

# St Nicholas and St Laurence Primary School



## SEN Information Report

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*Together we hope, Together we love, Together we learn.*

### SEN at our school

At our school we have high aspirations for all children, whatever their ability or needs. We want all children to feel that they are a valued part of our school community. Through appropriate provision, we respect the fact that children:

- Have different educational, social, emotional and physical needs.
- Need different approaches to learning.
- Learn in different ways and progress at different rates.



We provide support across the four areas of need, as laid out in the SEN Code of Practice 2014:

- Communication and Interaction (speech and language, Autistic Spectrum)
- Cognition and Learning (Moderate and specific learning difficulties - dyslexia, dyspraxia..)
- Social, Emotional and Mental Health (ADHD, Attachment)
- Sensory, Medical and Physical needs (Hearing/vision/sensory impairment)

### Identification and Assessment

We follow a graduated approach to assessing, identifying and providing for pupils with SEN. Our curriculum policies outline the range of assessments regularly used in school. If, despite interventions, a child is making significantly slower progress than that of their peers starting at the same baseline, or a child fails to match their previous rate of progress, they will be placed on the SEN register. This will follow discussions with parents/carers and appropriate school staff. Pupils who are identified as having SEN can have their needs assessed through:

- Feedback from teaching staff, teaching assistants and observations.
- Information passed on from Early Years settings or previous schools.
- Assessment of reading/spelling, through programmes such as Lexia and Accelerated reading.
- Assessment, reports and reviews from external agencies such as Education Psychologist, SENSS, Speech and Language, Behaviour Support.



### Provision - Impact

The SENCO checks on the impact of support and interventions on a termly basis. The progress of children with SEN is discussed with individual staff members and is also a focus at Senior Leadership meetings. Actions are then planned for the following term.

Class teachers also monitor impact using their class Provision Maps and individual Progress Plans for children who are on the SEN register.



### Provision - Progress

Progress of children with SEN will be discussed between staff each term. This could involve using:

- Attainment and progress data for children as part of whole school tracking in terms of Age Related Expectations (ARE) each term.
- Targets on Provision Maps and Individual Progress Plans.
- Use of Pupil/Parents discussions.
- Reviews from outside agencies.



Children holding an EHC plan will have an annual review, where representatives from all agencies involved with that child will be invited.

## Provision - Teaching

All children are provided with Quality First Teaching. Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that all needs are met. All lessons offer challenge and support necessary for each child to learn. Specific resources and intervention strategies will be used to support children individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet individual needs. Provision could include:

- Alternative ways of recording ideas (ICT, photos)
- Extra adult support in classrooms where appropriate.
- Time limited intervention programmes.
- Personalised provision through adapted resources.
- Advice from external agencies (coloured overlays, enlarged print, position in classroom)



## Provision - Curriculum and Environment

Staff at our school seek advice from outside agencies on the best ways to adapt the curriculum and learning environment to meet individual needs. Specific examples could include:

- Instructions broken into small steps.
- Visual prompts/schedules
- Use of laptops
- Careful positioning of children in the classroom
- Use of sensory breaks or resources
- New strategies such as Precision Teaching



## Provision - Additional Support

Each class has a dedicated TA for morning sessions, where children are supported in the class. There will also be interventions to support learning, run by TAs and teachers. We also have TAs who lead specialist interventions across all classes. Examples include:

- Thrive support for individuals and groups.
- Forest school.
- SENSS programmes.
- Talk Boost and language interventions.
- Individual 'meet and greet' sessions.
- Occupational therapy programmes.
- Speech and language programmes.



Where appropriate, resources and equipment are provided to assist children in accessing the curriculum.

## Provision - Engaging in activities with others

All children are encouraged to attend events and trips, as well as activities in and out of school. In addition to the activities available as part of the school curriculum, there are a number of opportunities for all children, including those with SEND:

- Extra-curricular clubs e.g. football
- Breakfast club (by invitation)
- Residential trips and class day trips.
- Visitors to school e.g. Dance workshop, Storytelling and sealife centre rock pool.



## Provision - Social and Emotional development

We ensure that all children are supported socially and pastorally by staff, who know the children well. The Jigsaw PSHE programme is delivered as part of the curriculum across the school. It provides a framework and ideas for developing social and emotional skills across subjects and outside the classroom. We have a behaviour policy and our 7Cs which are known and used by all staff and children. We strongly recommend that the 7Cs are used in the home to support consistency.



We promote and celebrate excellent attendance.

## SENCO Details

The SENCO at our school is Mrs Angela Puddick. She also teaches in the Reception class and is a member of the Senior Leadership Team.

The best time to contact her is on a Monday or Wednesday afternoon between 1.00-3.00pm. Please contact her through the school office.



## Staff - expertise and training

Teaching and support staff take part in regular training in relation to children and young people with SEN. Recent examples include:

- Precision teaching
- SENSS demonstration lessons
- Attachment awareness training
- Outreach from local special schools
- Diabetes and Epi Pen training



The SENCO attends regular training to stay up-to-date with new developments and also provides in-house training on areas such as Provision mapping and Progress plans.

## Equipment and Facilities

Where necessary, equipment and resources for children with SEND are purchased, following advice from specialists. This happens through discussions with the specialists, parents and teachers.

Examples include:

- Specific computer programmes
- Books and games
- Writing slope
- Wobble cushions
- Sensory equipment



Our school's Accessibility Plan (available on the website) outlines adaptations that can be made to the building to meet particular needs, if they arise.

## Parent Partnership

We hold a parent evening each term to discuss the progress of all children, where targets and provision maps will be shared. Progress days are also held each term for all children to share their learning.

Teachers are available before and after school to discuss small concerns. The class teacher will feed this back to the SENCo and a meeting can be arranged if needed.

The SENCo arranges meetings for parents where outside agencies are involved. Outside agencies can also call a TAC/CIN meeting if necessary.

Please get in contact if there are any concerns or questions. Initially, contact the class teacher. If necessary, the SENCo can also meet to discuss any concerns or to celebrate success.



## Pupil Voice

As part of the process of writing Individual Progress Plans, class teachers and TAs discuss successes and targets with the children. They talk about what they think they are good at and also how they think they can improve. These Progress Plans are reviewed each term.

At times, it might also be appropriate to use a document called a '1-page profile' to create a clear picture of each child as a learner.

We might also use a 'Pupil Voice' questionnaire to find out more about an individual child.



## Complaints

It is in everyone's interests for complaints to be resolved as quickly and at as a low level as possible and our complaint procedure can be found on the school website/through the school office.

If you have a complaint, please first talk to your child's teacher. If you feel it is still unresolved, please speak to the SENCO and then the Head Teacher. If the matter remains unresolved, please contact our Chair of Governors - Rev. Philip Elliot through the school office.



## Additional Support

External support services play an important part in helping the school identify, assess and make provision for pupils with SEN. The school is supported by an Educational Psychologist; SENSS; Speech and Language service; Outreach and Behaviour Support, to name a few.

The school maintains links with Child Health services, Social Care and Welfare services to ensure that all relevant information is considered when making provision for our children with SEN. Our School Nurse offers 'Drop In' sessions for parents and this information is available on the school APP.



## Support Services

These are some of the support services available for parents of pupils with SEN:

SENCO: Mrs Angela Puddick (contact through school office)

Pupil Premium Lead: Mrs Jacqui Clark (contact through school office)

School Nurse: (contact through school office)

Dorset SENDIASS (SEND information, advice and support service): Catherine Breakwell  
(sendiass@dorsetcc.gov.uk)

Dorset Parent Carer Council (dorsetparentcarercouncil.co.uk)



## Moving between schools

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.

### If your child is joining our school:

- We encourage parents and children to visit the school and meet staff who will be working with them.
- A member of staff will either show the child and parents around school or be available to answer any questions.

### If your child is moving to another school:

- We will contact/be contacted by the school SENCO to ensure they know about any special arrangements or support that will need to be put in place.
- We will pass on any records about your child as soon as possible.

### When moving classes in school:

- Information will be passed on to the new class teacher.
- Your child will have transition visits to meet the class teacher/TA and become familiar with their new classroom.

### Pre-School Transition:

- We have a flexible transition programme in place for the move from local pre-schools with regular visits to the school and staff also visit the pre-school setting.

### Secondary Transition:

- The teacher and SENCO will discuss the specific needs of your child with staff from the secondary school.

Enhanced transition programmes can be arranged to meet individual needs for children joining us from pre-schools and for those moving to secondary settings.

We can also develop links with staff offering pastoral support at secondary for those children needing support.



## Local Authority Information

This SEN Information report outlines our offer of support for pupils with SEND.

This forms part of Dorset's Local Offer which can be found here

[www.dorsetforyou.gov.uk/local-offer](http://www.dorsetforyou.gov.uk/local-offer)

More information can be found on the Family Information Directory via

[www.dorsetforyou.gov.uk/fis/search](http://www.dorsetforyou.gov.uk/fis/search)



## **Abbreviations**

Sometimes we use abbreviations which can lead to confusion for all of us! Here are some of the most useful SEN terms.

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

BESD – Behavioural, Emotional, Social Difficulties

CAMHS – Child and Adolescent Mental Health Services

CIN – Child in Need

COP – Code of Practice

DFE – Department for Education

EHC Plan – Education, Health Care Plan

HI – Hearing Impaired

KS1/KS2 – Key Stage 1 or 2 (Years 1 and 2) (Years 3-6)

LA – Local Authority

MLD – Moderate Learning Difficulties

MSI – Multi-Sensory Impairment

OT – Occupational Therapist

PD – Physical Disability

PMLD – Profound and Multiple Learning Difficulties

Provision Map – Document that shows the provision a child is receiving

PSHE – Personal, Social and Health Education

SALT – Speech and Language Therapist

SEN – Special Educational Needs

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SENSS – Special Educational Needs Support Service

SLD – Severe Learning Difficulties

TAC – Team around the child

TA – Teaching Assistant

VI – Visual Impairment