



Meare Village Primary School

“We are the people we’ve been waiting for”

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT



How we support children with special educational needs or disabilities

Introduction

Meare Village Primary School believes every child can succeed, thrive and make progress. Every child has unique strengths and unique needs. The Staff, Governors, pupils and parents work together to make Meare Village Primary School a happy, welcoming place to learn, where children can achieve their full potential and most importantly, have fun! We pay attention to the numerous groups of children who are a part of our thriving school family, ensuring equality of opportunity for all. We provide a learning environment which allows all children to flourish and make progress, adapting our provision to support the needs of all children in a caring, supportive and fully inclusive environment.

Our Special Educational Needs and Disabilities (SEND) provision is tailored to give pupils self-confidence through their learning, to develop important life skills whilst enabling them to maximize their potential and increase their level of independence.

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.



Learning Knows No Bounds

Our Ofsted rating is 'Outstanding'. Our most recent inspection was in March 2013.

'Disabled pupils and those who have special educational needs make excellent progress. This is because teachers and classroom assistants provide accurate guidance and support. They also ensure pupils have opportunities to work independently or with other pupils to develop their self-confidence, and to do 'fun' activities that make them want to succeed.'

The full report can be downloaded from our website, please click the following link for further information:

<http://www.meareprimary.co.uk/documents/Published.pdf>

How will the school know if my child needs extra help?

Meare Village Primary School is a mainstream school. We aim to ensure that:

- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the school community.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his/her full potential.
- We meet the needs of children with SEND by offering flexible forms of educational provision, by the most efficient use of all available resources.
- We match levels of additional support for learning to the wide variety of individual learning

difficulties, while enhancing self-esteem.

- We identify and assess children with SEND as early and thoroughly as possible, using the Code of Practice (2014).
- Parents/Carers and children are fully involved in the identification and assessment of SEND. We strive for a multi-agency approach by ensuring close co-operation between all agencies concerned.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory or physical

If your child has SEND then their needs will fit into one or more of these categories.

A school's provision for SEND is '**additional to and different from**' that already provided within the school's

differentiated curriculum.

We would identify your child as having SEND in a variety of different ways, including the following:

- Concerns are raised by you as parents/carers
- Your child's teacher has raised concerns
- Limited progress is being made by your child in accordance with age related expectations
- There is a change in your child's behaviour or progress
- Concerns are raised by external agencies e.g. physical health diagnosis from paediatrician
- Information is provided from a previous setting e.g. nursery/pre-school/previous school

If your child is identified as having SEND and require provision which is 'additional to and different from' that provided, then their name may be added to the SEND register. We recognise that your child's needs may change over time and provision must reflect that. The aim of additional provision is to support your child to make the best possible progress and to achieve their individualised targets. Your child may be removed from the SEND register if they no longer require support that it 'additional to and different from' that provided.

What should I do if I think my child may have special educational needs?

If you, as a parent, have concerns regarding your child then you should make an appointment to see their class teacher. Where appropriate the concern will then be shared with the Special Educational Needs Co-ordinator. (SENCO) - Mrs Hannah Stevens. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

How will school staff support my child?

Our SENCO, Mrs Stevens, oversees all support and progress of any child requiring additional help across the school. Support and intervention varies and will be based on your child's individual needs.

Your child's class teacher will set your child targets based on their own individual learning needs. Some children with SEND may need additional and more specific targets to meet their needs and an individualised provision map will be in place.

Support and intervention at our school includes:

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean –

- That the teacher will make changes to their teaching to suit the needs of all learners (e.g. including more practical learning opportunities) so that your child is fully involved in learning in class.

- That the teacher has high expectations of all learners in their care.
- That all teaching is built on what your child already knows, can do and understands.
- That specific strategies (that may have been suggested by the SENCO) are in place to support your child to learn e.g. fidget toys, chew buddies.
- Your child's teacher will assess your child's progress and will make careful decisions based on whether they feel they need additional support to help them close gaps in their understanding/learning in order to make the best possible progress.

Specific Group Work

If your child's needs relate to more specific areas of learning then your child may be included in an intervention group. This type of intervention may be run in the classroom or a group room and be led by the class teacher or a teaching assistant (TA).

Specialist Intervention overseen by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This could include the Educational Psychology Service, the Learning Support Service Team or the Integrated Therapy Team etc.

What could happen:

You would be asked to attend a meeting with the SENCO to complete a form called an Early Help

Assessment (EHA) which is needed to refer your child to a specialist professional. This form requires your permission to be able to make a referral and takes your view as parent, as well as schools, into account. By doing so, this will help both the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with the school and your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided by a Statement of Special Educational Needs or an Educational, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

How will teachers match the curriculum to my child's individual needs?

- Class work will be pitched at an appropriate level to suit your child's needs. This may mean that an activity is adapted in to three different levels so that all children can access it, however at times, it may be appropriate to individually differentiate the task for a specific child.

- The benefit of this is that all children can access a lesson and learn at their level.

How will the school's resources be allocated and matched to my child's special educational needs?

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about how much support my child will receive?

Your child's class teacher and the SENCO will discuss your child's needs and what support would be most appropriate for them to make progress. They will also consult with you as parent regarding any decisions which have been made.

Different children will require different levels of support in order to help them make progress and achieve their potential. We recognise that your child's needs may change over time and provision must reflect that.

How will the school judge what impact the support has had on my child?

- By reviewing your child's targets termly on their individualised provision maps attended by school staff and you as parents/carers. You will be involved in the setting of new targets if necessary too.
- By reviewing your child's targets at their Annual Review.
- Looking at whether your child is making progress academically against national/age expected levels and discuss them at termly Pupil Progress Meetings, attended by class teachers, head teacher and the SENCO.
- Seeking verbal and/or written feedback (formal and informal) from the teacher, you, and your child.
- Taking your child off the Special Educational Needs register when they have made sufficient progress.

How will you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track the children's progress from their admission through to Year 6, using a variety of different methods, including assessment under the National Curriculum and some standardised tests, as appropriate.

- Children who are not making expected progress are identified through the half-termly Pupil Progress Meeting (PPM). In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid progress.
- When a child's individualised provision map is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What opportunities will there be to discuss my child's progress and who will explain my child's needs and progress to me?

We aim that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

- Your child's class teacher and/or SENCO will meet with you at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Educational, Health and Care Plan (EHCP), and you will be invited to a formal meeting which will take place annually to review your child's progress.
- You are also welcome to make an appointment to meet with the SENCO or your child's class teacher at any time to discuss any concerns or how well your child is getting on.

How will you help me to support my child's learning?

- The class teacher or the SENCO can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register, they will have an individualised provision map which will have individual/group targets. This will be discussed with you on a termly basis and you will be given a copy. The targets that are set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that your child will achieve the target by the time it is reviewed.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and in school. This may be in the form of a therapy care plan.
- If a class teacher needs to discuss an issue with you it will be done privately and strategies to support your child will be offered.
- The school Parent and Family Support Advisor (PFSA) is also available to give advice and support.
- If your child has complex special educational needs or a disability they may have a Statement of

Special Educational Needs or an Educational, Health and Care Plan (EHCP) which means that a formal meeting will take place annually to review your child's progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall wellbeing?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

As a nurturing school, all our vulnerable pupils are known to all staff.

- All teachers and TA's are required to be out on the playground at 8.30am, providing parents and pupils with an opportunity to discuss any concerns or worries before school starts. Adults greet and welcome the children by manning the classroom entrances which ensures a smooth transition is had between home and school each day.
- Sometimes, it is overwhelming for children to have to line up in the morning on the playground. We provide them with an opportunity to go straight in to school to emotionally 'check in' with a member of staff to further support their transition from home to school.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support.
- We have a trained ELSA in school that provides support for pupils who are struggling to deal with their emotions. She plans individualised pieces of work to meet the needs of those pupils who need

her support.

- Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as CAMHS.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Appropriate forms need to be completed in the school office by parents if medication needs to be taken during the school day.
- If a child's health care needs are longer term, a medical or health care plan will need to be put in place. This will be done by health care professionals, parents, the SENCO and the child.
- Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage a medical situation should the need arise.
- If a child requires personal care, a Personal Care Plan will be in place and Staff will have undergone the appropriate training to undertake this level of care.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management and follow a restorative justice behaviour policy which is followed by all staff and pupils. Posters have been put up around the school to ensure children know how a situation will be dealt with. We are an inclusive school and make every effort to include all pupils in learning sessions with their class.

- The attendance of every child is monitored on a weekly basis by the Parent and Family Support Advisor (PFSA). Lateness and absence are recorded and reported to the Headteacher.
- Good attendance is rewarded in Praise Assembly on a Friday morning. The class with the best attendance wins an extra turn on the bike track at break time.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

What specialist services and expertise are available at or accessed by the school?

- Your child may have a specific need which requires us to consult a specialist service. We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: Educational Psychologists, Physical Impairment and Medical Support (PIMSS), Hearing & Visual Impairment Advisory Teachers, Physiotherapists, Autism and Communication Advisory Teachers, Occupational Therapists, Child and Adolescent Mental Health Service (CAMHS), Learning Support Service Advisory Teachers, Parent and Family Support Advisor (PFSA) and Speech and Language Therapists.

- We work collaboratively with The Mendip School which offers outreach provision and staff training.
- We also work with a range of other services including GetSet services and Children's Social Care including the Children's Disability Service and Social Workers.

What training have the staff supporting children with special educational needs, had or are currently having?

- Different members of staff have received various training related to SEN. Training is often completed and set up according to the needs within school and will cover the main barriers to learning in the four areas of need described in the Code of Practice (2014).
- We have teaching assistants trained in delivering Individual Literacy Intervention (ILI), Breaking Barriers and Numicon Intervention Programme (NIP), TALKBoost and some other reading, spelling, phonics and multisensory programmes.
- We have a Special Educational Needs Teaching Assistant (SENTA) who is also trained in the above, as well as in delivering Speech & Language programmes planned by Speech & Language Therapists, Occupational Therapy care plans and other computer based programmes such as Clicker 6.
- We have a TA who is a trained Emotional Literacy Support Assistant (ELSA) in school who supports children with aspects associated with social, emotional and mental health (SEMH) issues.
- Whole school training on Attachment training delivered by the Educational Psychology Service (EPS)

was attended by all staff in March 2019. 'Autism in Girls' training is planned for November 2019 and will also be delivered by the EPS.

- A number of our staff have very specific medical training, including Personal Care.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- 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.

How accessible is the school environment?

- The school environment has wheelchair access with ramps to access the building at the front and rear of the building.
- The school is equipped with an accessible toilet which is large enough to accommodate changing and personal hygiene care. This room also has showering facilities and a medical bed.
- The school building has had adaptations made to support children who are visually impaired.

How will the school prepare and support my child when joining or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

If your child is joining us from another school:

- The SENCO will undertake a pre-visit where appropriate.
- If your child would be helped by a book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the SENCO and ensure he or she knows about any special arrangements or support that needs to be made for your child.
- Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book to support them in understanding moving on then one will be made for them

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Forum which has an open forum for any issues or viewpoints to be raised.

All children who have an individualised provision map discuss and set their targets with their class teacher.

If your child has an Educational Health Care Plan or an Annual Review of their EHC Plan then their views

will be obtained before any meetings.

How are the school governors involved, and what are their responsibilities?

- The SENCO reports to governors annually to inform them about the progress of children with SEND; this report does not refer to individual students and confidentiality is maintained at all times in line with GDPR legislation.
- One of the Governors is responsible for SEND and meets with the SENCO on a termly basis. This 'SEN link governor' also reports to the governing body to ensure all of the governors are informed of current provision and practise within school.

What should I do as a parent if I think my child may have special educational needs?

1. Talk to us – in the first instance speak to your child's class teacher or your G.P.
2. If you are still concerned you can make an appointment with the SENCO – Mrs Hannah Stevens

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO.
- Look at our Special Educational Needs and Disability Policy on our website.

- Come to one of our Coffee Afternoons for parents of children with SEND.
- Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information, their views and experiences of children's/young person's services (0-25 years) they already use or would like to use in the future. **Phone:** 01458-259384
- Somerset SENDIAS is a free service providing impartial information, advice and guidance to all parents and carers of children with SEND. **Phone:** 01823 355578 **email:** info@somersetsend.org.uk

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Look on the website for Somerset's Local Offer - <https://somerset.local-offer.org>

Who should I contact if I am considering whether my child should join the school?

- Contact the school office, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCO who will discuss how the school could meet your child's needs.

Phone: 01458 860228 **email:** mearevillageprimary@educ.somerset.gov.uk **website:** www.meareprimary.co.uk

Who can I contact for further information?

Head Teacher – Jan Fellows

SENDCO – Kate Rogers

SEND Governor – Teresa James

Reviewed annually.

Last reviewed: September 2020