

SEN policy and information report

Somerford Primary School



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Somerford Primary School has high aspirations for all children identified as having SEND in our school. We aim to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND). We are committed to providing an inclusive curriculum that ensures good progress for all of our pupils irrespective of need or ability. We strive to ensure that all children achieve their best, so that they can become confident individuals leading fulfilling lives. We focus on clear outcomes for children and identifying how these can be most successfully achieved.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Luke Thorne, who can be contacted on 01202 485 436 or via office@somerford.dorset.sch.uk.

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN Governor is Kathryn Hudson. The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia,
- › Social, emotional and mental health difficulties, for example, attachment needs, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Teachers will use evidence such as intervention data, pupil progress meetings, Thrive analysis, Cognitive Ability screenings and Dyslexia screenings to help assess whether or not a child would benefit from being placed upon the SEN register.

5.3 Consulting and involving pupils and their families

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the family's concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupils in receipt of SEN support will be identified on class provision maps or, if needed an Individual Education Plan (IEP) will be created. Provision Maps and IEPs are reviewed 3 times a year, giving pupils and their families the opportunity to review the progress made and to ensure that changes can be made if necessary, as part of the plan, do, review process.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Progress and attainment information from provision maps or IEPs
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If a child joins our school with identified SEN provision required, we will meet with the child and their families to discuss an appropriate transition plan. We will also ensure that the child meets with our school therapeutic intervention team, to ensure that they make a good start to their school life here. If necessary, further provision will be put in place to ensure the child is able to settle into the school.

At the end of each year, school staff hold meetings to ensure smooth transition between classes and teachers for children with SEN. Social Stories and other support strategies can be used to help children prepare for moving classes.

If a child is due to move to a new school, then contact will be made with the receiving school's SENCO to discuss the SEN needs of the child where possible. All records will be sent to the receiving school once confirmation has been received that they are on roll at the school. The SENCO will provide further support to the receiving school to aid transition if it is requested and feasible to implement.

Our school curriculum not only covers the National Curriculum 2014, but also provides learning experiences that allow our pupils to grow as individuals and help prepare them towards adulthood.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- › Read Write Inc. for Year Groups Reception through to Year 4
- › NELI Speech and Language programme for Reception and Year 1 pupils
- › WellComm for Reception pupils
- › Fine-motor- finger gym for Reception pupils
- › Sensory Circuits
- › Maths mastery
- › Words First for pupils who require a non-phonics-based reading programme

- › Speech and Language programmes as set by NHS Speech and Language Therapists
- › Reading support
- › Spellzone
- › Times Tables Rock Stars
- › Word Shark
- › Number Shark
- › Thrive Action plans – whole class and individuals
- › Learn2Move

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 14 teaching assistants who are trained to deliver interventions such as NELI, WELLCOMM, Write First and Read, Write, Inc.

Teaching assistants will support pupils on a 1:1 basis when the teacher makes specific request for this, or if the child has an EHCP that states individual support is necessary.

Teaching assistants will support pupils in small groups when an identified need has been made and the group would benefit from targeted support being put in place. This may be for a single lesson, or for a block of intervention if required.

We work with the following agencies to provide support for pupils with SEN:

- › NHS Dorset Speech and Language Service
- › BCP Educational Psychology Service
- › Dorset Hearing Support Service
- › BCP Outreach Service provided by the local teaching schools
- › Social Services
- › Early Help
- › Mental health in Schools Team
- › CAMHS
- › Dorset Paediatric Services

5.9 Expertise and training of staff

Our SENCO holds The National Award for SEN Co-ordination; PGCE in SEN and Inclusion; PGCE Business Education. He has worked as a teacher of special educational needs for 15 years and taught across age ranges from 4-25. He was assistant head teacher for 6 years in schools educating children with a range of needs, including Autism Spectrum Condition, Moderate & Severe Learning Disabilities, Profound & Multiple Learning Disabilities, Attachment Disorder, Tourette's Syndrome, Foetal Alcohol Syndrome, Prader Willi Syndrome and Down's Syndrome. He is also a Thrive Licensed Practitioner and works with the local Teaching

School to help deliver outreach training to other schools as part of the Autism Educational Trust's programme to help raise standards in teaching for children with Autism.

They are allocated 5 days a week to manage SEN provision.

We have a team of 14 teaching assistants, including 1 HLTA who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Read, Write, Inc., Write First, Shape Coding System, Dyslexia, Dyscalculia, Good Autism Practice, Sensory Circuits, Social Stories, Comic Strip Conversations, NELI and Teaching Assistant who follow speech and language programmes have regular updates and support from the Speech and Language Therapy Team on a regular basis.

5.10 Securing equipment and facilities

The school will work with families and external agencies to ensure that equipment and facilities are suitable to meet the needs of its SEN learners. We have adapted two classrooms to meet the needs of our children with hearing impairments, with a further room that has further adaptations for hearing support set aside for specific interventions. The school has developed a sensory room, a therapeutic intervention room and a Thrive room to help support children with a wide range of learning needs. The school has also identified where technology can support its learners and has invested in Century Online Learning for its SEN pupils. Further individualised equipment such as TheraBands, body socks, dark dens, wobble cushions and writing aids are available after consultation with the pupil, staff and families as appropriate.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions at the end of terms 2, 4 & 6, or sooner if necessary
- › Monitoring by the SENCO
- › Using provision maps and IEPs to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including breakfast club and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

If a family request that a child with a disability is placed at Somerford Primary School, we will endeavour to ensure that they are able to make a smooth transition into our school by working closely with the family to better understand their child's individual needs. We will also work closely with appropriate agencies to make any reasonable adjustments to the school as part of this process.

We strive to be an inclusive school and as such, we have made accommodations, such as providing sound boards and acoustic dampening to classrooms that children with hearing needs access. We have minimised steps and thresholds on the ground floor of the school to ensure classes are accessible for wheelchair users. The school also recognises that hidden disabilities, such as Autism can have a profound impact on children with such conditions, so we have ensured all staff have accessed basic training for Autism.

Our school accessibility plan can be found at;

<https://somerford.dorset.sch.uk/wp-content/uploads/2020/04/Accessibility-Sept-2019-22.pdf>

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils are assessed through our Thrive Approach and any pupil with significant needs highlighted will be provided with a programme of therapeutic support. This could be as part of a whole class, small group or individual plan and be provided by the class team, or with staff who have been trained to use therapeutic techniques to help support children.
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our after-school clubs to promote teamwork/building friendships
- If necessary, pupils who need support during unstructured parts of the school day may be offered the opportunity to spend time with our pastoral support team, where they can play games or join other children who find these times difficult. This will help them to build confidence and social skills, ready to re-join their peers when ready.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Our school works closely with a number of agencies to help support children with SEN. We worked with the BCP Outreach Service to support a number of children in school last year, helping them to make better academic progress as a result. The SENCO, teachers and teaching assistants were available for meetings and took on board suggestions to help children with SEN. The SENCO also used this information to help make applications for further support, such as making applications for Education, Health and Care (EHC) Plans.

The school receives regular visits from Speech and Language Services and last year helped children to make appointments with therapists using the Dorset Attend Anywhere online service. This ensured that children with specific needs did not miss out on important support despite enforced remote working as a result of the Covid19 Pandemic.

Somerford School received support for 3 children from Dorset's Hearing Support Service and has bi-weekly visits from its link teacher. The teacher has provided valuable bespoke training for staff working with each pupil and has also helped the school to develop the provision and ensure classrooms are suitable for the children.

Our school has worked closely with the Educational Psychology team to help develop a better understanding of specific children's cognitive needs and also to help families best support their children in their learning. This has again helped the school make successful applications for EHC Plans.

Last year, the school worked with a trial programme for Mental Health in Schools (Mis) team, as part of a nationwide directive to help improve children's access to Child and Adolescent Mental Health Services (CAMHS). The school was able to make a number of referrals to the service and obtain valuable help and support for children within the school.

We also worked closely with a local special school to help develop the local authority's offer of specialist provision within the locality. Spaces for 20 children were made available and 12 children were successfully placed within the provision run by Linwood School. The close working relationship between the school allowed us to develop children's understanding and acceptance of SEN within the community.

5.15 Complaints about SEN provision

We hope that your child will have a happy and successful learning experience at Somerford Primary School. The child's needs come first at our school and we hope that by ensuring this is the case, that difficulties can be overcome. However, we understand that at times problems and difficulties arise and hope that should they do so, that you will raise them to the class teacher and allow us the opportunity to rectify the issue. The link between home and the class teacher is vital to ensure that we can act in a timely and appropriate way.

Should you not be able to solve an issue regarding the SEN provision being made for your child with the class teacher, then you are welcome to arrange to meet with the SENCO by making an appointment with the school office. The SENCO will then contact you to gain a better understanding of the problem and then speak with

the class team. It is hoped that this will then resolve the matter and a plan can be agreed upon to move forward and ensure that the matter is addressed.

If however, you feel that the matter has not been dealt with in a manner you feel is either appropriate or fit, then you are entitled to submit a complaint. Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The school recommends that all families of children with SEN be aware of and use the Special Educational Needs and Disabilities Independent Support Service (SENDIASS). They offer families independent advice on all matters regarding SEN, including matters regarding their education, their health and any other matters that impact on their social well-being. They can help put families in contact with other professionals who offer respite care and short breaks, or access to SEN activities and support groups.

Families can also contact Parent carers Together, which offers parent carers support and can provide training to help you develop how you support your child. Their details can be found at https://search3.openobjects.com/mediamanager/poole/fis/files/english_pct_leaflet.pdf

5.17 Contact details for raising concerns

Mrs Helen Frampton – Headteacher

Mr Luke Thorne – SENCO

Mrs Rachel Maddison - Lead teacher for Looked After Children

All staff can be contacted on 01202 485 436 or by email; office@somerford.dorset.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is available here:

<https://fid.bcpccouncil.gov.uk/family-information-directory/directory/schools-and-learning/schools-further-education/primary/somerford-primary-school>

We also contribute to BCP's local offer by providing our SENCO to help deliver Autism training through the BCP Outreach Service and Autism Education Trust.

Our local authority's local offer is published here:

<https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions