

St Nicholas and St Laurence CE VA Primary School

SEN Information Report

*Inspire to aspire
Life in all its fullness*



Inspire to Aspire
Life in all its fullness

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 – 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 – 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:

- Emotional Literacy Support Assistant.
- 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, Boogie Fit and Basketball
- Breakfast club (by invitation)
- Residential trips and class day trips.
- Visitors to school e.g. Dance workshop, Storytelling and Falconry Displays.



If you feel that your child would like to take part in extra curricular activities or you would like to find out more, then please speak to the office.

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 promote and celebrate excellent attendance. We have two Emotional Literacy Support Assistants (ELSAs) who work with children who need support. The ELSAs support the children in 1-1 or small group sessions, they then support the children as they return into the class by sharing strategies with class teachers and TA's.

SENDCo Details

The SENDCo at our school is Miss Samantha Loader. She also teaches in the Year One class. The best time to contact her is on a Thursday. 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
- ADHD awareness training
- Outreach from local special schools
- Diabetes and Epi Pen training

The SENDCo attends regular training to stay up-to-date with new developments and also provides in-house training on areas such as Smart Targets, 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 progress meetings with parents once a term. During this meeting, the SENDCo, class teacher and the parents discuss and review the child's previous targets and focus on setting new SMART targets for the children. Teachers are available before and after school to discuss concerns however, if needed a meeting can be arranged to meet with the SENDCo.

The SENDCo arranges meetings with parents when outside agencies are involved in their child's learning. Outside agencies can also call a TAC/CIN meeting if necessary.

Please get in touch with Miss Loader, SENDCo if you have any concerns. Initially, contact the class teacher. If necessary, the SENDCo can also meet to discuss any concerns or to celebrate success.

Pupil Voice

As part of the process of progress meetings, class teachers and TAs discuss successes and targets with the children. They talk about what they think they are good at and also how and what they think they can improve. These Progress Plans are reviewed each term with the class teacher, SENDCo and parents through discussion.

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 low a level as possible. Our complaint procedure can be found on the school website or 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 SENDCo and then the Head Teacher. If the matter remains unresolved, please contact our Chair of Governors – Anthony Moore 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:

SENDCo: Miss Samantha Loader (contact through school office)

Pupil Premium Lead: Mrs Jill Cochrane (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

More information can be found on the Family Information Directory via 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

ELSA – Emotion Literacy Support Assistant

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 and support 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

SENS – Special Educational Needs Support Service

SLD – Severe Learning Difficulties

TAC – Team around the child

TA – Teaching Assistant

VI – Visual Impairment