is so that they have the opportunity to speak for themselves and do it in a way that suits them.

If the pupil has an EHCP then they are a key part of their Annual Review and their views about their learning and the future are included in plans for what they will do the next academic year.

How we support pupils with SEND

The key adult in school for each pupil is their teacher. Teachers have a relationship with everyone that is important, including the child, family, and other staff, which makes them the best person to support the child every day.

Some pupils need extra support which their teachers are not able to provide on their own. We use Teaching Assistants to provide some support in lessons and sometimes some work outside of lessons.

If a pupil needs 'additional' support from a TA which their teachers are not able to provide, then we call this 'SEND Support'. This is often called the SEND Register. If a child is 'SEND Support' then their family should receive a letter explaining what this means.

If a pupil with SEND can be helped by their teachers without additional support from a TA or another agency, then they may not be called 'SEND Support'.

If a pupil has been SEND Support but manages to overcome their difficulties through help from home and school, then they may stop being 'SEND Support'.

The teacher will always retain and use their knowledge of a child to make sure that they are able to learn at the right level, whether or not the child is SEND Support.

How do we evaluate our support for pupils with SEND?

Teachers constantly track pupils through lessons. This can show if support and strategies being used with the child is working.

If a pupil has extra help outside of lessons, the TA supporting them will help the teacher to evaluate their progress.

If a child is tested before assessment, such as reading or spelling ages, then we will re-assess the child later to help measure progress.

If a pupil has an EHCP then outcomes will be measured at the Annual Review and new targets set for the next academic year.

Parents of pupils with SEND can ask to meet with the SENCo at their child's parent evening. This would be in addition to their meeting with their teacher.

Parents can also request meetings throughout the year and the SENCo may suggest longer meetings, if needed, to discuss more complicated needs.

How we teach pupils with SEND:

All of our teachers are responsible for ensuring that pupils in their classes learn. All of our teachers are expected to know which pupils in their classes need support.

Each year our whole-school training for teachers and support staff includes how to support pupils with a range of needs.

All teachers take part in pupil progress meetings where each pupil can be discussed, and teachers can support each other to develop learning which will work better for their pupils.

We also have a team of teaching assistants (TAs) to provide an extra level of adult support in lessons. Some of this support is in classrooms. We follow best practice for use of our TAs in schools, which means we very rarely assign a TA to just one pupil in a classroom.

TAs will sometimes work with a pupil or small group outside of lessons. In these instances:

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/she will plan group sessions for your child with targets to help your child make more progress.
- A Learning Support Assistant/teacher or sometimes an outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans.

How we adapt the curriculum and school for pupils with SEND.

Pupils are assessed from their starting point. This means that we expect pupils to learn as individuals and progress at the right level for them.

Most pupils with SEND should be able to take part in and learn in lessons without additional support from a TA. Teachers use many things in their lessons to help develop their pupils' skills.

If a pupil needs additional support from a TA it does not replace or prevent the teacher from working with the pupil. Examples of how a TA helps are:

- Helping the pupil structure work
- Creating lists of tasks
- Understanding key language
- Explaining a task in a way more suitable for the pupil

Some pupils may need different adaptations to their learning. Examples of this might be:

- Seating arrangements to support with Visual or Hearing Impairments
- Time out from the class to reduce anxiety
- Now and next boards to support independence
- Emotion cards to help children explain how they feel

If a pupil has an EHCP and is unable to access the mainstream curriculum, then it is sometimes possible for them to take part in an alternative curriculum either in school or with an outside provider. This is exceptional and needs to be negotiated with the Local Authority.

Site Accessibility

We have one wheelchair accessible toilet at each school site

The whole site at Norton-sub-Hamdon is accessible to wheelchairs and KS2 at West Chinnock.

The two sites are regularly inspected by our Health and Safety Officer and outside agencies are asked to visit the school if we are aware of pupils joining our school with particular physical needs.

How we make sure pupils with SEND have the same opportunities

All pupils in school are entitled to have the same access to learning. This includes school trips, clubs, and activities. It may be that a risk assessment needs to be completed to make sure that when the pupil takes part they are not disadvantaged or at risk of coming to harm.

We also make sure that pupils with SEND are not unfairly treated because they find things more difficult. Where needed, individual agreements about things in school can be made, including individual behaviour plans and, in rare cases, individual timetables.

Education, Health and Care Plans (EHCPs)

Some pupils will join us with an EHCP. Any funding which belongs to that pupil's EHCP will be spent to make sure that they are progressing towards their outcomes. This is reviewed with parents at the Annual Review each year.

If a pupil has an EHCP in Year 5 then a focus will begin on preparing for secondary school so that the child and their family can choose the right school for them. This will be part of the Annual Review in Year 5.

Some pupils may need an EHCP after joining us. The SENCo will be responsible for engaging with parents, teachers and any other outside agencies to complete this process. The SENCo will also make sure that parents receive copies of all submissions made.

Parents are also able to request an EHCP for their child without the school. If a parent wants to do this then agencies such as IPSEA and SENDIAS can give support, their details can be found in the 'Key Agencies' section.

Support for pupils who have a Social, Emotional or Mental Health (SEMH) needs.

The school has a pastoral ethos to support pupils' wellbeing and mental health, including incidents of bullying. The class teacher should always be the first point of contact for any child or family with concerns.

One of the main strengths of being a small primary school is that class teachers get to know children and their families. Even when a pupil moves up in year groups, that knowledge will continue to be shared with other teachers.

The school has a trained ELSA. They are trained to support and help pupils develop their 'Emotional Literacy'. Their work is supervised by the Educational Psychology service to make sure that their work and practice are of the highest quality. Emotional Literacy includes things like:

- Being able to recognise and name different emotions.
- Being able to use language to say what these feelings are.
- Being able to recognise feelings and emotions in others.
- Finding healthy ways to express and experience the full range of emotions.

The school SENCo can also complete Early Help Assessments (EHAs) to ask for a county agency to support a pupil or family. The SENCo can also request support from CAMHS for a pupil if needed.

Other support agencies

We work with many other agencies to support our pupils. A list of the most common is:

- Educational Psychology Team
- Learning Support Service

- Integrated Therapy Service (SALT, OT)
- Children's Autism Outreach Team (CAOT)
- Hearing and Vision Support Teams
- CAMHS (Child and Adolescent Mental Health Services)
- Family Intervention Service
- Virtual School
- Parent and Family Support Advisor (PFSA)

If parents are willing, the SENCo can refer to these agencies for support.

The SENCo also takes part in the local Pyramid meeting. This is a termly meeting of all SENCos in the local catchment with an Educational Psychologist. This meeting provides opportunities to discuss pupils anonymously and draw on the expertise of other SENCos to develop support for pupils and families.

Oversight of SEND in the school

The school SENCo, Mrs Ellie Jaggard, is responsible overseeing the school's responsibilities and policies for pupils with SEND.

The SENCo is managed directly by the Co-Head Teachers. This ensures that the needs of pupils with SEND are a part of whole school planning.

The SEND Governor meets with the SENCo termly to feed back to the governing body and provide oversight of the school's approach to pupils with SEND. The SEND Governor, in partnership with the SENCo and Head Teachers, agrees intentions and policies for the school.

All policies relating to SEND are reviewed by the governing body and parents before being adopted by the school. All school policies, including the Accessibility Policy, can be found on the school website.

Signed: Mrs Ellie Jaggard (SENCO)

Date: November 2021

Key agencies and links

Somerset Local Offer: <https://choices.somerset.gov.uk/local-offer>

Provides information for children, young people and families about services and support groups, including services for children with Special Educational Needs.

somersetSENDIAS@somerset.gov.uk

Somerset SENDIAS: 01823 355578

This is an independent advice and information service for parents. They can provide advice about the rights of parents and children in education and also support parents through Statutory Assessment for Education, Health and Care Plans.

IPSEA: <https://www.ipsea.org.uk/contact-ipsea>

IPSEA offers free, independent legally based advice and support about young people and their rights to education. IPSEA also provides training to both parents and professionals about SEN and the law.

Somerset's Graduated Response Tool:

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

These are produced by Somerset Local Authority to explain what services are and provision should be available to schools in Somerset.

Somerset Parent Carer Forum: www.somersetpcf.org.uk

An independent group of parents and carers who meet to discuss issues that are relevant to them and inform the Local Authority, the Health Authority and ultimately the government their opinions on the best provision for SEN pupils.

Special Needs Jungle: <https://www.specialneedsjungle.com/>

A parent advice and support service. Includes articles on a wide range of SEN and updates on government policies and how they affect people with SEN.

National Charities for SEND and other useful websites

The British Dyslexia Association.- <http://www.bdadyslexia.org.uk/>

The National Autistic Society- <http://www.autism.org.uk/> <http://www.autism.org.uk/> <http://www.autism.org.uk/> <http://www.autism.org.uk/>

The Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/>

The ADHD Foundation- <http://www.adhdfoundation.org.uk/>

www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml - Brilliant site! Lots of games and an excellent revision unit - KS2 Bitesize Maths

[BBC Parenting www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting) [Charity Choice.co.uk](http://CharityChoice.co.uk) - UK Charities Directory

ChildLine.org.uk - Free helpline for children and young people in the UK

[Childnet International](http://ChildnetInternational.org) - Non - profit organisation aiming to help make the Internet a safe place for children

CLIC Sargent - [For children and young people with cancer](http://www.clicsargent.org)

www.cruse.org.uk/ - Voluntary organisation which provides range of services to help people cope more constructively with the changes that bereavement may create in their lives. Their services include free information, face-to-face bereavement support for adults and children, groupwork, helplines and website.

[National Eczema Society](http://www.national-eczema-society.org)

[I CAN - The children's communication charity](http://www.can.org.uk)

[NHS Direct UK](http://www.nhs.uk) - Health & medical information

[NSPCC.org.uk](http://www.nspcc.org.uk)

[Ofsted www.ofsted.gov.uk](http://www.ofsted.gov.uk)

[Parents Centre](http://www.parentscentre.gov.uk) www.parentscentre.gov.uk [Parent Line](http://www.parentlineplus.org.uk)

www.parentlineplus.org.uk

[Parents Online](http://www.parents.org.uk) www.parents.org.uk

[Parent Talk](http://www.parenttalk.co.uk) www.parenttalk.co.uk

[Reading Matters](http://www.reading-matters.com) www.reading-matters.com

www.sendirect.org.uk/ Support, services and information for your family

Concerns and complaints

If there is a concern for a particular class, then it is often best to first make contact with the teacher. This can be done through the school office.

If the concern is about how support for SEND is being provided, it is best to contact the class teacher. If parents prefer, then the SENCo, Mrs Ellie Jaggard can be contacted as well. This can be done through the school office.

If you wish to make a complaint please refer to the school's complaints policy.

Contact details of the SENCo

Mrs Ellie Jaggard the SENCo can be contacted **via the school office**