

## Huish Episcopi Primary School

### Special Educational Needs (SEN) Information Report

### January 2017

All staff at Huish Episcopi Primary School are committed to providing the best learning opportunities for all children. We are an inclusive school, working together with parents, staff, pupils and a wide range of outside agency professionals. This enables us to provide individualised strategies to best meet any additional educational, communication, social and emotional need for the pupils.

Parents / Carers are always welcome to arrange meetings with staff to discuss their child. Appointments can be made through the School Office( [info@huishepiscopiprimary.co.uk](mailto:info@huishepiscopiprimary.co.uk) ).

SENCO – Liz Ramsay (Working day -

Wednesday)[lramsay@educ.somerset.gov.uk](mailto:lramsay@educ.somerset.gov.uk)

Head Teacher— MsGillian Islip Head of School- Mrs Zoe Dennis

1. How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs? How does the school identify children/young people with special educational needs and disabilities (SEND)?

All children's progress is closely monitored by the class teacher. This will include formal and informal observations and assessments, as well as standardised assessments such as for reading and spelling, which allow

children's levels and patterns of progress to be compared with others, of the same age, around the country.

If the class teacher has any concerns about the progress or attainment of a child they will speak to both the Parents/Carers and the school's Special Educational Needs Coordinator to plan the next steps. As well as ongoing reviews, Teachers meet with the Head teacher, on a termly basis, to review the progress of all pupils, identifying any that are causing concern in any area.

It may be necessary to carry out specific assessments to identify areas of need or barriers to learning and at this stage a referral can be made to the appropriate outside agency (see list at end of report)

The school adopts a partnership approach, with staff, pupils and Parents/Carers: talking, listening and working together to ensure support and teaching are tailored to a child's needs and progress is made.

The school was awarded 'Dyslexia Friendly Status' in 2012 as a recognition of the strategies, support, teaching styles and high levels of differentiated and personalised work throughout the school. This supports pupils who may have dyslexic tendencies, whether diagnosed with dyslexia or not, as well as identifying and supporting pupils with other learning needs. Teachers may differentiate instruction and curriculum through content, process, product, and learning environment.

If after appropriate support a child is identified as needing further support, additional to and different from the support generally offered within the class, Parents/Carers will be informed and invited to discuss this with the SENCO and teacher at a Parents meeting or additional meeting. At this point a child's name will be added to the School SEN register, until such time as there are no longer additional and different needs (when their name will be taken off the register).

The school recognises the effect of emotional, mental health, communication, language and social needs on behaviour and endeavours to identify and support the specific needs of pupils. The school employs a variety of strategies to support the child meet their needs depending on the background need, age and specific behaviour, with parent and pupils encouraged to work together to find the best way forward. (See the Behaviour Policy on the School Website and available from the School Office.)

## 2. What arrangements does the school make for consulting young people with special educational needs and disabilities about – and involving them in – their education?

The school takes its responsibility to engage children and young people in the decision-making processes about their education, and other aspects of school life, very seriously.

Pupils on the SEN register work with the school staff to produce a Personal One Page Profile. This not only includes what we like and admire about them and their strengths, but also includes what staff need to know about them, things that are important to them and strategies that can be used to support them.

Pupils are given the opportunity to discuss and adapt proposed outcomes and interventions. They are asked for specific feedback (using words or visual aids as appropriate) as well as being given the opportunity to discuss their progress individually with their class teacher.

Where review meetings about a child with 'High Needs' are held; the pupil will be invited to attend at least a part of the meeting (if appropriate).

Pupils who have been, or are in the process of being adopted as well as 'Looked After Children' have additional review meetings and are closely supported and monitored for their wellbeing.

### 3. How will the school support my child/young person?

Your child's education will be overseen by the Class Teacher. The flexibility of our school enables your child to be supported both in and out of the classroom. This may be with Teaching Assistants, Class Teacher or personnel from outside agencies. Interventions will be tailored to the attainment of specific outcomes, with regular monitoring of the progress being made.

Arrangements are made, where appropriate, for provision of extra time or additional support during tests and examinations.

There is always a challenge in using the allocated government funding to the school, resourcing all the varying needs of pupils. Careful monitoring of needs and the effectiveness of interventions enable the school to put in the most supportive additional interventions and programmes for each child. The school pays particular attention to promoting independence. The staff recognise the need for school and parents to work together in enabling children to gain independence in their learning. There are some situations when additional support is appropriate to maintain this.

Updating and accessing training for the staff continues to be a priority with staff regularly attending Academy and County training sessions. We aim to provide a fully inclusive environment (within the constraints of our old building). We always seek to go the extra mile to support and encourage all pupils to achieve their full potential.

#### 4. How will I know how my child is doing?

Parents' Evenings are held in the Autumn and Spring Terms accompanied by a short interim report and full reports are written in the Summer Term. You are able to arrange to discuss the report with your child's Class Teacher.

In addition to this, children whose names are on the SEN Register (noted as needing SEN Support) may have additional review meetings. Parents/Carers are also able to request additional meetings with the SENCO. These can be arranged through the School Office.

Children with the highest levels of need, who receive High Needs Funding or have a Statement of SEN or an Education, Health and Care Plan, will have an Annual Review meeting to inform and plan for the next steps.

#### 5. What support will there be for my child's overall wellbeing?

In addition to support received for academic subjects your child may take part in small social, nurturing style groups. There may also be groups supporting speech, language and communication.

The school has access to a Teaching Assistant trained in Emotional Literacy. The ELSA (Emotional Literacy Support Assistant) is available for any child needing to talk through any worries they may have or for a longer piece of work focused on friendships or self-esteem.

## 6. How does the school manage the administration of medicines and provision of personal care?

The school follows Government and County advice over the administration of medicines and provision of personal care. Specific, individual care plans and support will be developed for children needing medical support or intimate care.

The school has teachers and assistants who have had experience and training in working with children with many different conditions. Current training for staff can be accessed should a child enroll with medical needs.

(See Medical and SEN policies on the School Website or available from the School Office.)

## 7. How will my child/young person be included in activities outside the classroom, including school trips?

All children have the right to access class trips and activities where it is safe for them to do so. Parents/Carers are welcome to discuss their child's specific needs regarding any trips or off site visits as well as discussing support that is provided during lunchtimes and breaks and at the beginning and end of the school day.

There are a large number of extra-curricular activities that are available for children at the school. Those with special educational needs and disabilities are encouraged to access these activities with Parents/ Carers welcome to discuss the details with school staff.

The school takes reasonable steps to ensure that every child/young person is included in every aspect of school life. Risk assessments are undertaken for all school trips and individual risk assessments are taken out for specific

pupils as appropriate. Parents/Carers are encouraged to be fully involved and outside agencies may be contacted for advice as needed.

## 8. Who do I see if I am worried?

1. Your child's class teacher is your first point of contact. You can speak to the class teacher before or after school. Appointments can be made for longer meetings.
2. You can also arrange to speak to the school SENCO (Special Educational Needs Coordinator). An appointment can be made through the School Office
3. An appointment with the Head Teacher/Head of School can be made through the School Office.

## 9. Who might work with my child?

Huish Episcopi Primary School has an excellent team of Teachers and Support Staff, all of whom have a wealth of knowledge and experience, including: Speech and Language, Emotional Literacy, Occupational Therapy and Dyslexia. We also regularly have Outside Agencies coming in to work with children. There are detailed in Section 11. Your consent will be sought prior to any involvement.

## 10. How accessible is the School environment?

We use our best endeavor to make the school site as accessible as possible, with some ramped entries. However, the site is a split-site and the building is predominantly Victorian – so there are constraints. We would welcome you to visit the school to discuss individual needs.

## 11. What specialist services are accessed by the school?

Where appropriate, the school staff will involve other bodies, including Health, Children's Social Care, Local Authority Support Services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families. The school recognizes the 'added value' that working with a range of different service providers can bring and how this can enhance the quality of provision for all pupils, but especially those with SEND.

Indeed, when a child has specific needs we can access the County Support Services and Health Care Professionals as required (see below). They can support the school in planning appropriate provision for your child. You will be included in the process of referring.

- Learning Support Advisory Teachers
- Physical impairment and Medical Support
- Hearing Impairment Advisory Teachers
- Visual impairment Advisory Teachers
- Educational Psychologist
- Social, Emotional and Mental Health Advisory Teachers
- Autism and Communication Advisors
- Integrated Therapy Services which include Speech and Language, Language and Communication, Occupational Therapy and Physiotherapy.
- Art Therapy
- School Nurse
- CAMHS (Children and Adults Mental Health Services)

It may be suggested that your child be discussed at the Consultation Meetings with our School Support Services to draw on their expert knowledge. You will be asked for your consent and the SENCO / Class Teacher will be available to discuss any outcomes following the meeting.



## 12. How will the school support transitions to new settings?

Prior to starting in Early Years Foundation Stage, children identified as having additional needs will have a School Entry Planning Meeting (SEP). You will be invited to attend this meeting alongside Preschool staff, School staff and any external professionals that are involved in supporting your child. This meeting plans how all concerned can make the transition to school as smooth and easy as possible. This will be reviewed within your child's first term. Huish Episcopi Primary School offers sessions for you to attend with your child prior to starting school to ensure that they are familiar with the staff and the school setting in advance.

For children joining with medical needs, this may include arranging staff training to enable any potential areas of difficulty to be appropriately planned for.

Our school offers additional visits for those children who require them.

Plans are made for Year 6 students due to transfer to Secondary School who have additional needs. They are offered additional visits and support as required, to ensure a smooth transition in the Summer Term. The receiving school's SENCO is given all relevant information. Those on 'High Needs' funding will also have an Annual Review meeting, where parents and outside agencies are invited to inform and plan for the next steps. Parents are always welcome to ask for additional meetings if there are any concerns. Indeed, our links with Huish Academy are very strong. Their SENCO (Judith Hills) will often attend our Y6 children's Annual Reviews. Ms Hills also visits our Y6 Teacher and SENCO to discuss SEN Support children.

12. What arrangements does the school make in relation to the treatment of complaints from parents of children/young people with SEND concerning the provision made at the school?

Please do come and speak to someone – we want to get it right for your child. If you feel we are not, then our hope is that we can work together to make it right. Your first point of contact is your child's class teacher or the SENCO.

There may be times when parents may wish to disagree or oppose the view held by school about their child. The school prefers a partnership approach, with staff, pupils and Parents/ Carers talking, listening and working together to ensure support and teaching are tailored to a child's needs and progress is made.

The Complaints Policy is available in the Policies section of the School Website or from the School Office. This will set out clearly the route to take.

### 13. Where can I find the contact details of support services for the parents of children/young people with SEND?

#### **PFSA**

You are able to access parental support from Nicky Buckler, our PFSA (Parent Family Support Advisor). You can contact her directly by telephoning **07825833556**. Alternatively referrals can be made to the PFSA via the SENCO or Head Teacher, who can be contacted via the school office on 01458 250673.

#### **Somerset Choices**

This is a website that provides a central point of access to a wide range of services and support groups for children and families from private, public, community and voluntary sectors. The **Local Offer in Somerset Choices Children and Families** will host all the latest news, resources and information about SEND and can be viewed <http://www.somersetchoices.org.uk>.

#### **Somerset SENIDAS** <http://www.somersetSEND.org.uk/>

A place for Parents / Carers of Children with Special Educational Needs to gain information, advice and support.

There are online sources that can provide additional information for parents. Those recommended by the National Association for SEN include:

Contact a Family     [www.cafamily.org.uk](http://www.cafamily.org.uk)

SENDirect     [www.sendirect.org.uk](http://www.sendirect.org.uk)

For more information and access to school policies mentioned above, please visit our website: <https://huishepiscopiprimary.co.uk/>

Our school SEN Information Report is the school's contribution to the local offer.