



Huish Primary School

SEN Information (Local Offer) for Children and Young People with Special Educational Needs/Disabilities 2019/20

This SEN Information Report, sometimes known as the Local Offer, should be read in conjunction with our SEN Policy and our leaflet 'Supporting Pupils with Additional Needs', all of which can be found on our website. You may also find it helpful to refer to our Behaviour Policy and Policy for Administering Medicines in School.

This report has been co-produced with students, parents/carers, governors and members of staff – October 2019.

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Head of School

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Chair of Local Board

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How do we identify pupils that require additional help or have special educational needs (SEN)?

We constantly monitor the progress of all pupils in school. If a child struggles to make expected progress academically, socially or emotionally, we may decide to look into this further so we can identify the barriers to their learning. This will be discussed with you and some additional provision may be put in place – the impact of this will be monitored.

Some pupils have identified SEN before they come to our school so we use the information already available to identify how they need to be supported in our school setting. Parents may think that their child has SEN - we will discuss this with you and carry out assessments, we will share our findings with you and come to an agreement about what should be done next and what you can do to help your child.

There are a number of children within school that require some kind of additional provision and support – this is often provided through normal classroom differentiation and does not mean that your child has SEN. The new Special Educational Needs (SEN) Code of Practice (2015) advocates a graduated response. Schools have a duty to support children with additional needs—much of this can be done without them being classified as SEN. If your child's needs are more significant and complex, they may be identified as a pupil with Special Educational Needs (SEN).

What does SEN mean?

SEN stands for Special Educational Needs.

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

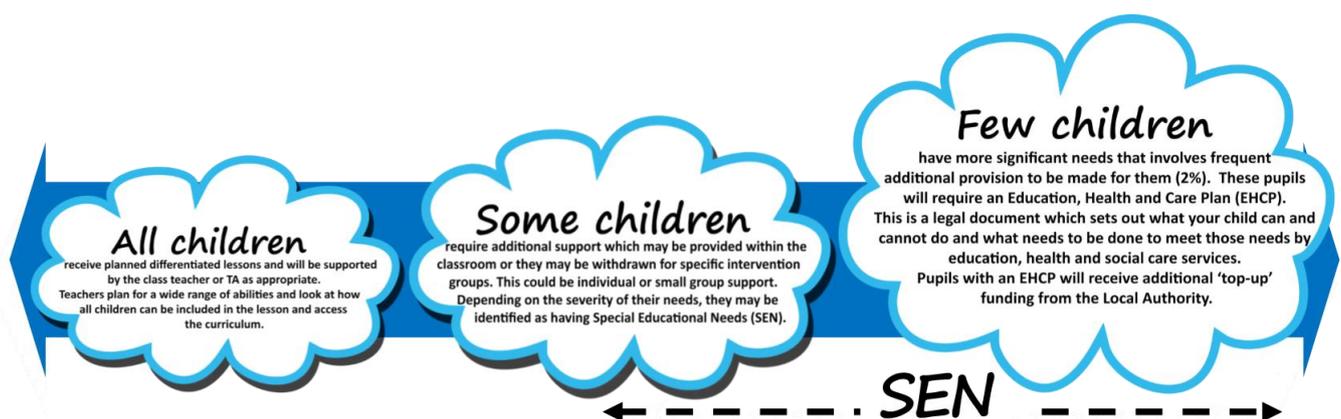
A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a **significantly greater** difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- (c) a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day today activities.

(Section 6), Equality Act 2010

The abbreviation **SEND** refers to children who have **Special Educational Needs** and/or a **Disability**.



Who can I contact if I am concerned about my child?

Talk to us – we pride ourselves on building positive relationships with parent carers and aim to be open and honest and hope that you are able to do the same with us.

Your child's class teacher is the first point of contact regarding your child's learning – please make arrangements at the school office to see them at a convenient time. The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help you

child may need (this could be things like targeted work, additional support, booster groups, interventions) and letting the SENCO know as necessary.

- Ensuring any specific targets, strategies and recommendations are incorporated into their weekly lesson planning/differentiation
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed within their classroom.

Laura Moore is our school SENCO (Special Educational Needs Co-ordinator). She is in school every day and can be contacted through the school office. For children with additional needs the SENCO may:

- Assess your child to identify any difficulties they may have
- Ensure the right support is put in place for your child
- Advise other staff on how to help your child
- Work with you regarding your child's needs and listen to any ideas or concerns you might have
- Work with other professionals (if necessary) who may be able to help your child e.g. speech & language therapist, educational psychologist, Parent and Family Support Advisor

The Head of School, Vaughan Hillier-Nickels, is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. This may be delegated to the SENCO/class teacher but he is still responsible for ensuring that your child's needs are met.

Mrs Jackie Bachrach is our SEND Governor. She meets termly with the SENCO and they sometimes attend relevant training together. She can be contacted via the school office.

How are pupils with additional needs/SEND supported?

All children receive planned, differentiated lessons and will be supported by the class teacher or Teaching Assistant (TA)/Learning Support Assistant (LSA) as appropriate. Teachers plan for a wide range of abilities and look at how all children can be included in the lesson and access the curriculum. This is known as Quality First Teaching.

Some children require additional support which may be provided within the classroom or they may be withdrawn for specific intervention groups. This could be individual or small group support, led by a teacher or TA/LSA. Support may include:

- Additional visual prompts/reminders
- Additional processing time
- Story maps
- Writing prompts
- Flashcards
- Number lines/100 squares
- Use of symbols
- Forest School
- Speech & Language Programmes
- Numicon
- Occupational Therapy Care Plan intervention
- ELSA intervention (Emotional Literacy Support Assistant)
- Talk Boost

Depending on the severity of needs and the amount of different provision made for them, pupils may be identified as having a Special Educational Needs (SEN). These children will be recorded on the school's SEN Register as receiving **SEN Support**.

A very small minority of pupils (2%) have an Education, Health and Care Plan (EHCP). This means that they have significant needs that require frequent additional provision to be made for them. An EHCP is a legal document which sets out what your child can and cannot do and what needs to be done to meet those needs by education, health and social care. These children would be known as having Special Educational Needs (SEN) and will be recorded on the school's SEN Register. This level of support and provision is known as **EHCP**.

How will I know how my child is doing?

As a school, we measure children's progress in learning against National expectations and age-related expectations. Every term, the class teachers have a meeting with the Senior Leadership Team to discuss any pupils that are not making expected progress and what further support can be made for the child. Any concerns will be shared with you at Parents Evening which are held in the Autumn and Spring Terms.

If your child has an identified Special Need and is on the SEN Register they will have a Learning Plan. This contains targets specific to them to help them progress and records their views about what helps them learn best and how they think they are progressing at school. There is also a section for you to share your views. A copy of the Learning Plan will be sent home for you to keep. Learning Plans are reviewed every term and new targets may be set.

For children with complex SEN who have an EHCP (or for children who receive additional high needs funding from the Local Authority), they will have a SEND Support/Annual Review meeting every year which you and your child will be part of. This meeting will identify what is working well and what is causing concern and we will set short and long term targets together to help your child make progress. Children with complex SEND will also have a Learning Plan, as above.

What support will there be for my child's overall well-being?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required, the class teacher may liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health (School Nurse, Physiotherapist etc), Social Care and/or South Somerset Partnership School (social, emotional and mental health support and medical support team).

We have a Parent and Family Support Advisor who works the equivalent of one day a week. They work with families in the home and children at school to help improve emotional, social and behaviour difficulties and provide parenting support. They also offer practical help such as filling in benefit applications and signposting to other services. Parents and pupils can make a referral themselves to the PFSA in order to access support, however all referrals are triaged and dealt with in order of need and there may be a waiting list. The PFSA can be contacted via the school office. Please speak to the SENCO or your child's class teacher if you would like more information.

The school has two trained ELSAs (Emotional Literacy Support Assistants), Mrs Sue Drewitt and Mrs Mary Quinn, who work with vulnerable children during the school day to raise self-esteem and encourage confidence. Mrs Nicki Dexter is also trained in providing emotional support and emotion coaching.

Mrs Drewitt is also our trained Forest School leader. All of our Year 4 children take part in Forest School for a five week block in small groups to help develop co-operation and team building skills.

Mrs Carrie Newman runs our STARS group which is based on theraplay techniques and aims to build resilience, confidence and improve social skills through play based activities. Mrs Drewitt, Mrs Quinn, Mrs Dexter and Mrs Newman work under the direction of the SENCO.

The school has a policy regarding the administration and management of medicines in school. Parents need to complete a form which is available from the office if their child needs to take medication in school. If a pupil has long term medical needs e.g. diabetes, epilepsy the SENCO will liaise with health professionals to ensure the school follows appropriate procedures and staff receive the necessary training.

Attendance is monitored by the school office on a daily basis. Lateness and absence are recorded and reported and monitored by the Local Authority's Education Safeguarding Service. If your child's attendance falls below 95% or if they miss 6-8 sessions within a twelve-week period, you may be sent a letter or requested to attend a meeting to remind you of the importance of being in school and the impact poor attendance can have on your child's education.

What specialist services and expertise are available to the school?

At times, we may require further advice to help meet your child's needs. We work closely with a range of external agencies and your consent would be requested before your child's needs are discussed or a referral is made. It is good practise for parent carers to meet with any specialists and discuss their child's needs and provision with them. Initially, the specialist may discuss your child with us and make recommendations for us to help them in school. Following a graduated response, it may be appropriate at a later date for the specialist to work directly with your child to carry out a formal assessment.

Specialist Services regularly accessed by school include:

- Educational Psychology
- Learning Support Team (including specific learning difficulties such as dyslexia)
- Integrated Therapy Service (Speech & Language Therapy, physiotherapy, occupational therapy)
- Autism and Communication Service
- South Somerset Partnership Service (social, emotional and mental health support service, medical support services)
- CAMHS (Child and Adolescent Mental Health Service)
- PFSA (Parent and Family Support Advisor)
- Children's Social Care
- Health care professionals e.g. consultant paediatricians, school nurse, diabetic nurse

How staff are trained to support pupils with SEN and disabilities?

The SENCO attends regular training, conferences and support group meetings and the information acquired is cascaded to staff where appropriate. The SENCO supports staff in planning for children with SEND, ensuring their needs are met and that they receive appropriate provision. Staff attend training courses appropriate to the needs of the children or expertise may be brought in to lead training within school.

Recent training undertaken by staff includes:

- Phonics
- Developing Vocabulary
- Speech and Language development
- Occupational Therapy
- Learn to Move
- ELSA (Emotional Literacy Support Assistant)
- Theraplay techniques
- Clicker 6 and Communicate in Print

The SENCO holds a Level 5 Certificate for Teachers of Learners with SpLD (dyslexia).

How accessible is the school?

Most entry points to the school are wheelchair accessible. There are two accessible toilets although we do not have hoists/changing tables etc. Corridors and classrooms are limited in size. We have a plan in place to improve the school environment to make it more accessible for people with visual impairments. We have installed acoustic soundboards in one class in each year group to create a pathway through the school for pupils with a hearing impairment in order to reduce sound reverberation and create a more pleasing acoustic environment. Many parts of the school have been improved for people with visual impairments to ensure changes in gradient, steps and protruding obstacles are clearly marked.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Parents will be involved in the decision making about school trips and activities.

The school has an EAL Co-ordinator, Miss Aimee Benning, who liaises with the EAL support advisors within the Local Authority. When necessary, the school can access a translation service to translate reports, documents and letters and provide an Interpreter to attend meetings and Parent Evenings. For our Polish families, we have a Polish teaching assistant, Agnieszka Eyong, who is able to liaise with parents and provide an interpretation and translation service (please see our leaflet '*Supporting Pupils who speak English as an Additional Language*' for more information).

How do we support pupils in their transition into and from our school?

When joining our school in Reception:

- We will contact the pre-school to discuss any specific needs they may have and what support is required
- Pupils with funding or complex needs may have a School Entry Plan meeting during the Summer Term before they start school – parent carers and other professionals involved with your child will be invited to attend
- Pupils without funding may have a Transition Meeting during the Summer Term before they start school – parent carers and other professionals involved with your child will be invited to attend
- The Reception Class teacher and/or SENCO may visit the pre-school setting to see your child
- Additional visits to school may be arranged
- There are a number of play visits and transition sessions for all children to attend during the Summer Term before they start school to help them settle in

When joining our school at other times:

- The SENCO will contact the previous school to discuss any specific needs your child may have and what support they require
- Records from the pupils previous school will be sent to us and key information shared with relevant staff
- We will speak to you about your child's needs and the provision they have been receiving

If your child is moving to another school:

- We will contact the new school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

In Year 6

- All records about your child's needs will be passed on to the new school
- Information about your child will be shared with their new Head of Year and/or SENCO
- All children attend a transition day during the Summer Term. Extra visits can be arranged for children with SEND to their new school if needed prior to this day to help familiarise them with their new school and meet key members of staff
- If your child has complex needs and has an Education, Health and Care Plan, their EHCP Annual Review may be used as a transition meeting during which we will invite staff from both schools to attend.

When moving class each year

- Information about your child will be shared with their new teacher and support staff
- Photo booklets of staff in each new class are shared with pupils before the Summer holiday, if appropriate, to help familiarise themselves with key adults and reduce anxiety
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.

What is top-up funding?

The school budget, received from central government, includes money for supporting all children with SEND. This is used to provide support according to the complexity of their need (including equipment, staffing and resources). If your child has significant needs that require them to have a large amount of adult support or specialist equipment, they will need an Education, Health and Care Plan. All children with an EHCP are 'banded' to determine the level of top-up funding the school receives using a banding system from 1-7 (1 being the lowest amount). The band allocated for funding will be based on the evidence gathered over a period of time to show what provision, progress and strategies have been put in place to meet the child's needs. This band could change, if the child's needs change.

What is an Education, Health and Care Plan (EHCP)?

The highest level of need is met through an EHCP (Education and Health Care Plan), previously a Statement of SEN. This is a process where a child's significant needs are supported by school and outside agencies to meet that child's complex difficulties. An EHCP is a statutory document that sets out the child's strengths and needs and what provision they require to enable them to make progress. All children with an EHCP will have external professional advice and recommendations written into their plan and usually receive a significant amount of additional support to meet this advice. Children's progress is continually monitored and reviewed at an EHCP Annual Review meeting. Any changes to support will be detailed and implemented, as necessary. Progress will be measured against termly targets and reviewed outcomes. Approximately 2% of pupils have an EHCP. An EHCP entitles the pupil to additional top-up funding from the Local Authority using a banding system from 1-7 (1 being the lowest amount). All pupils in specialist provision (e.g. special school or specialist base attached to a mainstream school) need an EHCP.

Through a graduated response, as specified in the new SEN Code of Practice (2015), there are many steps that should be explored first, such as further changes to the provision in the school, or links with specialist providers to gain advice and support. However, if all those interventions are not working well enough, then you as parent, the school or other agencies may apply for a Statutory Assessment which may lead to an EHCP.

How does my child get an EHCP?

You and the school either independently or in partnership can request that the Local Authority carry out a Statutory Assessment of your child's needs. After the request has been sent to the Local Authority, they will decide whether they think your child's needs (as described in the documentation provided), are complex enough to require Statutory Assessment. If this is the case, they will ask you and the professionals involved with your child to write a report outlining your child's needs and the provision in place following the graduated response. If they do not think your child needs this, they will ask the school to continue with the support in place.

After the information has been collated, the Local Authority will decide if your child's needs are severe and complex. If so, they will call a meeting of all professionals involved with your child and an Education, Health and Care Plan will be written to describe their learning difficulties or disabilities and they help they will get to meet these needs. If this is not the case, they will ask the school to continue with the support they are providing following the guidelines of the Code of Practice.

Where can parent carers get extra support and advice?

Somerset SENDIAS (*Special Educational Needs and Disability Information, Advice and Support*) provide free, impartial, information, advice and support to parent carers, children and young people (up to the age of 25) about Special Educational Needs and Disability. Their web address is: www.somersetSEND.org.uk

Somerset Parent Carer Forum is an independent group of parent carers united by their experiences, passion and commitment to ensuring that parent carers are invited and empowered to participate in decision making in the Local Authority, Health Service and ultimately Government. They can be found at:

What can I do if I am not satisfied with a decision or what is happening?

Firstly, make an appointment to speak to your child's class teacher. Sometimes problems arise through a lack of communication and can be resolved by talking to the teacher to find out exactly what is happening. Having spoken to the class teacher, your next point of contact would be the SENCO, Laura Moore. You can make an appointment through the school office or leave a message for Laura to contact you if she is not available.

If speaking to the class teacher or SENCO has not satisfied your concerns, you will need to speak to Mr Hillier-Nickels, Head of School, or another member of the Senior Leadership Team. We very much hope that we would be able to resolve any concerns you have before getting to this point. However, you are entitled to make an official complaint to the school governors following the schools formal complaints procedure.

Who should I contact if I want my child to attend Huish Primary School?

Please contact the school office to make an appointment to look around the school. If your child has SEN or a disability, you can request that the SENCO is available to meet you and show you around the school. She will be able to discuss your child's SEND with you and how the school may be able to support them.