



Special Educational Needs and Disabilities (SEND) Information Report

Our Vision and Values

Those who belong to our school: protect, trust, have hope, persevere, show courage and respect

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 is essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

Our school's vision and values link strongly to our approach meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We are committed to meeting the Somerset Core standards framework to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The Core Standards for SEND in Somerset <https://www.somersetchoices.org.uk/family/information-and-advice/education/what-to-expect-from-education/> are designed to make sure that all education settings comply with updated legislation. They make it clear 'what to expect' in terms of SEND identification and provision for a range of stakeholders, including school staff, parents, and professionals. The Core Standards have been developed with the Parent Carer Forum, Young People's Champions, Early Years, Primary, Secondary and Further Education Leaders.

How does the school know if a child needs extra help and what should I do if I think that my child may have Special Educational Needs and Disabilities (SEND)?

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?	<ul style="list-style-type: none"> • In the first instance, make an appointment to speak to your child's teacher. • As part of the school's graduated response the Class Teacher may suggest that you make an appointment to meet with our Special Educational Needs and Disabilities Co-ordinator (SENDCO) Rebecca Skews • Make an appointment to meet our interim Head Teachers Keith Atkins/Rebecca Skews • Our aim is always to listen to your views and support you and your child in the best way possible.
How do you identify children with SEND?	<ul style="list-style-type: none"> • Parents/carers – may raise concerns regarding their child with the class teacher. These concerns will be recorded and investigated and any outcomes will be reported back to you. • Teachers – may identify children by making observations of the child, analysing assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions at termly pupil progress meetings and with the SENDCO. • Transition documents from KS1 and previous schools/conversations with previous staff. • SENDCO – will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering information about the child's progress, attainment and behaviour. Where appropriate specific assessment tools may be used by the SENDCO to identify specific needs. • External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.
How will I be able to raise any concerns I may have?	You can always speak to the class teacher about concerns that you may have. You can ring the office to arrange a meeting with your child's teacher or Mrs Skews, the SENDCo.
How will the school let me know if they have any concerns about my child's learning in school?	Your child's teacher will ask to speak to you about any concerns that they may have, to gain a history and your own insight into your child's learning needs.
Who should I contact if I am considering whether my child should join the school?	We always encourage you to visit the school, have a tour of the grounds and classrooms, as well as meet staff and the Head Teacher. Contact the school office on 01278 671409 to arrange a visit to the school.
What support do we have for you as a parent of child with an SEND?	The class teacher and SENDCo will give you support and advice on how best you can support your child. The school also has access to a range of specialists to whom you can be referred to get extra specialist support.

How will school staff support my child?

<p>What are the different types of support available for children with SEND in this school?</p>	<ol style="list-style-type: none"> 1) Class Teacher input via excellent targeted classroom teaching also known as High Quality Teaching. All children in school should be getting this as a part of excellent classroom practice when needed. This links to the <i>Universal</i> section of the Somerset Core Standards. 2) SEN Support (The SEN Code of Practice 2015). Pupils who have been identified by the class teacher /SENDCo as needing some extra intervention or specific support in school following an 'assess-plan-do-review' cycle under one of the following headings: <ul style="list-style-type: none"> • Cognition and learning • Communication and interaction • Social, emotional and mental health • Physical and sensory <p>This may have included the involvement of a professional agency such as the Learning Support Service, Educational Psychologist etc... and there will be a plan that is regularly reviewed.</p> 3) High Needs (The SEN Code of Practice 2015). The pupil has been identified as having more complex needs requiring very specialist support in school and guidance from a professional agency outside the school. The pupil has specific barriers to learning that cannot be overcome through Universal Support and High Quality Teaching, intervention groups and specific support and additional funding is required to meet their needs. 4) Specified Individual Support This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching. Children with an EHCP may have access to additional funding and/or a personal budget as appropriate. It is likely the child has severe, complex and lifelong learning needs. Usually your child will also need specialist support from a professional outside the school.
<p>Who will oversee and plan their education support?</p>	<ul style="list-style-type: none"> • The class teacher is responsible for and will oversee, plan and work with each child in their class who has SEN to ensure that progress is made in every area of their development. • Sometimes a Teaching Assistant may need to work with your child in a 1:1 situation. These will be specific and targeted activities and you will be informed if and when these will happen.

	<ul style="list-style-type: none"> • Our SENDCO Rebecca Skews has a strategic role in supporting teachers to oversee all the work and progress of any child requiring additional SEN support across the school • Occasionally it is necessary to involve outside agencies when supporting your child. Parental permission and written consent is always sought and parents are very much involved in discussions with professionals.
Which professionals might be working with my child and what are their roles?	Your child will spend most of their time in class working with their teacher or the class TA (Teaching Assistant). They will support your child's learning and ensure that their needs are being provided for. Sometimes TAs will work 1:1 with your child offering more specialist programmes E.g. Speech therapy. You will be informed if this is going to happen.
Who will explain this to me?	Your child's class teacher will explain the support that they are receiving.
How are the school governors involved and what are their responsibilities?	We have a governor, Mr Frank Cairns, who is responsible for overseeing the special educational needs provision within the school. There is regular liaison with the SENDCo, making school visits to monitor provision and learning of children with identified SEND.
What are the school's approaches to differentiation?	<ul style="list-style-type: none"> • Work is pitched across the range of children's abilities and interests, from special needs to high ability. • Differentiation is embedded in our planning and sometimes this is reflected in different activities or the same activity but with an open ended outcome. • We use TA support, pre-learning and multi-sensory methods of learning to ensure that all learning styles are catered for. • Sometimes differentiation is by the resources a child is given to support their learning.
How will that help my child?	All individuals are considered and catered for through a curriculum that is personalised and pitched at the appropriate level. This allows access to learning in all subjects for all children. We believe that the right levels of challenge lead to success, which in turn leads to progress.

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

What opportunities will there be for me to discuss his/her progress with staff?	<ul style="list-style-type: none"> • The class teachers are available to discuss progress- feel free to make an appointment. • The class teachers will meet with parents during the autumn and spring parents' evenings to discuss your child's progress. • If your child has an ECHP (Education Health Care Plan) you will also be invited to a termly APDR (Assess, Plan, Do, Review) meeting to discuss your child's targets and progress if they have a Special Educational Need. You will receive a copy of your child's Pupil Passport as a
--	--

	<p>result of this meeting.</p> <ul style="list-style-type: none"> • Our SENDCo is available on a Thursday to discuss support in more detail. • Children who have an EHCP or who have higher level special needs will also take part in an annual review of their needs and provision.
How does the school know how well my child is doing?	<ul style="list-style-type: none"> • There is an on-going dialogue between teachers, teaching assistants and the SENDCo about the progress of all children. • Pupil Progress Meetings are held termly where teachers discuss the progress of children within their class with the Head Teacher. • The leadership team within the school monitor teaching and learning across all classes throughout the year. • We hold on-going assessments of literacy, numeracy and progress is tracked at the end of each term.
How will I know what progress my child is making?	<ul style="list-style-type: none"> • We hold parents' evenings in the autumn and spring terms and an end of year report is sent out in the summer term. • If your child has an EHCP ,then we also hold termly Assess, Plan, Do, Review (APDR) meetings with the class teacher, support staff, pupil and parents.
What opportunities will there be for regular contact about things that have happened at school?	<ul style="list-style-type: none"> • Home-school link books can be used as a daily contact • Teachers are around at the end of the school day, to have an informal chat if needed.
How and when will I be involved in planning my child's education?	<ul style="list-style-type: none"> • If your child is on the Special Educational Needs Register you will be invited to an APDR (Assess, Plan, Do, Review) meeting with the class teacher. • If your child has a high level of special educational need then you will be invited to an Annual Review meeting each year where you can be involved in planning targets for your child. • Your views and input are essential at these meetings and a parent views form will always be sent out with the letter about upcoming APDR meetings for your child.
Do you offer any parent training or learning events?	<ul style="list-style-type: none"> • We hope to have three workshop sessions throughout the school year aimed at supporting parents to help their children with reading, writing and maths. (COVID permitting) • If specific training is required come in and discuss this with us and we can point you in the right direction.

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

<p>What is the pastoral and social support available in the school for children with SEN and disabilities?</p>	<p>We recognise the importance of children's mental health and well-being alongside that of physical health and learning and achieving successfully</p> <p>Mrs Wilson, our emotional support mentor, will also work with children on a weekly basis to help them feel safe and secure and ready to learn.</p> <p>There are calming spaces around the school and in classrooms, which children can use to take a break in order to help them feel calm and ready to return to learning.</p> <p>If a family feel they need further social support we will meet with them to complete an Early Help Assessment (EHA) in order to identify which services might be able to help. These could include PFSA (Parent and Family Support Workers) and CSC (Children's social care.)</p>
<p>What is the medical support available in the school for pupils with Special Educational Needs or Disabilities?</p> <p>How does the school manage the administration of medicines and personal care?</p>	<ul style="list-style-type: none"> • We liaise closely with the school nursing team, as well as consulting with other professionals who can offer advice and support. E.g The PIMs team (Physical Impairment and Medical Support Team) • We have a large number of First Aid trained staff. • We ensure staff are trained appropriately to support specific needs, e.g. diabetes, allergies • Where necessary, pupils have Personal Emergency Evacuation Plans (PEEPs) to ensure all pupils are kept safe in the event of an evacuation • If your child needs to take medicines for a short period of time only then a medical form will need to be filled in. These are available from the school office or in the classrooms. • If medication is required for longer periods, you will need to meet the SENDCo where a medication form/risk assessment will need to be completed. • Where medication is administered, staff record details of administration carefully. • If your child has more complex medical needs, then you will need to discuss those needs with the SENDCO as a medical care plan/risk assessment may need to be produced for your child. • In some cases, specialist training may also be required for the staff who will be supporting your child. This can be provided by specialist community nurses and other medical agencies.
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<ul style="list-style-type: none"> • We have a clear behaviour policy well implemented by all staff at Spaxton. • We recognise that behaviour can be evidence of an unmet need so we record challenging behaviours and if needs be, begin steps to help identify the underlying need of the child.

	<ul style="list-style-type: none"> • The dojo points system and star of the week reward good behaviour • There is a clear system to manage inappropriate behaviour- children can lose playtimes. Where necessary there is a clear scale of sanctions for children whose behaviour remains unchanged. We liaise closely with parents and where necessary set up a Pastoral Support Plan in consultation with parents which is reviewed fortnightly.
How will my child be able to contribute his or her views?	<ul style="list-style-type: none"> • ‘Pupil voice’ interviews form part of our monitoring process where small focus groups of children give their views on a variety of topic to the Leadership Team and Subject Leaders. • The school council invite the children to suggest improvements to the school through monthly house meetings, where they can share their ideas and discuss any concerns • The SENDCo and/or class teacher and/or TA will meet with pupils in order to get their views either during or before an APDR (Assess, Plan, Do, Review) meeting.

What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school and what are their qualifications?	<ul style="list-style-type: none"> • Our SENDCO has a Bachelor of Education as well as a National award for Special Educational Needs Co-ordination • We have Team Teach trained staff • We have key staff trained to deliver specific interventions such as Individualised literacy intervention (ILI), Colourful semantics, Emotional Literacy support assistant (ELSA) etc...
What other services does the school access, including health, therapy and social care services?	<p>As a school we work closely with any external agencies which we feel are important to support your child’s needs within our school, these include;</p> <ul style="list-style-type: none"> • The Educational Psychology Service • Learning Support Service • Autism and Communication Service • Physical Impairment and Medical Support Team • Hearing Support Team • Vision support Team • Social Emotional and Behaviour Support • Speech and language Therapist

	<ul style="list-style-type: none"> • Occupational Therapist • Paediatric nursing team • PFSA/Team around the school (TAS) • Social Services
--	---

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

<ul style="list-style-type: none"> • All staff have received Safeguarding Training. • A number of teachers and TAs are trained to support children with intimate care needs. • TAs have specific moving and handling training. • TAs are trained in literacy and phonic strategies, ILI (Individual Literacy Intervention) and Spelling Development. • All teachers have had training in Attachment support • All staff have had input on SEN code of Practice and implementing this within the classroom.
--

How accessible is the school and how will my child be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	<ul style="list-style-type: none"> • All areas of the school are fully wheelchair accessible with widened doorways and ramps. • See accessibility plan
Have there been improvements in the auditory and visual environment and are there disabled changing and toilet facilities?	<ul style="list-style-type: none"> • The school site is wheelchair accessible with a large disabled toilet.
How does the school communicate with parent carers whose first language is not English?	<ul style="list-style-type: none"> • We have access to the Ethnic Minority Achievement service who are able to give us support in communicating with parent carers whose first language is not English
Will he/she be able to access all of the	<ul style="list-style-type: none"> • We believe in full equality for all children and, as such, all children are enabled to

<p>activities of the school and how will you help him or her to do so?</p>	<p>participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all.</p> <ul style="list-style-type: none"> • A risk assessment is completed before any off site activities. This ensures that everybody's Health and Safety is not compromised. • At times we may ask for parents or carers to attend off site visits to support with the care of their child. • Occasionally for health and safety reasons it may be considered unsafe for a child to take part in an activity. If this should occur, then an alternative activity will be provided within school which will cover the same curriculum area.
--	--

How will the school prepare and support my child to transfer to a new school or the school/college/next stage of education and life?

<p>What information will be provided to his or her new school? How will you support the new school to prepare for my child?</p>	<ul style="list-style-type: none"> • We provide the new setting with information on current levels of achievement in reading, writing, maths and science as well as current reading and spelling ages. • The SENDCo liaises with the SENDCos from other schools as appropriate. She meets with the SENDCo of the secondary school in the autumn term to discuss pupils in Year 6 who need additional support and invites them to attend Annual Reviews. In the spring there is a further meeting and the individual needs of the children are discussed and transition plans and additional visits are agreed. • In addition, we forward any reports written by specialists and any assessments that have been undertaken on the child. • We also inform them of current provision and needs.
---	---

How are the school's resources allocated and matched to children's needs and how is the decision made about what type and how much support my child will receive?

<p>How is the school's SEN budget allocated?</p>	<ul style="list-style-type: none"> • Every school is allocated an amount of money for each child on roll.
--	--

	<ul style="list-style-type: none"> • In addition to this there is a formula applied to each school to calculate how many children with special educational needs there should be and another sum of money is allocated to give support for these children. • Children with an Education Health Care plan will have an additional funding made available to them in order for the school to support and provide for their needs.
<p>Can you describe the decision making progress about how much support my child will receive?</p> <p>Who will make the decision and on what basis?</p> <p>Who else will be involved?</p> <p>How will I be involved?</p>	<ul style="list-style-type: none"> • Like all schools in Somerset, Spaxton operates a graduated response towards SEND and adheres to the Somerset Core Standards. • High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have, SEND. • Where a pupil is not making adequate progress, class teachers in consultation with parents will begin their own assess, plan, do review process to identify any barriers to learning. If the pupil continues to not make progress the SENDCO and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils. When the initial teaching strategies or support have not identified the problem or area of concern for the child the SENDCo, parents and teacher may draw up a Pupil Passport and/or support plan. The passport/support plan includes the needs or difficulty the child has, teaching strategies and targets. Parents/carers have a copy of this passport and it is reviewed termly. • Pupils with very complex needs may have an Education, Health and Care Plan, (EHC). • An EHC plan is a legal document and will put emphasis on personal goals and outcomes. It will describe the support your child will receive while they are in education.
<p>How does the school judge whether the support has had an impact?</p>	<p>We closely monitor the progress of every child in the school and only use intervention programs that are evidence based, well researched and measurable.</p> <p>We use pre and post intervention data which include test results, questionnaires, observations and discussions.</p> <p>We liaise with the pupil, parents and teachers together to discuss the impact.</p>