



Special Education Needs information report

Aligned to HEPS
Approved at Trust level

Reviewed February 2022
Next review due February 2023

Special Education Needs (SEN) information report

The aim of this policy is to set out which charges may be made for activities, which remissions will be implemented, and the circumstances under which voluntary contributions will be requested from parents.

Special Educational Needs Co-ordinator (SENCo): Mrs Claire Monk (Tuesday, Wednesday and Thursday), currently on maternity leave.

Interim SEN Leader: Mrs Lou Kenchington

SEN Governor: Julia Gadd

Who do I see if I am worried?

Your child's Class Teacher is your first point of contact. You can arrange to speak to the Class Teacher after school, usually by appointment.

You can also arrange to speak to the school's SENCo, Mrs Claire Monk —please call the School Office on 01458 250673 or email office@HEPS.ppat365.org.

An appointment with the Headteacher, Tiffany Doughty-Davis, can also be made through the School Office.

Whole School Approach

Huish Episcopi Primary School is part of the Preston Primary Academy Trust (PPAT). The school has six classes and caters for pupils from the age of 4 to 11.

The aims and values of the school are that: *'Each child who leaves our school should depart as an academically curious life-long learner and a confident and thoughtful citizen who believes in equality of opportunity for all; they should have the tenacity to effect change in this community and beyond for the greater good.'*

At Huish Episcopi Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. We believe that all teachers are teachers of pupils with special educational needs. Class teachers are responsible for the progress of pupils in their lessons. They are highly skilled practitioners, trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

Definition of Special Educational Needs:

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.”

(Special Education Needs Code of Practice, 2015)

Special Educational Needs (SEN)

SEN are generally thought of in the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Approach to Teaching Children with SEN

Your child’s progress is continually monitored by their class teacher, SENCo and the Leadership team. A graduated approach of Assess, Plan, Do, Review is always used. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing. If this suggests that the child is not making the expected progress, class teachers will consult with the SENCo in order to decide whether additional and/or different provision is necessary.

Sometimes, some children require further support that is ‘additional to or different from’ the support generally offered in class. This enhanced level of support is called SEN Support. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

If the child continues to demonstrate considerable cause for concern, a request for an ‘Education, Health, and Care Plan’ will be made with support from outside agencies such as the Educational Psychology Service or a Speech and Language Therapist.

Arrangements for consulting parents of children with SEN and involving them in their child’s education

- As soon as your child’s needs have been identified we will contact you and invite you to meet to discuss plans to help your child make better progress.

- Children on the SEN register will have an Individual Learning Plan (ILP) which will be sent home, reviewed and shared with parents on a termly basis. Parents are invited to add their views to the ILP.
- Parents are invited to discuss their child's progress at parents evening meetings with the class teacher and also with the SENCo.
- Annual Review meetings will take place for children with an EHCP.

Arrangements for consulting young people with SEN and involving them in their education

- Individual discussions will take place with children about their perception of their needs and feelings surrounding this.
- Individual Learning Plans (ILPs) including targets and reviews will be discussed with your child at an age-appropriate level and they will be encouraged to take ownership of their targets.
- All children are encouraged to talk about their learning in pairs and small groups.
- Pupil interviews provide opportunities for pupils to feedback about what is working well and what could be improved.

Arrangements for assessing and reviewing pupils' progress towards outcomes

Children on the SEN register will have an Individual Learning Plan (ILP) which will be sent home, reviewed and shared with parents and the child on a termly basis. Parents are invited to add their views to the ILP.

Children with an EHCP also have an Annual Review every year, in addition to the termly reviews of ILPs.

The interventions that a child has are tracked and the impact is measured to ensure progress.

How do we adapt the curriculum and learning environment?

The school makes reasonable adjustments to both the curriculum and learning environment to meet the range of special educational needs of children. This can mean teachers plan:

- Small group or 1:1 learning
- Pre-teaching content or vocabulary
- Use of Somerset Total Communication, symbols or visual prompts
- Adapted resources and materials to make them accessible for pupils with specific difficulties

- Additional/specialised apparatus or materials (e.g. wobble cushions, pencil grips, coloured overlays)

Additional support for learning that is available for pupils with SEN

Liaison with external agencies supplements the support and assessment of the needs of individuals. Regular liaison is maintained with the following external agencies for pupils with SEN Support or Higher Needs funding and pupils with EHC plans:

- Virtual School and Learning Support Team Services
- Social, Emotional & Mental Health Advisory Teachers (Somerset Partnership School)
- Educational Psychology Services
- Children's Social Care
- Speech & Language Therapy
- Autism and Communication Service
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Health
- Physiotherapy
- Service for the Hearing Impaired
- Service for the Visually Impaired
- Physical Impairment and Medical Support Team
- SENATAS (Special Educational Needs Assistive Technology Advisory Service)
- School Nurse
- Looked after Children officer
- Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)
- Parent and Family Support Adviser (PFSA)

Expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Members of staff are trained in:

- ILI (Individual Literacy Intervention)
- Spelling Detectives
- SALT and OT programmes
- ELSA

- First Aid training
- TEAM Teach (SENCo)
- Supporting speech sound development
- Phonics
- Teaching pupils with dyslexia
- Strategies to support children with working memory difficulties
- 'Making Sense of Autism' Level 1 training.

Support for improving emotional and social development

At Huish Episcopi Primary School all adults within the school community are responsible for the welfare of all our pupils. We have a range of inclusive provision available to all children, including:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum in class
- Teacher led Circle Times to explore emotions, feelings and worries
- Class teachers adapting approaches within class to support a child's needs

We work with parents, professionals and through our SEND identification process to identify any specific provisions that may be required for individual children or small groups. This may include:

- Small group social interventions such as 'Time to Talk' or 'Talkabout'
- Emotional Literacy Support Assistant (ELSA) sessions
- Home-school communication books
- Interventions from South Somerset Partnership School (focusing on Social, Emotional and Mental Health needs)
- Interventions from the Mental Health Support Team

How the effectiveness of the provision made for pupils with SEN is evaluated

- Monitoring of lessons, work scrutiny and analysing pupil progress data
- Parent and pupil conversations to gather feedback and ideas on how we can further support pupils with SEND
- Pupil progress meetings to analyse data, track progress and discuss individual pupil needs.
- Evaluation of interventions ensuring progress is measurable

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN

- Extra-curricular clubs and activities are available to all pupils regardless of need, and we are committed to making reasonable adjustments to ensure participation for all.
- Activities outside the classroom and school trips are available to all
- Risk assessments are carried out for each trip
- Additional adults are deployed to accompany pupils
- Health and safety audits will be conducted as and when appropriate

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

- Staff work closely to share information about pupils to ensure that specific needs of individuals are met
- Additional support, including additional visits, are available for pupils with SEN to help them make successful transitions
- Parents and children are fully involved in the process
- Additional time with new teachers and in the new surroundings may be provided
- Pupils may be given Transition Passports which include photographs of their new teacher, TA and learning environment
- We work very closely with our local secondary providers and transition can be adapted to meet the needs of the individual child as deemed necessary, including extra visits and meetings with parents
- If your child is moving to another school, we would make contact with the new provider to ensure the transfer of information and the child's school files

Support services available to parents/carers of pupils with SEN

Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)

[https://www.somerset.gov.uk/education-and-families/special-educational-needs-and-disabilities-send/#Somerset-SENDIAS-\(Special-Educational-Needs-and-Disability-Information,-Advice-and-Support\)](https://www.somerset.gov.uk/education-and-families/special-educational-needs-and-disabilities-send/#Somerset-SENDIAS-(Special-Educational-Needs-and-Disability-Information,-Advice-and-Support))

Somerset's Local Offer – Somerset County Council

You can find out more about Somerset's Local Offer by following the link below:

<https://www.somerset.gov.uk/education-and-families/somersets-local-offer/#Our-Local-Offer>

How do we handle complaints from parents of children with SEND about provision made at the school?

Whenever you have a concern about your child, you must contact their class teacher in the first instance. If you wish to discuss the matter further then contact the SENCo Mrs Claire Monk, Head teacher Mrs Tiffany Doughty-Davis, or the SEND Governor Mrs Julia Gadd. For further information, please see the school website for our complaints procedure.