



SEND Information Report

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Signed	
Position	

Our Local Offer – Parent/Carer information guide to SEND at The Merriott and Haselbury Plucknett Primary Schools Federation

We are very proud of our schools as we are fully inclusive and manage the needs of all our children, whether with support or by extending their learning with challenge and consider our learning environments very carefully.

Our SEND policy meets the new requirements for SEND in line with the new SEND Code of Practice effective from 1 September 2014. Our school has co-produced our SEND policy with families, children and young people. It can be viewed on our policy page.

Our SENCo is Mrs Maria McLelland and she can be contacted through the school office.

Further information regarding SEND (Special Educational Needs and Disabilities) can be found on the Somerset Choices website with regards to:

Somerset's SEND Local Offer

Somerset's SEND Local Offer is our local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. Explore services available to support you and how to access them.

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

What is a learning difficulty?

Children who have a learning difficulty may find it harder to learn than the majority of children of the same age, or they may have a disability which prevents or hinders them from taking full advantage of the education provided for other children. Children do not necessarily have a learning difficulty simply because their first language is not English, although in some cases children who speak English as an additional language may also have a learning difficulty.

What might my child's learning difficulty cause problems with?

- Reading, writing or number work
- Expressing themselves or understanding information
- Making friends or relating to others
- Social and emotional development or mental health
- Personal organisation
- Tasks or activities which depend on sensory or physical skills

The SEND code of practice (Revised 2015) is the guidance that schools must follow. It states that there are four main areas of special need. These are:

- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Communication and interaction
- Sensory and/or physical needs

How do we identify SEND? (Special Educational Needs and Disabilities)

When children have identified SEND before they start at our schools, we work closely with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.

If you tell us you think your child has a SEND we will discuss this with you and look into the matter. We will share what we discover with you and agree what we will do next and what you can do to help your child both at home and school.

If our staff think that your child has a SEND this may be because they are not making the same progress as other children. For example, they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty. Should we require further help, we will contact the SEND Support Services Team from the Local Authority, with your permission. We will always discuss what we have noticed with you and keep you informed of our teacher assessments.

How will school staff support my child?

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

How do we involve children and their parent/carers in identifying Special Educational Needs and planning to meet them?

We are child and family centred schools, so you will be involved in all decision making about your child's support. When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.

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.

We write and review SEND Support Plans termly for children who are identified with SEN, with appropriate goals with children and parent carers. Sometimes we may use homework to allow children to practise activities and make progress towards their support plans.

How do we adapt the curriculum so that we meet SEND?

All our staff are trained in adaptive teaching and are able to scaffold learning so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required.

We use additional materials and interventions so that children with SEND can access learning tailored to their requirements. Interventions we use include; Somerset Individualised Literacy Intervention; ELSA, Talk About and Somerset Total Communication.

How do we modify teaching approaches?

All our staff are trained so that we are able to adapt to a range of SEND – specific learning difficulties; dyslexia; autistic spectrum disorder; speech, language and communication needs and emotional and social difficulties. When teaching we use different approaches to learning to cater for children's preferred learning methods, including visual, aural and kinaesthetic teaching styles. All staff have received training in identifying and meeting the needs of learners with speech language and communication needs. Teachers are trained according to the needs of the children in their care. Additional training including delivering speech and language programmes; co-ordination groups and teaching children with a hearing loss.

How do we assess pupil progress towards the targeted outcomes and how do we review this progress?

We regularly assess the performance of all of the children in the school. Some children with SEND may need to be assessed using Pre-key Stage Standards or Progress/Engagement Scales to assess progress in smaller steps and at a slower pace than the usual national curriculum if required. We regularly monitor and moderate assessment data to ensure that progress is good in Reading, Writing and Maths. Ongoing assessments and evaluations are used to check understanding and progress in each lesson. Our Senior Leadership Team monitors the performance of all children at regular Pupil Progress Meetings and reviews, to ensure that good progress is evident, including for those with SEND. For all children with SEND the SENDCo plans targets for progress with parents and staff termly as part of the Assess, Plan, Do, Review cycle. For children with more complex SEND, progress is reviewed every year at the SEND Annual Review. Children with less complex SEND have their progress discussed at the usual termly point and yearly with the SENDCo at a SEND Support Review. Children with an EHC Plan will have reviews each term as well as the Annual Review, which is reported to the Local Authority.

What equipment or resources do we use to give extra support?

We use a variety of resources to support learners with SEND. This may include Theraputty, ICT programs and equipment, workstations, iPads, word banks, displays, visual timetables, Now and Next, visual cues and Numicon.

We deliver speech and language programmes provided by the Speech Therapy Service. A therapist or the SENDCo will demonstrate to school staff how to use the programme and this will then be delivered and assessed after a given period of time.

We deliver occupational therapy programmes provided by the Occupational Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time. We also run a Learn to Move programme which helps support children with fine/gross skills motor difficulties. Any specific physical requirements will be assessed individually and equipment will be provided to meet these needs with the help of Local Authority SEND services.

We use iPad Apps for children with communication difficulties as well as other Computing equipment and programs to support specific needs. This helps children to become independent learners.

What extra support do we bring in to meet SEND?

We benefit from support from specialist teachers and support staff for accessing the curriculum on SEND related needs (speech, language and communication, hearing impairment, visual impairment, social, emotional, mental health (SEMH) related needs and severe learning difficulties). We get support from other Local Authority services, SEND Specialists, Educational Psychologists, Speech Therapy, SEMH Advisory Teachers, Autism and Communication Specialist Teachers, CAMHS, as well as working with other schools in the Crewkerne and Ilminster Partnership.

Occupational Therapists work with children who need assessment and support for developing motor co-ordination, handwriting, attention and focus or other specific needs. Physiotherapists work with children who has a need for any physical intervention. We also get support from the School Nurse service for children with specific medical needs. All targets set at Assess, Plan, Do, Review meetings are reviewed with the child, parents and involved services. We agree action points to ensure that teaching becomes more effective and that learning is well supported. New targets will be discussed and a date will be set to review how well the child is doing, if the targets are effective and what next steps need to be taken. This information is recorded to ensure accountability.

What extra-curricular activities are available for children with SEND?

We offer a wide range of after school activities and these are open to all children. Should any child need support to access these activities, our schools will make the necessary arrangements. We have early morning provision that operates daily and this is available to all children. Children's learning is supported through regular educational visits as well as people coming into school to support different topic areas. These activities are fully inclusive and no child will be excluded from any trip, including trips of a residential or adventurous nature on the grounds of their SEND. We usually have a residential visit for our Year 4 and Year 6 cohorts. All children, including those with SEND, are included in these, we provide any support required for their full inclusion.

How do we support children when they join our school and their transition to another school?

Children entering our school and their parent carers will have opportunities to visit the school in the summer term prior to them starting in the September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition into school challenging. Meetings will be arranged for those children who are already known to Early Years SEND services to make school aware of their needs and ensure that appropriate support is in place. When children leave our school, meetings are arranged to share information. SENDCos from each school will meet to discuss those children with SEND, identifying their needs and difficulties and also strategies to support the child in their new school. Our schools arrange with staff from our local Secondary School; Wadham to attend SEND Review meetings in the summer term of Year 6, so that parent carers and staff can work together to plan for the future. If your child will attend a different school then we will strive to involve them. In year transition is supported with additional visits to the new class. For some children booklets are made with pictures of staff and the classroom to help prepare the child for the new academic year and the changes they will face.

How does the SEND funding work?

Schools receive funding for all children including those with SEND and these needs are met from this, (including equipment). The local authority may contribute more funding if the cost of meeting an individual child's needs is more than £6000 per year plus the child's AWPU (Average Weighted Pupil Unit) via an Educational Health Care Plan (EHCP). Parents or the school can apply for this assessment of needs following a graduated response.

If the assessment of a child's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents may have a say in how this is used. You will be informed if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where can children ask for help or extra support?

Merriott and Haselbury Plucknett Primary Schools Federation aims to ensure that there is a culture where children can feel confident to ask for help from any member of staff. Most children feel that they can approach a member of staff to ask for help and the Class Teacher is a good starting point. Our SENDCo, Mrs Maria McLelland will follow up any concerns and make sure that children's views are acted upon.

Where can parents/carers ask for help or extra support?

Your views are important to us and we want to listen to them and know that you are satisfied with what happens in our school to support your child. Our SENDCo Mrs Maria McLelland will follow up your concerns and make sure that your views are heard. There are a number of parent support groups available, details of these are available in school. Somerset's Parent Carer Forum <https://somerseparentcarerforum.org.uk/> is an umbrella organisation for all parents and carers of children and young people with SEND, disabilities and complex medical needs. They work with Somerset Local Authority, education, health and other professionals and agencies to ensure that delivered services meet the needs of children and their families.

Somerset SENDIAS provides information, advice and support about special educational needs and disability (SEND) for parent carers, children and young people (up to the age of 25). The service is free, confidential and impartial: <https://somersestsend.org.uk/>

What to do if you are not satisfied with a decision or what is happening?

Your first point of contact is your child's class teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the SENDCo or Head teacher.

If you do not feel that your issues have been resolved, speak to the Head Teacher, who will arrange for you to meet with the Chair of Governors, who can be contacted via the school.

What else can I do to help my child?

As a parent, you are the person who knows your child best and has the most influence on their development. You could try to:

- Share books with each other
- Talk and listen to each other
- Involve your child in family activities and encourage them to be responsible for small jobs around the home
- Play games to help develop good social relationships and self-confidence

Remember to be realistic with your expectations of your child. It is really important to praise and encourage your child and celebrate their achievements. You can also help your child by actively working in partnership with the school. For example, you should try to:

- Keep in regular contact with school and discuss how to support your child's learning
- Always contact the school if you have any concerns or questions about your child's education
- Ask for clarification if you are unsure about what people are saying
- Attend parents evenings, curriculum information evenings, sports events etc. whenever possible - let your child know that you are interested in what they are doing at school
- Share all the relevant information with your child's school and other involved professionals.

Further impartial advice can be found through contacting SENDIAS (Special Educational Needs and Disability Information, Advice and Support) on

Email: Somersetsendias@somerset.gov.uk
Phone: 01823 355578 (voicemail available 24/7)
Helpline: 10:30am-2:30pm Monday-Friday