

Churchstanton Primary School, Churchstanton, TA3 7RL

## SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT



*“We encourage our children to become respectful, responsible, resilient, risk-takers.”*

### HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

All Somerset maintained schools have a similar approach to meeting the needs of pupils with special education needs and are supported by the Local Authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible with then needs of pupils with a special education need being met in a mainstream setting wherever possible where families want this to happen.

## Introduction

At Churchstanton Primary School, we take pride in our involvement within our local community. The staff, governors, pupils and parents work alongside each other to make Churchstanton Primary School an enjoyable, welcoming place where children can achieve their full potential to become experienced learners and confident individuals.

We are committed to ensuring that all children within our school community are given equal opportunities to achieve and that our learning environment enables our children to make the greatest possible progress and to achieve to their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision aims to fulfil the expectations of the Core Standards – Somerset’s published expectations for all settings regarding the provision of SEND.

## Who can I talk to about my child?

All schools are required to have a Special Educational Needs Disability Co-ordinator (SENDCO) who is a trained teacher with or working towards an additional qualification of National Award for Special Educational Needs Coordination. The SENDCO, along with the Headteacher and SEND Governor, have a responsibility to ensure that the SEND Code of Practice is adhered to. In our school these people are:

**Headteacher:** Mrs Claire Halstead

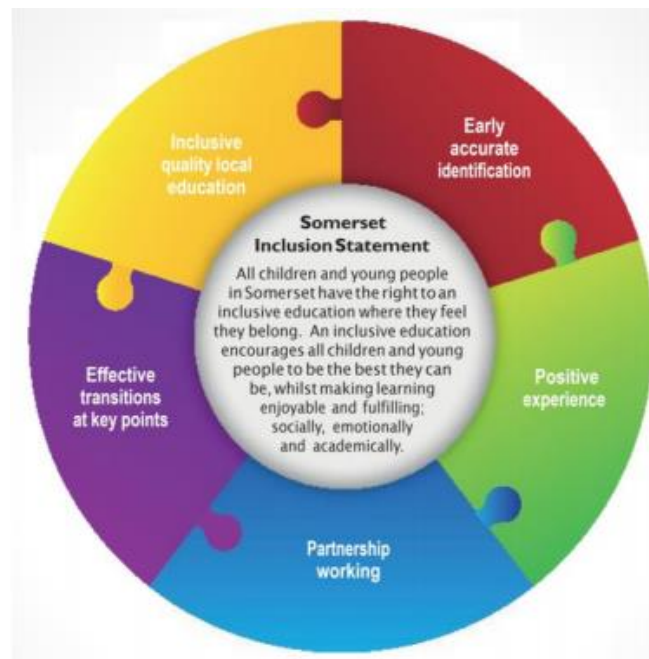
**SENDCo:** Mr Sam Turner

**SEND Governor:** Ms Helen Bradbeer

## Core Standards

Quality First Teaching underpins the Core Standards in all educational provision. Quality First Teaching supports children's needs in the classroom through individually focused planning and personalised teaching with a high expectation of all learners.

The Core Standards describes the entitlement of children and young people with Special Educational Needs and Disabilities in Early Years settings, schools and further education in Somerset.



At Churchstanton Primary School, the Core Standards support our assessments, planning provision and support of children with SEND.

You can learn more about Somerset Core Standards at: <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education>

## Our approach to teaching pupils with SEND

At Churchstanton Primary School we aim:

- To create an environment that supports children with learning difficulties so they are able to access a broad, balanced and engaging curriculum.
- To include children with SEND, wherever possible, in a holistic learning environment alongside their peers to enable each children to reach their full potential.
- To ensure parents/ carers and children are fully involved in the identification and assessment of SEND.
- To cooperate closely with all agencies concerned to ensure support is given, using a multi-disciplinary approach.
- To ensure up to date knowledge of current SEND good practise is maintained to offer support and, where possible, training to all staff in the school.
- To use available resources effectively to scaffold the learning of children with SEND.
- The 4 R's: Respectful, Responsible, Resilient Risktakers.

There are five types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education (DfE, 2014):

1. Communication and interaction (For example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties)
2. Cognition and learning (For example, dyslexia, dyspraxia)
3. Social, emotional and mental health (For example, attention deficit hyperactivity disorder, ADHD)
4. Sensory or physical Identifying pupils with SEN and assessing their needs (For example, visual impairments, hearing impairments, processing difficulties, epilepsy)
5. Moderate/ severe / profound and multiple learning difficulties.

All children are taught through a universal high quality teaching approach, which ensures that the teacher has the highest possible expectations for your child and all the pupils in their class. All high quality teaching is based on a secure foundation from which your child can build on to

develop their understanding and knowledge of a topic or subject area. It is the class teacher's responsibility to put in place different methods of teaching so that your child is fully involved in the learning that they are engaged with. This may involve differentiated and/or practical learning opportunities including scaffolded learning, role play and craft activities. Additionally, it is the teacher's responsibility to ensure that specific strategies suggested by specialist professionals are implemented in the classroom.

The class teacher or yourself would have raised concerns to the SENCo and a meeting would take place to discuss your child's progress and plan ways forward instead of or in addition to the excellent high quality teaching you child has received in class. You may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself better understand your child's particular needs so that they are effectively supported in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or altering aspects of teaching practise to support them better.
- Support to set targets based on their specific expertise.
- A group run by school staff under the guidance of the outside professional
- A group or individual work with an outside professional

Additional support could be received through; the Emotional Literacy Support Assistant (ELSA), an Individualised Literacy Intervention (ILI), Talk Boost, the reading dog, specific Maths and English learning interventions etc.

The school may suggest that your child needs some agreed individual/group support in school. They will tell you how the support will be used, what strategies/resources will be used and what the targets and desired outcomes from the support will be. These will be written on an Individual Education Passport.

For children with more severe specific learning difficulties an application for an Education, Health and Care Plan (EHCP) may be required. This means your child will have been identified by the class teacher, SENDCo or outside agency as needing a particularly high level of individual or small group teaching throughout the day which cannot be provided from the budget available to the school.

Usually your child would need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Learning Support Service, Educational Psychology Service, Children's Autism Outreach Team (CAOT) and the Vision Support Team (VST).
- Outside Agencies such as the Speech and Language Therapy Service and/or the Occupational Therapy.

Many of these are accessible through the SSE website and Somerset Choices local offer:

- Support Services for Education in Somerset: <https://www.supportservicesforeducation.co.uk/Services>
- Somerset Choices Local Offer: <https://choices.somerset.gov.uk/025/local-offer/>

## Will I be informed if my child has SEND?

At Churchstanton Primary School, we have established an excellent relationship with the parents/ carers at our school and the wider community. We understand the importance of involving parents in all aspects of school life, especially the day-to-day progress of their children. We ensure that parents are involved throughout the identification process for SEND and are given many opportunities to discuss the progress of their children.

Our Class Teachers meet regularly to review the progress of all children. If a child is not making the expected or greater than expected progress through quality first teaching, then provision for additional support may be needed. Parents/ carers are informed that their child is receive additional or SEND provision, either in the classroom in the form of one-to-one or small group intervention to further support in intervention groups led outside of the regular learning environment.

We ensure termly reports are sent to parent/carers in the Autumn and Spring terms and then subsequent Parent's/Carer's Evenings are held to discuss any concerns that have been raised.

The Class Teacher may raise concerns with parent/carers at any time however, and request a meeting:

- o To listen to any concerns, you may have too
- o To plan additional support your child may receive

- To discuss with you any referrals to outside professionals to support your child's learning.

Annual reports are sent out at the end of the Summer Term.

## How will my child access the curriculum?

At Churchstanton Primary school, we aim to deliver a broad and balanced curriculum that is topic led and that has a cross-curricular approach to teaching and learning. Teacher's adapt their lesson plans based on the need requirements in their class to ensure that all children are able to access learning, and achieve the learning outcomes of a lesson. Learning is differentiated to suit the ability of each child and the children have access to resources and equipment that aid their understanding.

Additionally:

- Teaching assistants will support your child's learning in the classroom.
- Strategies will be implemented to support your child individually and in groups.
- Teaching staff utilise the school's unique learning environment and Outdoor Education facilities to support all children with their learning.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

## What additional support will my child receive?

Directly funded by the school:

- SENDCo
- Learning Support Assistants both in class and for additional intervention groups.
- PFSA-pastoral support.

Local Authority Staff:

- Educational Psychology Service
- Learning Support Service
- Speech, Language, Communication and Autism Team
- ASD Outreach Team
- Physical Impairment, Medical and Sensory Service
- Special Educational Needs Assisted Technology Service
- Social, Emotional and Behaviour Support Team
- Vision Support Team

Health Service:

- Occupational Therapy
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)

Training and other learning opportunities are available through Somerset's Support Services for Education website (Somerset SSE).

## How is my child supported?

There are three waves of support that a child will receive at Churchstanton Primary School that aims to support their needs.

**Wave 1** - Class Teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

Wave 1 intervention aims to:

- Ensure that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensure that all teaching is based on building on what your child already knows, can do and can understand.



- Put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like doing more practical learning etc.
- Put in place specific strategies (which may be suggested by the SENDCo or outside agencies) to support your child to learn.

All children in school should be getting this as part of excellent classroom practice when needed.

**Wave 2** - Specific group work within a smaller group of children. This group may be run in the classroom or outside.

Wave 2 intervention includes the following:

- 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.
- He/she will plan group sessions for your child with targets to help your child to make more progress.
- A learning support assistant may run these small group sessions using the teacher's plans.
- These groups may be maths groups, handwriting groups or spelling groups etc.

**Wave 3** - SEND Support

The class teacher working alongside the SENDCo and/or outside professionals will have identified your child as needing more specialist, potentially 1:1 support with their either their learning, emotional, social and/or physical needs.

Wave 3 intervention may include:

- Specific individual learning programmes in school.
- Local Authority central services such as the Learning Support service, Educational Psychology Service, ASD Outreach Team or Sensory Service (for students with a hearing or visual need) etc.
- Outside Agencies such as the Speech and Language Therapy Service /Occupational Therapy etc.

The class teacher or you would have raised concerns to the SENDCo, and a meeting would take place to discuss your child's progress and plan ways forward instead of or in addition to the excellent teaching and intervention groups above. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist/Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets based on their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group/fine motor programme.
- A group or individual work with an outside professional e.g. Occupational Therapy/Coordination group.

The school may suggest that your child needs some agreed individual/group support in school. They will tell you how the support will be used, what strategies and resources will be used and what the targets and desired outcomes from the support will be. These will be written on an Individual Education Passport.

### **Specified Individual Support**

Children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups may require specified individual support.

This is usually provided via a Statement of Educational Need or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher / SENDCo/Outside Agency as needing a particularly high level of individual or small group teaching throughout the day which cannot be provided from the budget available to the school.

Usually your child would need specialist support in school from a professional outside the school. This may be from:

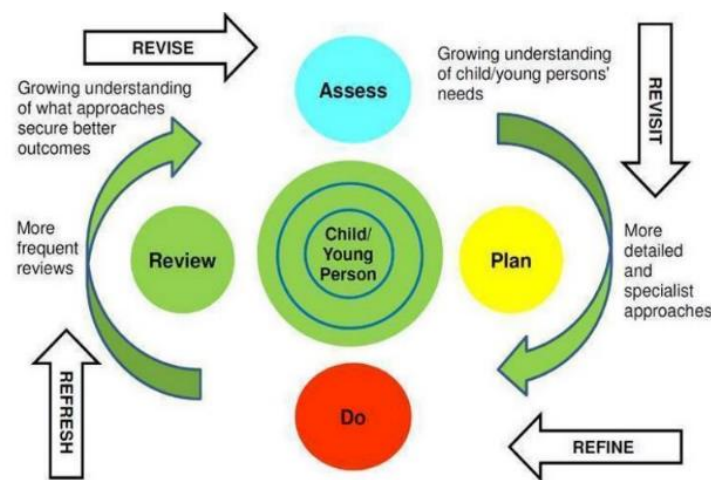
- Local Authority central services such as the Learning Support service, Educational Psychology Service, ASD Outreach Team or Sensory Service (for students with a hearing or visual need) etc.
- Outside Agencies such as the Speech and Language Therapy Service /Occupational Therapy etc.
  - o The School or you as parent/carers can request that the Local Authority carry out a statutory assessment of your child's needs.
  - o The Local Authority must conduct an assessment for education, health and care needs and prepare an Education, Health and Care plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.
  - o The plan will focus on the outcomes the child seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child's needs.

EHC plans will be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of the decision-making. EHC plans are often put in place for children whose learning needs are severe, complex and lifelong or require a significant amount of support in school of more than 20 hours.

### How will my child's progress be assessed?

Your child's progress is continually monitored by his/her teacher in the following ways:

- Cycles of Assess, Plan, Do and Review using the Graduated Approach (**Fig. 1**).
- Progress is monitored and reviewed every term in Reading, Writing and Maths.
- If your child has not met the Early Learning Goals by the end of Year 1, they will be reviewed and re-assessed and a new plan will be put in place to support them.
- At the end of Year 1 a phonics test is given with the results published.
- At the end of Key Stage 1 and 2 (Year 2 and Year 6) we are required to report Reading, Writing, Maths and Spelling and Grammar levels for your child. This is



(Fig. 1: The Graduated Approach)

something the government requires all schools to do and the results are published nationally.

- Children who require additional or SEND support will be issued with an IEP (Individual Education Passport). The IEPs give the child small, achievable targets. These targets are reviewed on a termly basis by the class teacher and in collaboration with the SENDCo.
- Children with Educational Health Care Plans (EHCPs) are formally reviewed at an Annual Review to assess the effectiveness of the provision in place and to make reasonable adjustments.

It is the SENDCo's responsibility to establish individual/group interventions and to assess the progress of the children involved, in collaboration with the Class Teacher and Teaching Assistants responsible for implementing the intervention.

## Support for improving emotional and social development

Our school has an incredibly experienced Education Learning Support Assistant (ELSA) on site, who delivers regular interventions to support all children, including those with social, emotional and mental health needs (SEMH). Class teachers work alongside the ELSA to identify children with SEMH needs and to implement targeted support that is specific to their individual needs.

Additionally, children with SEND can be supported through intervention sessions held by the school's Parent and Family Support Advisor (PFSA). These sessions often include a range of social and emotional support through Lego therapy, emotion coaching and other SEMH provision.

## How can I be sure the provision in place is effective?

The SENDCo supports teachers and teaching assistants during the cycles of assess, plan, do and review (APDR) when planning learning or intervention opportunities for children with SEND. There are continued professional development (CPD) opportunities for members of staff to improve the teaching and learning of all children including those with SEND. This also includes whole school training opportunities. Teachers and support staff attend training courses run by outside agencies that are relevant to specific areas of need within Churchstanton Primary school. This ensures that our knowledge of SEND is regularly updated and applied to the in-class support available to children with SEND.

The SENDCo attends meetings regularly across the year to ensure procedures and best practises are reviewed and updated when necessary. This includes:

- Training and updates via the Virtual School Team (VST)
- Training opportunities via Somerset's Support Services for Education (Somerset SSE)
- Cluster meetings with other local school, including access to Educational Psychologist (EP) advice.
- Online support for applications that aim to support children with SEND through technology.
- Child Looked After (CLA) and Previously Looked After Children (PLAC) training and update opportunities.

Other expertise opportunities include:

- Emotional Literacy Support Assistant (ELSA) update meetings.
- Phonic awareness updates and implementation.
- Resources to support children in Maths.
- Understanding and supporting children autism training.

All provision that is put in place is reviewed in line with the cycles of assess, plan, do review to ensure that they are effective and efficient at developing the progress of children who require additional learning support.

## How have we made this school accessible to children with SEND?

The school is wheelchair accessible, with disabled toilets available for use. The school ensures that equipment used is accessible to all children regardless of their needs. We have access to alternative digital resources that support children who have difficulty accessing the curriculum including access to Google Classroom resources and extensions that support SEND, voice recorders, speech to text apps and text talk functions. The school has a nurture room available for children who require movement and/or sensory breaks, or a different learning environment to that of the classroom as well as a forest area that children the opportunity to feel safe and secure in an natural outside setting. We also encourage Parent/Carers to offer their support in class, on school trips and through supporting extra-curricular activities.

## How will my child be supported to engage in school activities?

Churchstanton Primary School is an inclusive school that encourages all children to engage in physical, social and extra-curricular activities. We are a close community with a strong and supportive relationship with our school's Parent Teacher Association and Governors. Our outdoor learning space offers a wide range of sensory and physically stimulating activities that support and encourage learning through a practical experience-led approach. Our SEND children are given the same opportunities as their peers, with differentiation where required. We strive to ensure that all of our trips and extra-curricular activities are fully inclusive and work with parents and external professionals to do this where possible.

## How will my child be supported during transition?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure movement between settings and within the school is as smooth as possible.

If your child is moving to another school:

- We will make sure that all records about your child are passed on as soon as possible.
- We can contact the child's new school to ensure that they know about any special arrangements or support they will need to make for your child.

When moving years in school:

- All information about your child will be shared with the new teacher.
- A meeting can be arranged to discuss your child's needs and for parents to have an opportunity to meet the child's new teacher.
- The SENDCo will be involved in transition meetings.

When moving from Year 6 to Secondary School;

- The catchment school for Churchstanton Primary is Castle in Somerset and Uffculme in Devon. The SENDCo from Castle has regular contact with us and we meet to discuss the needs of all the pupils who are transferring to them. The SENDCo from Uffculme is also in contact and again the needs of all the new pupils are discussed. Whichever school your child transfers to we will have a close liaison with that school to discuss transition.
- All information about your child will be shared with the secondary school.

During year 6, the SENDCo, in liaison with the child's class teacher, will arrange any additional transition visits. There may be further meetings planned as an outcome of an Annual Review to allow parent/carers/pupil to meet with staff from the receiving school. For children with EHC plans, a meeting may be held at the end of Year 5 to ensure a smooth transition of information and care requirements to the new educational setting. Parents, teachers, key workers and external professionals will be invited to attend an EHC plan annual review and to support the application to the new educational setting.

### How can my child access other outside agencies?

Evidence that is gathered through Quality First Teaching (QFT) and cycles of Assess, Plan, Do and Review (APDR) is used to support applications for external support from outside agencies. Support from external agencies may include:

- Speech and Language intervention
- Occupational Therapy
- Educational Psychologists
- Visual Support Team
- Virtual School and Learning Support Team
- SENDIAS

For more information about how to request access to outside agency support, visit the Somerset Choices website:

<https://choices.somerset.gov.uk/025/>

## What should I do if I am unhappy with my child's current SEND provision?

Should you wish to discuss your child's current SEND provision, firstly speak to your child's class teacher about your concerns. Parents can also speak to Mr Sam Turner the school's SENDCo with regards to internal and/or external interventions or transition. Additionally, parents may also wish to speak to the Headteacher, Mrs Claire Halstead. Should a parent feel that they cannot discuss their concerns with a member of staff, the matter can be shared with the SEND Governor Mrs Jennifer Knapp. Churchstanton Primary School welcomes the support of SENDIAS, particularly in SEND and EHCP reviews.

## How can I get addition support?

Addition support is available via the Somerset County Council website available at:

<https://www.somerset.gov.uk/education-and-families/special-educational-needs-and-disabilities-send/>

This will give you access to external services including:

- SENDIAS (Special Educational Needs and Disability Information, Advice Service)
- SSE (Support Services for Education)
- Somerset Choices

You will also be able to find additional information regarding the EHCP process and other SEND support for you and your child.

## How can I raise a concern?

If you have concerns about your child's progress you should speak to your child's class teacher in the first instance. They will be able to suggest ways to help your child with additional support within class.



Your class teacher may also suggest a meeting with the SENDCo, Mr Sam Turner. The SENDCo may be able to provide further support if strategies and interventions in class have not worked or suggest a referral to a specialist.

If you are not happy that your concerns are being managed, then you should speak to the SENDCo or to the Head Teacher.

You can email the school directly via: [school.office@churchstantonps.co.uk](mailto:school.office@churchstantonps.co.uk)

Additionally, if you would like to speak to someone directly you can call the office via: [01823 601354](tel:01823601354)

## Somerset's Local Offer

Somerset's Local Offer is also an important resource for parents and professionals to support understanding of the range of services and provision for children and young people with SEND across the county.

The information and services are for all children and young people with SEND that the local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions.

- Somerset Choice's Local Offer can be access via: <https://choices.somerset.gov.uk/025/local-offer/>

## Monitoring arrangements

This policy and information report will be reviewed by Sam Turner (SENDCo) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## Links with other policies and documents

This policy links to our policies:

- Accessibility plan
- Behaviour policy
- Children with health needs who can't attend school policy
- Complaints procedure
- Health and safety policy
- Home school agreement
- Looked after children policy
- SEND policy
- Supporting pupils with medical conditions
- Wellbeing policy

## Useful contacts

### **SEND Code of Practice:**

Department for Education: [www.gov.uk](http://www.gov.uk)

### **Somerset County Council Services:**

Somerset Choices: Information for children, young people and families including the SEND Local Offer

<https://choices.somerset.gov.uk/025/>

### **Parent Support:**

Somerset Parent Carer forum

[www.somersetparentcarerforum.org.uk](http://www.somersetparentcarerforum.org.uk)

Special Educational Needs and Disability Information, Advice and Support (SENDIAS)

[www.somersetsend.org.uk](http://www.somersetsend.org.uk)

Weekly SEND newsletter

<https://choices.somerset.gov.uk/025/send-news/>

**Learning - Dyslexia and Dyscalculia:**

British Dyslexia Association:

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

**Social Communication:**

National Autistic Society:

[www.autism.org.uk](http://www.autism.org.uk)

**Social, Emotional, Mental Health:**

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.annafreud.org](http://www.annafreud.org)

[www.emotioncoachinguk.com/what-is-emotion-coaching](http://www.emotioncoachinguk.com/what-is-emotion-coaching)

**Integrated Therapy Services:**

[www.sompar.nhs.uk](http://www.sompar.nhs.uk)

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)