

## **Special Educational Needs and Disability (SEND) Information Report**

### **The kind of special educational needs for which provision is made at Spaxton Church of England School.**

We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Some children have difficulties that fit clearly into one of these areas; others have needs that span two or more areas

### **How special educational needs of pupils are identified and assessed.**

The catalyst can come either from you or from us, but will always involve discussions between parent carers and school.

If you tell us you think your child might have an SEND, we will discuss this with you and investigate. We will share with you what we find, agree with you what we will do next, and talk about what you can do to help your child.

If our staff think your child might have an SEND we will observe them, assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. We will meet with you to discuss further strategies and support.

### **How the school provides for pupils with special educational needs**

We believe that every child is an individual and should be valued. All children should have their needs met and should be given equal access to the curriculum, and all children contribute to school life.

Our aim is to provide individual and small group provision for those children with Special Education Needs and/or Disability so that they can reach their full potential.

If your child already has special needs identified before starting at this school we will first invite you to visit the school with your child to have a look around and speak to staff. The SENCO and/or your child's key worker may make a visit to your child at home or in their current setting. We may suggest adaptations to the settling in period to help your child to settle more easily.

For some children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching), we will use intervention groups to meet their needs. If your child is identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before any referral is made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will 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.

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, perhaps changing some aspects of teaching to support them better (e.g. using physical aids like seating supports or colour filters for reading)
- Support to set targets that will include their specific professional expertise
- Suggesting your child attends a group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professionals
- Further assessment with other professionals when and if appropriate

All children receive class teacher input through good and outstanding classroom teaching. The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. All lessons are differentiated to meet the needs of your child and the class. Grouping of ability, mixed and independent work is used to support all pupils.

The SENCO, or staff from outside agencies, may suggest putting specific strategies in place to enable your child to access the learning in class. These may involve actions such as:

- Using more hands-on practical activities;
- Providing different resources adapted for your child;
- 1:1 work with a suitably qualified teaching assistant in the following areas.  
Maths/English/Speech and Language;

- Using equipment such as laptops and iPads for children who benefit greatly from the use of electronic equipment to aid their learning.

Specialist support (such as social skills groups and therapeutic spaces) will also be available for improving the emotional, mental and social development of pupils with special educational needs, with the raising of self-esteem held as the most fundamental building block to a child's development.

We make sure activities outside the classroom and school trips are available to all. Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents and carers are invited to accompany their child on a school trip if this ensures access. After school clubs are available to all pupils and health and safety audits will be conducted as and when appropriate.

### **How support for children and young people with special educational needs is secured.**

The school budget, received from Somerset Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Headteacher and the SENCO discuss all the information they have about SEND in the school (the children currently receiving extra support, those needing extra support and those who have been identified as not making as much progress as would be expected). They then decide what resources, training and support is needed. All resources, training and support are reviewed regularly and changes made as needed.

If you, or the school, believe that your child needs more support than the current provision set in place either you or the School 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 details about this in the Local Authority (LA) based **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 support they are providing.

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 support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA 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. This may be used to support your child with whole class learning, individual programmes or small groups including your child.

Each child's programme will vary depending on the needs of the child and the targets set in the EHCP. We may be able to offer in-house programs such as Speech and Language Therapy and Nurture groups. We will always use the advice of external agencies to help develop and review each child's needs.

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level 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.

### **Arrangements for consulting and involving parents of children with special educational needs in the education of their child.**

At Spaxton C of E Primary School your child's progress is continually monitored by their class teacher, the SENCO and the Leadership Team. Their progress is reviewed every half term and a National Curriculum assessment given in reading, writing, numeracy.

Children on the School SEND register will have an Individual Education Plan (IEP). This has targets set for your child and will be reviewed every half term. The progress of children with an EHC Plan is formally reviewed at an Annual Review. This is attended by all adults involved with the child's education, as well as parents.

Various other methods will be used to keep you informed, which may include:

- o Homework Diary and Reading Journals
- o Parents evenings o Additional meetings as required
- o Reports

### **Arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Children are involved every day in their own learning. They are involved in the marking of their own and their classmates work. The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them.

### **What to do if you wish to make a formal complaint about the provision made at the school.**

Depending on the nature of the concern, you may wish, or be asked to, follow the school's formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of Spaxton Primary School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

### **How Spaxton School supports pupils with special educational needs in a transfer between phases of education.**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school we will contact the school SENCO and ensure that they know about any special arrangements that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school information will be passed on to the new class teacher in advance and a meeting will take place with the new teacher. All Provision and Learning Maps will be shared with the new teacher. Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of their upcoming move to a new class.

Books can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

When moving into Spaxton School during the academic year we will meet with you and your child to discuss their needs and decide how to best make the transition into our school. We will liaise with previous school SENCO to discuss the provision and obtain records from external agencies.

In Year 6, we fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure a smooth transition from KS2 to KS3. The SENCO may attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school.

Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in Spaxton.

### **Key People (all contactable via the school office):**

SENCO (Mrs Skews)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - o Involved in supporting your child's learning
  - o Kept informed about the support your child is getting
  - o Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

### **Class Teacher (various)**

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing children's Provision and Learning Maps and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head and Deputy Head Teacher (Mr Kelly)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEN Governor (Andrew Watson)**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

A Teaching assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

Information on where the local authority's local offer is available at:

[somersetchoices.org.uk/family/information-and-advice/somerset-local-offer](https://somersetchoices.org.uk/family/information-and-advice/somerset-local-offer)