



SEND Annual Information Report – September 2024

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Name of SEND Governor: Sarah Gosset

Somerset's Local Offer link: www.somerset.gov.uk/localoffer

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching – The majority of children and young people with identified SEND will have their needs met successfully through universal provision and targeted support (known as SEN Support).
- Quality First Teaching (QFT) that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people will need educational provision that is additional to or different from this. This is called special educational provision.
- In identifying a child that may have Special Educational Needs, the class teacher, working with the SENDCO, the child's parent/carer, and where relevant, health and/or social care colleagues, will assess the child's needs.

- These needs should be reviewed regularly to ensure the appropriate support is in place. This should form a four-part cycle (Assess, Plan, Do, Review) set out below, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and the most effective strategies to support the child in making good progress to achieve their potential.
- When a pupil is identified as having SEND, action is taken to remove barriers to learning by making reasonable adjustments and by putting effective special educational provision in place. This is called SEN SUPPORT and this forms part of the GRADUATED RESPONSE. (Special Educational Needs and Disability Code of Practice 5:39-5:46 & 6:45 – 6:56)
- Children at SEN Support that are receiving the Graduated response will have cycles of Assess, Plan, Do, Review (ADPR). This is where children's progress is tracked using a variety of assessment tools to ensure that the provision that has been put in place is effective and is supporting the child to catch up. These assessments may include teacher assessments, standardised tests, Accelerated Reader tests, language assessments, social communication assessments and assessments undertaken by external agencies.
- Consideration of application for Education, Health and Care Plan (EHCP) – if a child continues to make less than expected progress, despite having at least 2 cycles of ADPR, the SENDCO, in collaboration with the child's parents and class teacher, can apply for an EHCP needs assessment to be carried out.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan, are on our SEN Record of Need.

The Somerset Graduate Response Tool

At Meare Village Primary School, we use the ***Somerset Graduated Response Tool*** to support us with *identification of need, and to find strategies and advice to support children.*

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

Discover more at www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset

The Assess, Plan, Do, Review Cycle explained:

This is a cycle of support which continues until the needs of the child/young person are met. This process should be transparent and in co-production with the child/young person and their parents/carers.

How we identify children/young people that need additional or different provision:

When considering a child or young person's Special Educational Needs, these are described as one of four categories known as the 'primary need'. These are:

- **Communication & Interaction** – this describes children and young people with speech, language & communication needs (SCLN) who have difficulties in communicating with others. Children and young people with Autistic Spectrum Disorder would have their primary need described as Communication & Interaction.
 - **Cognition & Learning** – this area of need encompasses Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD); and Specific Learning Difficulties (SpLD).
 - **Social, Emotional and Mental Health Difficulties** – this describes children and young people who may experience a wide range of social and emotional difficulties which may be seen in various ways from - for example - isolated and withdrawn to violent behaviours. The behaviours may reflect an underlying mental health difficulty which can present in various different ways.
 - **Sensory and/or Physical Needs** – this area describes those children and young people who may require specialist provision because they have a disability which prevents or hinders their access to facilities generally available to most other children. Children and young people with a visual impairment (VI); hearing impairment (HI) or multi-sensory impairment (MSI) are within this category of need.
- We take a systemic approach to identifying SEND support for children by using the following strategies:
 - Class teachers refer a particular child to the SENDCO – if a child is making less than expected progress, despite quality first teaching and differentiation within the classroom, children are highlighted by the class teacher either before, or during, our Pupil Progress Meetings (PPMs). Pupils would then be added to the 'Cause for Concern' category of SEND where they would be monitored more closely. Specific interventions may be given to see if this has an impact to help the child close the gap between their current and expected progress. If this does not have the desired impact by the next PPM, pupils will be placed on the SEN Record of Need and the Assess, Plan, Do, Review (APDR) will be commenced (see above).
 - Ongoing curriculum assessments and tracking of progress using data – A combination of Accelerated Reader Star Test scores, teacher assessments and standardised testing will be used to monitor the impact of additional learning interventions that are in place (see also the Assessment Policy).
 - Further assessments by specialists, including those from external agencies, may be sought with parental permission. Examples of some of the external agencies are: Integrated Therapy Service (speech and language therapy, occupational therapy and physiotherapy), Mental Health Support Team, Somerset Autism and Communication Team, The Mendip Outreach Service, Educational Psychology Service, Young Somerset etc.
 - An Early Help Assessment (EHA) - When appropriate, we may use the EARLY HELP ASSESSMENT (EHA) to request the right external agency support for a particular child.

The single assessment process, (EHA), is the tool to use to identify need and plan help for the child, young person and family.

- Use of the Somerset Graduated Response Tool (see above)

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer (see SEN section of the school website). Our measures to prevent bullying can be seen in our Anti-bullying policy.

To ensure that children with SEND also got provision outside of school, emails were sent to parents half termly, informing them of the activities that Somerset Community Inclusion and Activity Team ran, with links to the Inclusion Activity Calendar.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents’ Evenings/Reports	All pupils	Termly
Home-School Book/Dojo messaging	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly or as needed
School Council	Representatives from Year 6	Monthly
Invitation of feedback re: SEND website info	All pupils and parents	Annually
Pupils views taken as part of APDR process	All pupils at SEN Support level	Termly
Parent information coffee afternoon	SENDCo and ELSA	Termly (started in Summer Term)

NB During the COVID-19 Pandemic, where possible, all APDR / TAC(F) meetings and Parent Evenings have been held virtually. Those that were held face-to-face were done so following the government Covid-19 guidelines.

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- Communication and Interaction – Speech and Language Care Plans have been delivered by SEN LSAs; TalkBoost intervention groups have been delivered; Advice and suggestions for classroom activities has been given for those children without an care plan; Referrals have been made to ITS Speech and Language team; ITS advice sheets have been given to class teachers and parents. Support was sought from the Somerset Autism and Communication Team to help support several pupils with communication and interaction needs via the EHA process detailed above.

Additional provision of individualised visual timetables and Now and Next boards have been provided for particular pupils. Social Stories have also been used successfully to support some pupils. Referrals have been made for parents to attend TOUCAN and CYGNETS training sessions to support help them to support their children. A new Language Link programme has been used to assess some pupils to identify where intervention is needed. This was necessary due to the longer wait times for children to be assessed by speech and language therapists.

- Cognition and Learning – A variety of interventions have been put in place such as Nessy Reading and Spelling, Individual Literacy Interventions (ILI), 5-minute phonics boxes, 5 minute maths boxes, daily reader lists, Numicon Intervention Programme (NIP), precision teaching and maths booster groups. The whole school received Precision Teaching training from the Somerset Core Offer in the Summer Term of 2021. Accelerated Reader has been used to track pupil progress and motivate pupils to read. This has been successful. Pupils on the SEN RoN have also been assessed using standardised tests. Read Write Inc (RWI) interventions have been used, enabling reading and writing interventions to be targeted at the right level for each child. Some children have needed a more individualised curriculum and TA timetabling enabled this to be possible. Referrals have been made to the Access to Inclusion team for dyslexia assessments. These assessments are no longer free.
- Social, Emotional and Mental Health – ELSA interventions have been in place throughout the year for certain children, working collaboratively with class teachers and the SENDCO to identify need. PSHE has been a big priority for the class teachers with Jigsaw materials supporting this. Social stories have been provided for specific pupils and referrals to the Somerset Mental Health Support Team and CAMHS+2 have been carried out where necessary. Additional sports coaching has been used at lunchtimes to provide structure and to support social skills. TalkAbout assessments have been used to identify social skills needs and Lego Therapy has also been used to support. Additional support during transitions and play/lunch times has been given to particular pupils.
- Sensory and/or Physical Needs – Fine motor skills and handwriting groups have been occurring across the school on individual and small group basis, depending on need. Referrals have been made to Physiotherapy and Occupational Therapy via the Integrated Therapy Service (ITS), ITS sheets have been given to teachers and parents and some parents have completed the sensory integration programme. OT care plans have been carried out by a SEN LSA. Additional resources have been bought throughout the year for children with particular sensory needs including wobble cushions, canopies, fiddle toys etc.; sports coaches have provided additional opportunities for gross motor skill development during social times. The sensory room has been used a great deal to calm particular children.

During the 2023/2024 academic year, we started with 22 children on the SEN Record of Need (5 at EHCP level, 17 at SEN Support level). By the end of the academic year, the numbers had increased to 23 children on the SEN Record of Need (17 children/young people receiving SEN Support and 6 children/young people with Education, Health and Care Plans).

Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- Virtual support
- 1:1 Provision
- Small group intervention

- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- First Aid
- Support for personal care needs

We monitored the quality and impact of this support by informal observations/learning walks, staff training audits and standardised test / assessment data where possible.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff
- Teaching and Learning resources (e.g. subscriptions to Nessy / Dynamo Maths / Language Link)
- Well-Being Provision
- Staff training
- Sensory equipment
- ICT equipment for those children who could not access online learning
- SENDCO

Continuing Development of Staff Skills:

Individuals' CPD for year 23/24:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking CPD</u>	<u>Training Received from</u>
SENDCO Network meetings (one per term)	SENDCO	Somerset CC
Headspace Headteacher training – welcoming children with challenging behaviour	Head Teacher	Tony Sammon (Team Teach) Brian Walton Julie Walker
Phonics for Children with SEND and Early Years	SENDCO	Kate Noel (phonics Lead)
ELSA Conference	SEN TA	Somerset Educational Psychology Service
ELSA Supervision	SEN TA	Support Services for Education, Somerset
Phonics for SEND	2 teachers	Support Services for Education, Somerset
Working with CYP who require personal and intimate care	3 TAs	Support Services for Education, Somerset

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Received from</u>
Safeguarding and Child Protection	All staff at school	Abi Isherwood
Emotion Coaching	Whole Staff, parents and children	Mental Health Support Team

CLP INSET	All staff at school	Nina Jackson
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We monitored the impact of this training by ensuring strategies learned were included in APDR cycles, monitoring provision provided for pupils with SEND and by getting parental and pupil views.

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- Tor School – referrals made for support with particular pupils and the Advisory Teacher came to observe pupils.
- SEND Network meetings – Street Area
- EP Pyramid meetings – St Dunstan’s catchment
- Head Teacher Network meetings
- EY Network meetings

This year, 3 children with SEN support and 1 with an EHCP joined is from other settings

A total of 3 children with an EHCP, and 4 on SEN Support, moved to secondary schools.

We helped children to make the move from pre-school to Meare Village Primary School by providing stay and play sessions and meetings with the class staff to familiarise themselves with the environment and supporting adults. The class teacher also visited children in the early years settings. An information afternoon was also held for parents and carers.

Transition between classes was managed carefully. Pupils were told who their new teachers would be and shown their classroom. Pupils were able to spend time in their new class. Social stories were sent home for some pupils with SEND to support and remind over the holiday.

The transition from year 6 to secondary school was supported through visits from the school and taster days. Pupils with SEN were also offered an enhanced transition package with additional visits planned in term time and during the summer holiday. Transition work was also completed in class and during individual ELSA sessions for those pupils that needed it. Additional sharing of information also occurred between the SENDCO, Year 6 teacher and new school SENDCO for pupils on the SEN Record of Need.

For children/young people with EHCPs, additional transition sessions were put in place. They also have additional adult support at the start of this new academic year. Parents were included in this process through emails, newsletters and phone calls to ensure that everyone knew the arrangements for the following year.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes SEND. This can be viewed on request through the school office.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our Complaints Procedures and Guidance policy which can be found at: [School Policies - Meare Village Primary School \(meareprimary.co.uk\)](http://meareprimary.co.uk)

This year we received 0 complaints with regard to a child on the SEN Record of Need.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Abi Isherwood, Head Teacher

The Designated Children in Care person in our school is Bridget Taylor, Senior Teacher

The Local Authority's Offer can be found at <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

Our Accessibility Policy can be found on our website [School Policies - Meare Village Primary School \(meareprimary.co.uk\)](https://meareprimary.co.uk/School-Policies-Meare-Village-Primary-School)

The School Development plan can be found on our website at [School Improvement Plan - Meare Village Primary School \(meareprimary.co.uk\)](https://meareprimary.co.uk/School-Improvement-Plan-Meare-Village-Primary-School)

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website: [Special Educational Needs and/or Disabilities - Meare Village Primary School \(meareprimary.co.uk\)](https://meareprimary.co.uk/Special-Educational-Needs-and-or-Disabilities-Meare-Village-Primary-School)

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from this link on our website: [Special Educational Needs and/or Disabilities - Meare Village Primary School \(meareprimary.co.uk\)](https://meareprimary.co.uk/Special-Educational-Needs-and-or-Disabilities-Meare-Village-Primary-School)

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website: [Safeguarding - Meare Village Primary School \(meareprimary.co.uk\)](https://meareprimary.co.uk/Safeguarding-Meare-Village-Primary-School)

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report on: 24th September 2024 (FGB)