

# SEND Information Report

## Parents Information

### Ilchester Community Primary School



Ilchester Community Primary School is an inclusive school where all pupils are supported. All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational 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.

The information within this document highlights how we identify, support and assess pupils with SEND to ensure they make progress academically, socially and emotionally.

## **Who do I speak to if I am worried about my child's learning?**

We pride ourselves on our open door policy at Ilchester Community Primary School. Building and maintaining positive relationships with parents is our priority. We are open and honest with parents and hope that they are able to be the same with us.

If you are at all worried about your child then we would encourage you to speak to your child's class teacher in the first instance. They will be more than happy to meet with you at an appropriate time.

If you are still concerned you can make an appointment to meet with the Inclusion Leader Mrs Becky Jones. She is available on Mondays after school or on a Monday, Tuesday or Wednesday throughout the day. If your child is in Class 1 or 2 then Miss Williamson, the school's Early Years Foundation Stage Coordinator would also be available to meet at a suitable time throughout the week.

If you feel matters are still not resolved you can seek an appointment with the Deputy Head Teachers Mrs Michelle Mordue or Mr Gareth Nation or Head Teacher Mr Nicholas Heath to discuss your concerns further.

## **Further Support**

If you or a member of your family is a serving member of the Royal Marines or Royal Navy then you may also be able to access some support from their extensive welfare facility. There are two family Support workers: Andy Bolter and Lindsey Howe who can be contacted on 01935 455277

### **1. How do you know if a child needs extra help?**

All children at Ilchester Community Primary School are monitored closely by their Class Teachers. If the Class Teacher has any concerns about the progress or attainment of a child then they will monitor and observe your child closely over time. Appropriate recording documents will be kept to monitor progress.

If the class teacher is still concerned then they will meet with the Inclusion Leader and or/Deputy Heads. Concerns will either be raised as part of termly pupil progress meetings or at the earliest convenience for staff members. If necessary specific assessments will be carried out to identify any difficulties and pinpoint any barriers to learning. We will share our findings with you and come to an agreement about what should be done next and what you can do to help your child. When,

and if appropriate, a referral to the correct external agency will be made if consented to by the parents.

If Parents have any concerns they should see the Class Teacher in the first instance. Teachers are available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed discussion is needed.

When pupils have already been identified as having special educational needs before they come to our school, we work with the people who already know them (schools, therapists, nurseries, key workers, paediatricians) and use the information already available to identify how we will be able to support them at Ilchester.

## **2. How will School support my child?**

Your child's education will be overseen by their Class Teacher. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area of the curriculum.

Under the direction of the class Teacher your child may work with Teaching Assistants either individually or as part of a group. If this is seen as necessary by the class Teacher then the regularity of these sessions and the purpose will be explained to parents when the support starts. Specially trained Teaching Assistants will deliver specific programmes and offer differentiated support in lesson times.

Our Inclusion Leader will monitor all support and interventions of any child requiring additional support across the school. She will advise Teachers and Teaching Assistants where necessary and ensure that appropriate progress is being made.

The Inclusion Leader reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. Mr Simon Hill is our SEN Governor and meets regularly with our Inclusion Leader. They also report to the Governors to keep them informed.

## **3. How will the curriculum be matched to my child's needs?**

All class work is differentiated to match the needs of individual learners. Observation, marking and assessment inform planning on a day to day basis to ensure all work is accurately matched to the needs of all children.

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Support staff will support your child's learning in the classroom whilst also ensuring that independent learning is also fostered. Specific resources and strategies will be used to support your child individually and in groups.

#### **4. How will I know how my child is doing and how will you help me to support my child's learning?**

At Ilchester Community Primary School there are many different ways that you will be formally informed about your child's progress and attainment. This will be additional to the general discussions you will have with your child's class teacher on a daily basis.

**Parents Evening:** There are Parents evenings in the Autumn and Spring Terms, and a full report is written in the Summer Term.

**Progress Reports:** From Year one onwards you will also receive a progress report each term which gives you an indication of the progress that your child is making. This will be on a tick box proforma where it will be identified if your child is causing concern, slightly below, expected level, significantly above.

**Additional Reports or meetings:** Children who are SEN Support or in receipt of an Education, Health and Care Plan will have an Annual Review meeting. This will be a multiagency meeting where we discuss the progress that your child has made and also consider the next steps for the future by creating an action plan together.

**Home School contact books** may also be used if appropriate.

**Parent's information sessions** are run regularly to explain key aspects of Literacy and Maths learning across the different key stages including the Early Years.

The Senior Leadership Team meet regularly to analyse data and monitor the progress of all children using SIMs data tracking grids.

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

In addition to support received for academic subjects, there is a range of pastoral support available depending on your child's circumstances. This could include alternative lunch time provision, opportunities for a child to talk and work with a trained member of support staff over any concerns or anxieties that they may have. We also have a Parent and

Family Support Advisor (PFSA) who can work with children and families. A referral for this service can be made through the Inclusion Leader. If you or a member of your family is a serving member of the Royal Marines or Royal Navy then you may also be able to access some support from their extensive welfare facility. There are two family Support workers: Andy Bolter and Lindsey Howe who can be contacted on 01935 455277.

Specific, individualised plans and support will put into place for children needing medical support or intimate care. Where necessary we will seek advice and training from the school nurse linked to children within school. Our school nurse currently trains staff yearly linked to allergies and the use of EPI Pens. In the past she has also spoke to the staff about cystic fibrosis linked to the medication that they need before snack and mealtimes. At Ilchester we have a rigorous system for both storing and administering medicines. Before any medication is given to a child the school staff need to ensure that parents have completed the appropriate forms which are stored in the office. These forms are then stored in the blue files in either staff room (Infant or Junior). When administering medicine two people are present in order to follow the correct protocol.

For children needing to be lifted, hoisted or where intimate care is necessary all staff are fully trained. They will have attended the moving and handling training and also the intimate care training offered by the Physical Impairment and Medical Support Service.

For Children who are experiencing difficulties with behaviour we have the opportunity to offer children an alternative provision at appropriate times to meet their needs on particular days. An example of this could be a place to go for 'time out', an adult that they can talk to and trust, play therapy etc. We will also seek advice from the behaviour support service, Educational Psychologist and CAMHS (Children and adolescent Mental Health Service) if appropriate.

## **6. What specialist services are accessed by the School?**

Children and young people's development is individual and unique although for many children it also follows a typical pattern. Other children will have specific problems with their development and some of these may need specialist assessment and advice from a children's Speech and Language Therapist, Occupational Therapist or Physiotherapist.

As a school we have access to the Integrated Therapy Service (ITS) if we or a child needs specialist help and advice. The ITS provide a local,

community service for children and young people aged 0 - 19 years who have physical, occupational and speech and language difficulties in Somerset. The service is mainly provided within community settings such as schools and children's centres, patients' own homes or in ITS Clinics. Where a child or young person requires support from more than one therapy, the ITS's vision is to provide integrated therapy, ensuring that each child's integrated package of care is tailored to their individual needs.

The specialists within the ITS that we can access are:

- Paediatric Physiotherapists
- Paediatric Occupational Therapists
- Paediatric Speech and Language Therapists
- Therapy Support Practitioners
- Administration Teams

When a child has a specific need, we can access County services such as Educational Psychology (EP), where we also purchase additional hours to ensure any child who needs support can receive it. We also have support from Somerset's Behavioural Support Team who provides the school with training and advice when working with particular children.

We also access advice for physical impairments and medical conditions, including hearing and vision impairments from the Physical Impairment and Medical Support Service within Somerset.

## **7. What training have the staff supporting children and young people with SEN and disabilities had or are having?**

The School's Inclusion Leader has completed the SENCo Coordination Course. Their job is to support and advice teachers when planning for children with additional needs.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

We have three highly experienced Support Assistants who are trained to deliver Individualised Literacy Intervention across the school.

All Teaching and support staff are Team Teach trained and this is renewed every three years.

The school has recently run whole staff training about the use of additional adults in the classroom, dyslexia and the Impact of Relational Trauma on children's behaviour.

We currently have one Support assistant who is undertaking the ELSA (Emotional Literacy Support Assistant) course in September 2014.

We also hosted a conference run by ADDIS (The National Attention Deficit Disorder Information and Support Service) in which local schools were invited to come and listen to key speakers.

### **8. 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 where ever it is safe for them to do so. For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements, or alternative arrangements for the administration of medicines. We always ensure that children have access to equipment that is appropriate to their needs.

### **9. How accessible is the School environment?**

Both the Infant and Junior Sites have accessible parking and are wheelchair accessible. Where there are steps, alternatives are available with ramped entries. At the junior Department the three main entrances have push button entry systems ensuring easy access to the school building. There are changing and disabled toilet facilities at both departments complete with fully serviced hoists. The Junior department has larger therapy suit complete with Physiotherapy bed and shower bed facilities.

### **10. How will the School support my child's transitions to new settings?**

Prior to starting in Reception, children identified as having Special Educational Needs will have a School Entry Planning Meeting. This will be attended by you, pre-school staff, school staff and any external professionals involved in supporting your child. It plans out how all concerned can make the transition to School as smooth and easy as possible. For children with medical needs, this will include identifying staff training needs to ensure your child's needs are fully met, and any potential difficulties identified and solved. All of our feeder pre-schools are also encouraged to liaise with Miss Williamson our Early Years Coordinator to arrange group visits into school.

All children are invited to some stay and play sessions in June and July prior to starting school to ensure they are familiar with the staff and setting in advance. Reception Teachers and the Inclusion Leader will liaise closely with pre-school settings prior to these visits. Additional to this parents are also invited to a 'new parents' evening in June where you get to meet your child's teacher and ask as many questions as you like!

On moving to Secondary School, children in Year 6 with additional needs are discussed with the SENCo at the secondary schools once places have been allocated. Additional visits can be organised within school time, supported by school staff and additional resources made, e.g. Books of photos to ensure your child is familiar with the people and places they will come across. All records kept in a child's SEN file are photocopied and given to the SENCo at the Secondary School. We shall inform the secondary school of your child's attainment and progress throughout their time at Ilchester and also discuss any pastoral needs linked to social and emotional development.

### **11. How are the school's resources allocated and matched to children's special educational needs?**

The school budget, received from Somerset Local Authority, includes money for supporting children with SEN. Additional to that children may be in receipt of 'High Needs Top Up Funding' which is additional to the school budget. Mr Heath the Head Teacher, alongside the Inclusion Leader decide on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. Parents are also consulted.

The Headteacher and Senior Leadership Team discuss all the information they have about SEN in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.

### **12. How is the decision made about what type and how much support my child will receive?**

Initially your child's class teacher will ensure that they have the highest possible expectations for your child and all pupils in their class. They will also ensure that all teaching is based on building on what your child already knows, can do and can understand: putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using technology or including practical

learning or visual resources etc. The Teacher may have also put specific strategies in place (which may be suggested by the SENCO or outside staff) to support your child to learn such as group work in a smaller group of children inside or outside of the classroom run by a teacher or trained member of staff.

Through continuous and rigorous assessment and monitoring by both the Senior Leadership Team and Class Teacher your child may be identified as needing a degree of intervention in order to either bridge gaps or address misconceptions etc. The class teacher/or Inclusion Leader will make an appointment to meet with you at your earliest possible convenience to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better in order 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 better targets which will include their specific expertise.
- Guidance on the best interventions/ systems to use with your child.

You will be advised by both the outside agency, class teachers and the Inclusion Leader about systems, strategies and activities that have been put in place in school. This communication is vital to ensure consistency between home and school.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN support already in place. After the reports have all been sent in the Local

Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health and Care Plan (EHC). If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC will outline the number of hours of individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

An Annual Review will take place yearly to monitor progress and attainment and to ensure appropriate targets are set.