

SEN Report
Somerset Primary School
Special Educational Needs report to parents
2018-19

At Somerset 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:

- A 'Plan, Do, Review' approach has been incorporated into our Individual Education Plans for all SEN Learners.
- Specialist Teacher Services for Learning Needs and Behavioural Support was increased to offer a wider number of pupils additional support.
- Somerset joined the Linwood Federation of schools, allowing access to further support for pupils with specific learning needs.
- Lunchtime activities and support were instigated for those pupils requiring additional support during unstructured time in school.
- Thrive Approach was trialed to help support pupils social, emotional and mental health across the school and has now been fully implemented.

SEND Leadership and management

Mr Luke Thorne is the school's SENCo and has been in post since January 2019, replacing Mrs Lindsay Bowen who had been in post since September 2016. He has worked in special education for the past 12 years and for the past 6, has been an Assistant Headteacher in Special Schools. Mr Thorne has attended relevant training including, local school SENCO networks and SEN Leadership Network meetings run by the Linwood Teaching School team.

The SEND Governor was Mr Ken Stevenson until December 2019. Mr Stevenson met termly with the SENCo to discuss the implementation of the SEND Code of Practice (2015) and to monitor the impact of the SEND provision. The new SEN Governor is Mrs Kathryn King.

SEND Register

The number of pupils with SEND is 70 (Feb 2020). This represents 24.5% of the school population and this is a decrease 5.5% from February 2019. This is due to a reduction in the number of EHCP's (currently 10, down from 22 last year) and a falling roll. The predominant need of learners are Speech, Language and Communication Difficulties and Social, Emotional and Mental Health needs. 3.5% of learners have an Education, Health & Care Plan, which is a fall of 3.5% from last year and can be attributed to 7 pupils moving to specialist provision over the past year, with a further 3 being Year 6 school leavers..

Level of Provision	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	3	5	11	16	10	10	5
Statement/ EHCP	2	0	2	1	2	1	2

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 continued to be 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 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.

Funding has been used to implement Thrive across the school. This has allowed the SENCO to identify 143 children with significant gaps in their emotional regulatory systems and as such, require further targeted intervention. This can be through the class team, SENCO or by accessing the School Psychotherapist – Christina Rousseau.

Funding has been used to purchase ASC resources; Social Thinking, Comic Strip Conversations, SCERTS and Social Behaviour Mapping. The resources have been shared with teaching assistants during bi-weekly meetings.

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
- Specialist programmes utilizing the sensory room.
- Rapid Reading
- Delivering Read, Write, Inc. programme
- Move to Learn

This year we have modified the identifying and reporting of SEN systems within school to help ensure better early identification of SEN. Provision Maps have been used to provide information on how each class uses a range of intervention programmes to enable pupils to achieve their potential. These require teachers to identify why children require the intervention and the point at which they need to come off the intervention. 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. Should this not help a child to 'catch up', they will then have an Individual Education Plan (IEP).

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: Read, Write, Inc. 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 after 6-8 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 Thinking

This is an ASC specific intervention which helps children with ASC understand how the world around them operates and identifies 'expected' and 'unexpected' behaviours from social settings. This can then be used to help discuss how specific situations require specific responses to help them go well.

Social, emotional and mental health

Thrive

Thrive is an approach that help children to develop their emotional regulatory systems and become better ready for learning. It requires each class teacher to screen the class for specific behaviours or traits for every child. Should a child score below their age-related level, then the SENCO will conduct a full Thrive assessment. This will identify where the child is with regard to their social and emotional development and will then allow specific programmes to be created to work on, both at school and home. The first phase of implementing Thrive has shown 143 children require further assessment, and has also been used to help in early identification of need from Year R through to Year 2. The school will be offering Family Thrive to families during the Spring and Summer terms, which it is hoped will make a difference in supporting families with their children.

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 worker provides a positive, structured, small group environment for children who need support with their emotional and/ or behavioural needs. Our pastoral care worker 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 trainee Counsellors or Play Psycho Therapist, 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 Worker Mr Chris Walsh. These courses are run in conjunction with the CLF, (Christchurch 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

BOOST Outreach

BOOST outreach is provided through either Linwood School or Tregonwell Academy. They offer support for children with either cognition, communication, sensory needs or behaviour. The support is currently free and has been used to support children who are continuing to make very slow progress or have demonstrated significant behavioural needs. The support provides a specialist teacher who observes the child and then works with the class team to help make reasonable adaptations to help the child in school.

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
- BOOST Outreach
- School Nurse
- Community Paediatrician
- Consultant Paediatrician
- 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
- Bournemouth, Christchurch, Poole Council Local Offer
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support service)
- TADSS (Teaching Alliance of Dorset Special Schools)
- Community Policing
- Dorset Parent and Carer council
- Linwood Teaching School
- Tregonwell Academy

Transfer Arrangements

Nursery-Reception

The Early Years team visited pre-schools in Summer 2019 in order to collate information about the intake children for September 2019. The SENCo has liaised with a local pre-school to help prepare a pre-school pupil with an EHCP prepare for transition into

Somerford Primary School's Early Years provision 2019 and attended EHCP assessment meetings prior to children starting school this academic year.

Year 6 - Secondary

The SENCo has met with SENCOs from the local secondary schools 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;

Autism Education Trust Tier 1 (whole school), Tier 2 (SENCO), Tier 2 extended (2x class teachers), Tier 3 (SENCO). The SENCO has also been recruited by Linwood Teaching School to provide Tier 1 and Tier 2 training across BCP.

Signalong (Reception class teacher)

PEIC-D (SENCO & Reception class teacher)

Inclusion briefings (SENCo)

In house Speech and Language training (TAs)

Attachment training

Thrive Training; Family Thrive

Language development for a child with hearing impairment

Transgender training

LGBT Awareness Training

ASC in-house training (SENCO led)

Children with Disabilities and Medical Needs 2019/20

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

7 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.

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 Policiy