

SEN Report  
Somerford Primary School  
Special Educational Needs report to parents  
2017-18

At Somerford we believe that all children, including those identified as having SEND (Special Educational Needs and Disabilities) have a right to a broad and balanced curriculum, which is accessible to them and enables their full inclusion within all aspects of school life. This report highlights how we have implemented our policy for children with SEND in line with the National Code of Practice.

**Achievements / Improvements:**

- Change to inclusion provision from September 2017. Mr Chris Walsh and Mrs Nicola Doherty appointed as Pastoral Care workers.
- Mr Chris Walsh and Mrs Nicola Doherty are our Anti-Bullying Champions. They are available outside the office in the morning before school and after school to speak to parents and children.
- Somerford Primary School updated information on the Family Information Service FIS. A Special Needs page has been created on the school website with policies and local offers from neighbouring counties.
- Children continued to be placed on and removed from the school's SEN register and are all consistently categorised according to their need, in line with the Code of Practice requirements.
- New SEN Banding criteria from Dorset County Council has been utilized to ensure children are receiving the correct provision and appropriate banding.
- We have developed our good links with the local secondary school to enhance transition links for Year 6.
- I Can Problem Solve has been implemented from Nursery up to Year 4. The training has been delivered by two Educational Psychologists and they will continue to lead supervision sessions across the academic year on a termly basis.

**SEND Leadership and management**

Mrs Lindsay Bowen is the school's SENCo and has been in post since September 2016. She is completing the SENCo Accreditation Award this academic year. Mrs Bowen has attended relevant training including, local school SENCO networks and Inclusion Briefing Network meetings run by the Dorset SEN team.

The SEND Governor is Mr Ken Stevenson. Mr Stevenson meets termly with the SENCo to discuss the implementation of the SEND Code of Practice (2015) and to monitor the impact of the SEND provision. Mr Stevenson is aware of any changes to the SEND policy and practices within the school. Mr Stevenson

reports on these to the Governing body.

## **SEND Register**

The number of pupils with SEND is 112 (February 2018). This represents 30% of the school population and this is an increase of 13% from February 2017. The predominant need of learners are Speech, Language and Communication Difficulties and Social, Emotional and Mental Health needs.

| Level of Provision | N | R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|---|---|--------|--------|--------|--------|--------|--------|
| SEN Support        | 2 | 9 | 15     | 11     | 10     | 13     | 15     | 21     |
| Statement/ EHCP    | 0 | 1 | 2      | 3      | 3      | 2      | 2      | 3      |

Those with a Statement or EHCP (Education Health Care Plan) receive a Child Centred Annual Review, which the child attends.

Parents of children on the SEND register meet their class teachers at least termly to discuss their child's targets and sign a copy of their child's Support Plan.

## **SEN Funding/Budget Allocation**

Funding has been used to support individual children through targeted TA support. This support has been used to implement behaviour support, to run interventions and deliver speech and language or SENSS programmes.

Resources to support children with sensory needs have been purchased and include fiddle toys, fidget pencils, therabands, weighted blankets and wristbands, air filled cushion pads, writing slopes and ear defenders. In addition, the school has invested in "Dyslexia friendly" resources such as pencil grips and coloured reading rulers. All children who have a diagnosis of dyslexia or those with a similar pattern of learning are given appropriate resources to support their learning. Reading rulers are also sent home to ensure children can access their home learning effectively in the home environment.

Funding has been used for SENSS (Special Educational Needs Specialist Service). The Specialist Service assesses specific learning difficulties and devises bespoke teaching programmes. SENSS also provide advice about wider strategies to support the child's progress.

Funding has been used for BSS (Behaviour Support Service) to support children who are experiencing difficulties with their behaviour. They will observe children in school and complete a home visit. After this a programme of support is put in place and this is reviewed regularly.

Funding has been used for the Educational Psychologist to identify and overcome barriers that prevent children from achieving. This will include observations and assessments resulting in working with parents and school to put a plan of support in place.

## **Provision**

The school's provision for pupils with SEND ensures we support children with all categories of SEND, namely:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical needs.

The deployment of non-teaching staff is reviewed continually to ensure the right intervention and provision is provided for pupils in order to have the greatest impact and support their continued progress. During this academic year 20 teaching assistants have been employed to support the SEN children in the following ways;

- Leading intervention groups in writing, phonics and mathematics.
- Supporting pupils in class in literacy and mathematics.
- One to One provision for learning and behaviour needs including pupils with Statements or Educational Health Care Plans.
- Supporting pupils at play times who have social communication difficulties.
- Additional individual reading opportunities.
- Delivering speech and language programmes under the guidance of the external Speech and Language Therapist.
- Pastoral care provision.
- ELSA (Emotional Literacy Support Assistant)
- Fine and gross motor skills, that includes handwriting interventions
- 'Lego' Therapy
- Specialist programmes utilizing the sensory room.
- I Can Problem Solve
- Rapid Reading
- Delivering SENSS programmes.

This year we have continued to provide a range of intervention programmes to enable pupils to achieve their potential. Children to receive interventions are identified by Class Teachers and the Senior Leadership Team through close monitoring of pupil progress which occurs at least once per half term at Pupil Progress meetings.

Effective use of interventions have a significant impact on pupils' progress, thus they are scrutinised for impact by the SENCo and ELT.

The following represents a detailed list of provision the school offers;

## **Cognition and learning**

### *Interventions - reading, writing and maths*

Interventions are planned by the class teacher to meet the needs of the children in their class based on their assessments, reflective of the responsibilities derived from Quality First Teaching.

### *Purchased interventions*

In addition to interventions planned by teachers, the school uses a number of published programmes to support groups and individual pupils. These include: Rapid Reading, Rapid Maths, Precision Teaching, Word Shark, Write from the start.

### *SENSS programmes/ advice*

A child may be referred for a SENSS assessment and then the school will act upon the advice given. This may be a teaching programme that is put in place for the child or advice on equipment or strategies that the child may need.

### *Educational Psychologist*

A child may be referred to an EP to be observed or assessed. The parents will meet with the class teacher, EP and SENCo to agree an action plan which will be reviewed every 6 weeks.

## **Communication and interaction**

### *Speech and language programmes*

The Speech and Language Therapy Services provide a Speech and Language Therapist to carry out assessments and reviews and provide targets/ recommendations. These programmes are followed in school by a teaching assistant with the child and reviewed every 3-4 months by the therapist.

### *Social communication work*

If a child has an identified need in this area they may be part of an intervention such as Circle of Friends or Social Detective. A Speech and Language Therapist may give recommendations to develop these skills too.

## **Social, emotional and mental health**

### *Behaviour team*

The Head of School, Deputy Head, SENCo and Pastoral Care team have been meeting regularly since November 2016 to discuss vulnerable children and how they are supported.

### *ELSA*

For children with Social and Emotional difficulties, a referral is made to our ELSA (Emotional Literacy Support Assistant). We have 1 trained ELSA in school who is responsible for the planning and delivery of the ELSA programme.

### *Pastoral care*

Our Pastoral Care workers provide a positive, structured, small group environment for children who need support with their emotional and/ or behavioural needs. Our pastoral care workers may work with children using the 'Anger Gremlin', 'Anxiety gremlin' or art therapy.

### *Counsellor and Play Psycho therapist - designated therapy room*

If a child is experiencing emotional difficulties and they require additional help they may be referred to work with our Counsellor or Play Psycho Therapists, particularly if their needs present as mental health concerns.

### *Behaviour Support Service*

BSS supports children who are presenting with behaviours that are causing concern particularly if it is impacting upon the learning and achievement of an individual child or young person or that of others. They will observe the child in class, offering the staff advice and support. A home visit will be completed as part of this package of support.

## **Sensory/ physical**

### *Sensory room*

We have a specially adapted sensory room that children are timetabled to use across the week to meet their sensory needs.

### *Sensory diet, sensory breaks*

Some children have a sensory diet planned for by an Occupational Therapist or a SENSS teacher and this will be delivered by a trained Teaching Assistant.

### *Physical needs - hearing*

We have an acoustic adapted room meeting the needs of hearing impaired children. The Hearing Support Service support the school to make changes to the environment where any children's needs require it.

### *Physical needs – physiotherapy*

Some children have a programme planned for by a physiotherapist and this will be delivered by a trained Teaching Assistant.

### *Learn to move, move to learn.*

Some children will have this intervention to support with motor co-ordination difficulties. This programme is delivered by a Teaching assistant.

## **Assessment process**

Where a child is identified as having a special need and or a disability, Somerford Primary School adopts a process of 'Assess, Plan, Do, Review'. This method is detailed in the SEND Code of Practice: 0 to 25. We work closely with parents / carers and children themselves to agree, action and monitor individual progress over time so that special educational needs are addressed appropriately and effectively with good outcomes.

## **Partnership with parents**

The Teachers, SENCo and SLT have an 'open door' policy for parents who feel they need support to understand their child's needs. All parents have the opportunity of meeting with the SENCo by arranging an appointment through the reception team.

Parents of children on the SEND register are kept informed of targets and progress through Support Plan meetings which occur at least once a term and through an annual report and parent evenings. The SENCo is available to talk to parents and meetings have been arranged between parents and the Educational Psychologists, Behaviour support, Speech and Language Therapists and SENSS teachers. Parents of children with a statement or Educational Health Care Plan are invited to attend annual review meetings and are formally asked for their views.

Parents are also supported through Parenting programmes such as 'Timeout'. These courses are facilitated by our Pastoral Care Workers Mrs Nicola Doherty and Mr Chris Walsh. These courses are run in conjunction with the CLF, (Christ-church Learning Federation) and parents can access any course from across the federation. Information leaflets are available to all parents in the school foyer.

## **External Agencies**

*The Speech and Language Therapy Services* provide a Speech and Language Assistant to provide 4-6 week 'block sessions' for children with identified needs.

*Children's Therapy Services* visit for review meetings with a Teaching

Assistant to support them in delivering Occupational Therapy programmes and Physiotherapy programmes.

*The Educational Psychologist* works with the SENCo, Class Teacher and parents to identify and overcome barriers that prevent children from achieving. These barriers may be due to the learning environment or to difficulties involving learning, social, emotional, behavioural, physical or sensory needs.

*Behaviour Support Service (BSS)* works with the SENCo, Class Teacher and parents to advise strategies to support children experiencing difficulties with their behaviour in school.

Somerford Primary School also sent referrals to, received reports from and sought the advice from the following agencies:

- In school Counsellor
- Play Psychotherapist
- School Nurse
- Community Paediatrician
- Consultant Paediatrician
- Early Bird ASD Practitioners at Springwood (Autistic Spectrum Disorder)
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language service
- Hearing support service
- Children with Learning Disabilities service
- SENSS (Specialist Educational Needs Specialist Service)
- Behaviour support service
- Family Partnership Zone/ Dorset Families Matter
- Portage
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Dorset's Local Offer
- Rose Road Association Independent Support
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support service)
- TADSS (Teaching Alliance of Dorset Special Schools)
- Learning Centre
- Police
- Fire setters
- Dorset Parent and Carer council

## **Transfer Arrangements**

### *Nursery-Reception*

The Early Years team visited pre-schools in Summer 2017 in order to collate information about the intake children for September 2017. An additional pre-school requested a meeting with the SENCo to ensure the needs of a vulnerable child were met which was attended.

### *Year 6 - Secondary*

The SENCo meets with the local secondary schools SENCos to transfer SEND records and relay details of particular needs and additional provision made by the school. The SENCo visits the school and has meetings with parents of vulnerable children.

### *Vulnerable learners*

Vulnerable children are identified to take part in a transition project with the Grange school. They receive additional visits to their new school and are given a Key Stage 3/4 buddy to support them. All Year 6 children are taught English and Maths by the Grange Year 7 teachers at the Somerford and Grange sites. The children are taught science and PE lessons too so they get used to the Secondary 'style' of teaching and transitions between lessons.

## **Staff Development**

Teachers and Teaching assistants receive whole staff and bespoke training based on performance reviews, classroom monitoring, whole school needs and specific requests. Courses and training provided have included;

- Early bird ASD course
- Children's Therapy Services Training (Occupational Therapy and Physiotherapy) to 1:1 Teaching Assistant
- Supporting Looked After and Other Vulnerable Young People (LAC lead)
- Inclusion briefings (SENCo)
- Medical training for children with epilepsy September 2017
- Epipen training September 2017
- In house Speech and Language training (TAs)
- Attachment training
- 'Including the child with Hearing impairment in your class'
- Language development for a child with hearing impairment
- Parenting courses
- I can problem solve
- Bereavement training
- Signalong training
- SEN Banding training
- SENCo accreditation

- Outcomes training
- Person centred review training
- Supporting children with anxiety
- NSPCC Managing sexualized behaviour in primary schools training
- SENSS Introduction to dyslexia

### **Children with Disabilities and Medical Needs 2017/18**

All children with SEN, disabilities and medical needs take a full part in the academic and pastoral life of the school.

13 children with additional medical needs have health care plans completed with the SENCo and School Nurse to ensure inclusion e.g. school trips. Where appropriate, staff have been trained in the supervision and administering of medication for these children. Additional training this year has included the use of Epi-pens and emergency procedures for children with Epilepsy.

43.5% of students taking part in after school clubs are on the SEN register.

### **Complaints**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/ carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the school's SENCo and/ or Head of School.

Somerford Primary School publishes its Complaints Policy on the school website; this information can be found at <http://www.somerford.dorset.sch.uk>

### **Other related policies on the school website**

SEND Policy

Dorset's Local Offer

Supporting children at school with medical conditions.

Accessibility policy

Equality objectives

Positive Behaviour Policy

Intimate Care Policy

Child Protection Policy

Anti-bullying Policy