



MERRIOTT & HASELBURY PLUCKNETT
PRIMARY SCHOOLS FEDERATION

Special Education Needs Report Haselbury Plucknett Primary School

This report has been prepared by Mrs. L Bowery, Headteacher and Mrs. M McLelland, SENCO and approved by Merriott & Haselbury Plucknett Primary Schools Federation Local Governance Committee on the 18th November 2024 for publication on Haselbury Plucknett Primary School website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on the School's website. In particular, it should be read alongside the school's SEN policy.

Haselbury Plucknett Primary School makes provision for the following kinds of SEN	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
Haselbury Plucknett Primary School identifies and assess SEN by:	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. 3 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.

Haselbury Plucknett Primary School supports SEN in accordance with its policy framework which is set out at:	Links to the following policies can be found on the School's website: SEND Policy SEND Information Report Supporting Pupils with Medical Conditions Policy Accessibility Plan https://haselburyplucknettschool.co.uk/policies These policies set out Haselbury Plucknett Primary School's approach to • Assessing and review the progress of children with SEND; • Teaching children with SEND; • Adapting the curriculum and learning environment for children with SEND; • Making decisions on additional support in relation to children with SEND; • Ensuring inclusion of children with SEND with children without such needs across all school activities; • Supporting the emotional, social and mental development of children with SEND; and • Evaluating the effectiveness of our provision for our children with SEND.
Haselbury Plucknett Primary School's SENCO's details are:	Mrs. M McLelland Telephone: 01460 72833 Email contact details: office@haselburyplucknettschool.co.uk
The Haselbury Plucknett Primary School's staff have been trained and have expertise in the following areas:	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.
Haselbury Plucknett Primary School will secure equipment and facilities for children with SEND by:	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.

Haselbury Plucknett Primary School aims to involve the parents and children with SEND in the education of the children and will do so by:	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.
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:	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. If you wish to raise a concern please follow the academy's usual complaints procedure.
Haselbury Plucknett Primary School works with other agencies to support children with SEND and their families by:	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 Schools 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.
The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	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
Haselbury Plucknett Primary School works on transition arrangements for children joining or leaving the academy by:	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.
The Local Offer produced by Somerset Local Authority is available at:	https://www.somerset.gov.uk/schools/haselbury-plucknett-cofe-primary-school/