

**All Saints Church of England Primary School SEN Information Report**  
**September 2016**

<b>Type of School:</b>	<b>Church of England Primary School</b>
<b>Specialist provision on site</b>	<b>None</b>

**A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DIFFICULTIES WITH LEARNING IN THIS SCHOOL:**

<b>School Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs (SEN)?	Special Educational Needs Co-ordinator (senco), Mrs S Clarke	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>• involved in supporting your child's learning;</li> <li>• kept informed about the support your child is getting;</li> <li>• involved in reviewing how they are doing;</li> <li>• part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> <li>• Updating the school's SEN list &amp; keeping up to date the records of your child's progress &amp; needs.</li> <li>• Providing support for teachers &amp; support staff in the school so they can help pupils with SEN achieve the best possible progress in school.</li> </ul>

	Class Teacher	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> <li>• Delivering high quality teaching (Quality First Teaching) for all pupils including those with SEN.</li> <li>• Checking on the progress of your child, planning and delivering appropriately differentiated work to support their learning in class.</li> <li>• Using Individual Education Plans /IEPs( if your child has one) when planning for your child's lessons</li> <li>• Ensuring, with the support of the Senco, 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.</li> <li>• Ensuring that the school's SEN and curriculum policies are followed in their classroom and for all the pupils they teach with any SEN.</li> </ul>
	Head teacher, Mrs P Park	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN.</li> <li>• She will give responsibility to the Senco and class teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• Ensuring that the school is using its 'best endeavours' to ensure the necessary provision is being made for children with SEN.</li> <li>• She must make sure that the Governing Body is kept up to date about any issues relating to SEN.</li> </ul>
	SEN Governor, Miss J Young	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN.</li> </ul>

## B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children identified with SEN in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:-

- Other staff in the school
- Support from staff who will visit the school from the Local Authority central services such as the ASD Outreach Team, Visual Impairment, Hearing Impairment, Behaviour Support Teams.
- Support from staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service or Occupational Therapy(OT)

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	<p>Class Teacher input via excellent targeted classroom teaching also known as <b>Quality First Teaching</b>.</p> <p>Specific group work within a smaller group of children/paired work. This may be</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a teacher or teaching assistant (TA).</li> <li>• Child highlighted as a '<b>Concern</b>'.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc.</li> <li>• Putting in place specific strategies (which may be suggested by the Senco or outside staff) to support your child to learn.</li> </ul> <p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <ul style="list-style-type: none"> <li>• They will discuss their concerns with you.</li> <li>• He/ she will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• *A teaching assistant/teacher will run these small group sessions using the teacher's plans.</li> <li>• *Progress &amp; response to interventions/support are carefully monitored by class teacher/ head teacher/ senior management team.</li> </ul>	<p>All children in school should be getting this as a part of excellent classroom practice. Monitored by Head teacher/Senior Management Team.</p> <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>

	<p>Stage of SEN Code of Practice: <b>SEN Support</b>, where a child has been identified by the class teacher/Headteacher/Senco as not making adequate progress despite quality first teaching and despite additional strategies, small group support etc as outlined above. These children have a significantly greater difficulty in learning than the majority of their peers or they have a disability which hinders them from making use of the normal classroom provision.</p> <p>The provision put in place at this stage is in addition to or different from the provision usually available in the classroom/school.</p>	<ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/Senco (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups.</li> <li>• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>• You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, a member from the Learning Support Team or an Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:</li> <li>• Making changes to the way your child is supported in class e.g some individual support or changing some</li> <li>• aspects of teaching to support them better</li> <li>• Support to set better targets which will include their specific expertise.</li> <li>• A group run by school staff under the guidance of the outside professional e.g a social skills group or sensory.</li> <li>• A group or individual work with outside professional.</li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> <li>• Your child may have an Individual Education Plan/IEP which outlines the targets they are working on and how this will be delivered.</li> </ul>	<p>Children will be at the stage of the SEN Code of Practice called <b>SEN Support</b>, which means they have been identified as needing some additional and/ different support in school.</p>
	<p>Stage of SEN Code of Practice: <b>SEN Support- High Needs</b> which means they have been identified by the class teacher/Senco as needing <b>significant</b> extra support in school or specialist /regular support from a professional outside the school. Schools may have to apply, supplying evidence for a child to go to 'High Needs' and there may be 'top up' funding available depending on the category.</p>	<p>All of the above support and more is needed to support these children in school. They may need significantly more adult support, intervention programmes or resources in order to access the school curriculum.</p>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>Stage of SEN Code of Practice:  <b>Education, Health and Care Plan (EHCP)</b>  Education Health Care Plans are available where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to mainstream schools. (These will gradually be replacing Statements over the next few years).</p>	<ul style="list-style-type: none"> <li>• Education Health Care Plans co-ordinate the services the child &amp; family can access e.g. education, health &amp; care.</li> <li>• They are outcome focussed and will be reviewed annually with parents and all professionals involved with your child.</li> <li>• EHCPs must set out how services will work together to meet the child's needs &amp; in support of the outcomes.</li> <li>• Children with EHCPs require significant adult support in order to access school and they usually have a range of severe and complex difficulties.</li> <li>• They often require regular interventions to support their educational, health or care needs.</li> <li>• Parents, schools &amp; other professionals working with the child can request the LA for an assessment of needs in order to consider whether an EHCP is necessary.</li> </ul>	<p>Children whose learning needs are:  Severe, complex and lifelong</p>
<p><b>How can I let the school know I am concerned about my child's progress in school?</b></p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you can arrange to meet with your child's teacher by making an appointment at the office. There are also regular Parents Evenings during the year.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Special Educational Needs Co-ordinator (SENCO) or the Headteacher.</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> </ul>		
<p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>	<p>When a teacher has concerns about a child's progress, the class teacher will arrange to meet with parents and explain the provision that will be put in place and discuss ways in which both parents and school can work together to try to improve the child's progress. This discussion may also involve considering referrals to outside professionals e.g. Speech &amp; Language Therapy.</p>		
<p><b>How is extra support allocated to children and how do they move between the different levels?</b></p>	<p>The school budget, received from Somerset LA, includes money for supporting children with SEN.</p> <ul style="list-style-type: none"> <li>• The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including - <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul> They then decide what resources/training and support is needed.</li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> <li>• Children assessed as needing some initial interventions will have an appropriate intervention planned and their progress will be assessed at the end of the intervention programme/period.</li> <li>• If a child continues to make inadequate progress, more specific interventions will be offered – this will usually be at SEN Support level after discussions between parents, class teachers and the Senco</li> </ul>		

<b>Who are the other people providing services to children with an SEN in this school?</b>	Directly funded by the school	Teachers Teaching Assistants
	Paid for centrally by the Local Authority but delivered in school	Autism Outreach Service Educational Psychology Service Visual Impairment Team Hearing Support Team SENITAS (ICT Support) Physical & Medical Support Team Learning Support Team Parent & Family Support Worker
	Provided and paid for by the Health Service but delivered in school	Specialist Nurse e.g. diabetic, continence Occupational Therapy Speech Therapy
<b>How are the teachers in school supported to work with children with SEN and what training do they have?</b>	<ul style="list-style-type: none"> <li>• The Senco's job is to support the teachers in planning for children with SEN.</li> <li>• She carries out additional assessments with children to identify barriers to learning and suggests interventions, resources and strategies to use in class to support these children.</li> <li>• The school has comprehensive SEN Teacher Information Packs covering common areas of SEN e.g. ASD, ADHD, Dyslexia, Social Skills, Self Esteem, Language &amp; Communication, Social, Emotional &amp; Behaviour.</li> <li>• The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc. delivered by the Senco or outside professionals.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</li> <li>• Staff attend training courses in order to run specific intervention programmes for groups and/or individuals e.g. Individual Literacy Intervention, Precision Teaching, Numicon, Talkabout, Social Stories, STC, Speech Difficulties, QUEST, Letters &amp; Sounds.</li> <li>• This school has recently run staff training in dyslexia update, Precision Teaching, Tracking &amp; Visual Stress difficulties, SEN Resource Packs, SEN funding update.</li> <li>• In addition to the above the Senco has recently had training in ASD levels 1 and 2, Working Memory difficulties, Attachment Disorder, Monitoring of ILI, Social Skills &amp; Emotional Needs assessments, TALC assessments.</li> </ul>	
<b>How will the teaching be adapted for my child with learning needs (SEN)?</b>	<p>Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</p> <ul style="list-style-type: none"> <li>• Support staff may support your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> </ul>	

<b>How will we measure the progress of your child in school?</b>	<p>Your child's progress is continually monitored by his/her teachers, Headteacher/Senior Management Team/Senco</p> <ul style="list-style-type: none"> <li>• In the Reception class progress is measured through the age related bands (Early Years Foundation Stage Profile)</li> <li>• His/her progress is reviewed regularly against National Curriculum Levels plus Spelling &amp; Reading Ages.</li> <li>• If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P Scales'.</li> <li>• At the end of Key Stage 2 the school is required to report English and Maths National Curriculum levels for your child. This is something the government requires all schools to do and the results that are published nationally.</li> <li>• Some children at SEN Support will have an IEP &amp; the targets set will be reviewed three times a year.</li> <li>• The progress of children with an Education Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• The class teacher/Senco will also check that your child is making good progress by monitoring the effect of individual/ group interventions that they take part in.</li> </ul>
<b>What support do we have for you as a parent of child with an SEN?</b>	<ul style="list-style-type: none"> <li>• We would like you to inform us through the homework diaries or liaise as necessary with your child's teacher and Senco regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</li> <li>• The Senco is in school on Tuesdays and an appointment can be made with the office to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Senco will also attend this meeting or will arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• Targets will be reviewed with your child, the class teacher and the Senco and then we will send the proposed IEP home and you will be offered the opportunity to come in to discuss any changes you would like to see to the targets set.</li> <li>• Homework will be adjusted as needed to your child's individual needs.</li> <li>• We can suggest outside agencies that may be able to offer you support e.g. Parent &amp; Family Support Worker, Short Breaks etc</li> </ul>
<b>How have we made this school accessible to children with SEN? (Including after school clubs etc...)</b>	<p>We ensure that equipment used is accessible to all children regardless of their needs.</p> <ul style="list-style-type: none"> <li>• We provide support with homework via Homework Club.</li> <li>• We aim to provide adult support so that clubs are accessible to all.</li> <li>• All classrooms are on the ground floor &amp; most are accessible for wheelchair users.</li> <li>• For any child with a severe/complex SEN or long term medical condition, risk assessments are completed for clubs &amp; /or off site activities to ensure these pupils have equal access to these opportunities.</li> </ul>
<b>How will we support your child when they are leaving this school or moving to another year?</b>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school we will contact the school Senco and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>• If your child is moving onto secondary school the Sencos of each school usually meet and if appropriate will arrange a transition meeting which you will be invited to.</li> <li>• Additional visits to the secondary school are usually available for children who would benefit from this.</li> <li>• Various Transition Packs &amp; resources are available in school to prepare children more fully for transfer to secondary.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> <li>• When moving years in school information about your child will be shared with their new teachers/Senco.</li> <li>• If your child would be helped by a Pupil Profile, Transition Photo Book and/or additional time in their new class, we will put this in place.</li> </ul>