

Ditcheat Primary School
The School's offer in support of pupils with Special Educational Needs and or Disability (SEND) - Information Report 2020/2021

Special Educational Needs and Disabilities Coordinator (SENDCo): **Jo Crook**

Contact:

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How does the school know if children need extra support and what should I do if I think my child has Special Educational Needs (SEND)?

At Ditcheat Primary School children can be identified as having SEND if a pupil requires provision that is 'different from and additional to' that of the universal provision that is offered in class. Concerns can be raised by parents, pupil or class teacher. We can identify a pupil's needs based on:

- Observations made in the class room by the teacher or teaching assistant
- Observations or concerns brought by the parent
- If a child is performing below age expected expectations or are making less than expected progress
- There is a liaison with external agencies i.e. occupational health, educational psychologist, etc.
- A diagnosis is made by a paediatrician
- Teachers and the SENDCo will follow a graduated response to identify pupils with SEND. This will following an Assess, Plan, Do, Review (APDR) cycle, in-line with the SEND Code of Practice and Somerset Core Standards.

If you think your child may have SEND, please:

- Speak to the class teacher. You can speak to your child's class teacher directly or arrange a meeting through the office. Email: Ditcheat@educ.somerset.gov.uk or Telephone: 01749 860329.
- You can speak to the SENDCo – Jo Crook. She is available most Thursday afternoons. You can arrange a meeting with her or through the office (see above for contact details).
- If concerns persist, parents are able to arrange a further appointment with the Head teacher.

How will school support my child?

Who will oversee, plan or work with my child? How often will this happen?

- The class teacher and SENDCo are responsible for assessing, planning, actioning and reviewing (Assess, Plan, Do, Review – APDR) the progress and provision of pupils with SEND
- Our SENDCo oversees all support and progress of any child with SEND across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that good progress is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- Sometimes, we may require additional support from outside agencies. We will inform parents, and seek permission, before this happens.

Who will explain this to me?

- If a child has SEND, the class teacher will meet with parent/carers every term to discuss and review your child's needs, support and progress. A written copy of this information will be given to you through a Pupil Passport.
- For further information, the SENDCo is available to discuss support in more detail. If you would like to do this please arrange an appointment.

- Depending on a child's SEND needs, the Parent/Carer, pupil and relevant staff will also be invited by the SENDCo to an Annual Review which will review the child's learning and provision throughout the year.

How are the governors involved, and what are their responsibilities?

- The SENDCo 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.
- One of the Governors is responsible for SEND and meets regularly with the SENDCo. The SEND Governor also reports to the Governing body to keep all informed.

Our SEND governor is: **Kate Webber**

How will the curriculum be matched to my child's needs?

- All teachers are teachers of SEND.
- All work within class is planned and delivered at an appropriate level so that all children are able to access according to their specific needs. This will mean that children will be supported in a range of styles, and will undertake a variety of activities that best support their learning, rather than that of the class as a whole.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Teachers can seek the support of the SENDCo who also monitors the progress of pupils with SEND.
- Sometimes, the pupil may require pre-teaching or an intervention outside of class lessons to better help them access what is being taught. We will inform parents of this if this occurs for their child.

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

- As a school, we follow an Assess, Plan, Do, Review cycle. The pupils, teachers and parent/carers are involved in this process.
- If your child is on the SEND register they will have a Pupil Passport (an APDR cycle). This is discussed on a termly basis and parents are given a copy of them. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. Targets are set by both the pupil and the teacher.
- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents/carers and teachers; therefore we aim to keep in touch regularly. This will often be an informal chat by the school gate or regular phone calls if you are unable to drop off or pick up.
- Where appropriate we use a home/school book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child receives SEND support, a full review will take place on an annual basis which will involve the pupil, parents, SENDCo and possibly the class teacher. This review will assess the effectiveness of the previous year and look forward to targets for the next year.
- If your child has complex SEND they may share their schooling as part of a dual placement; or Educational Health Care Plan which means that a formal meeting will take place to discuss your child's progress and a report will be written legally outlining their needs. This will be reviewed on an annual basis.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National Standards and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods including Early Learning Goals, age related expectations and Reading and Spelling ages. We also use P Scales to assess children's learning; they are a really useful tool for measuring progress in small achievable steps.
- Children who are not making expected progress are identified through termly progress meetings with the Class teacher, SENDCo and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When a child's Pupil Passport is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. Pupil passports are always shared with parents, and parents are a crucial part of the review process themselves.
- As a school we value the views of our children and each time a Pupil Passport is reviewed the children contribute to this process.

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

- We pride ourselves on being an inclusive school and we welcome and celebrate diversity. Our staff firmly believe that children's emotional well-being and self-esteem is crucial to academic success and the enjoyment of school. We are proud of the caring, understanding team we have looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore if you have any concerns this would be your first point of contact. If further support is required the class teacher will liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as our Educational Psychologist or Parent Family Support Agency.

How does the school manage the administration of medicines?

- All procedures for the administration of medicines can be found in our Medical policy. Please ask a member of staff for any further information.

How will my child be able to contribute their views?

- All pupils are involved in the Assess, Plan, Do, Review cycle.
- Children who have Pupil Passports discuss and set their targets through self-evaluation and discussion with their teachers.
- Pupils on the SEND register will be involved in their Annual Review.
- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which provides an open forum for any issues or viewpoints to be raised.
- If your child is part of a dual placement or has an ECHP their views will be sought before any review meetings.

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

- Our SENDCo is fully qualified and accredited.

Members of staff have training in:	Support Services Available:
<ul style="list-style-type: none"> - Dyslexia Friendly Strategies - Somerset Total Communication (like signing) - ILI (Individual Literacy Intervention) - Autistic Awareness Training - TEAM teach - Attachment - Speech and language development 	<ul style="list-style-type: none"> - ALP SEND team - Learning Support Services (through the Virtual School) - Educational Psychologist - Parent Family Support Advisor - Occupational Health - Speech and Language Therapist - Physical Impairment Medical Support Team (PIMS) <ul style="list-style-type: none"> - Autism and communication team - Visual impairment team <p>*Please see the Local Offer on the Somerset Choices website for further details.</p>

How will my child be included in activities outside the classroom e.g. school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, for example additional adults may go on a trip to ensure all children remain safe and have a fantastic day out.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is not fully wheelchair accessible; however, the school is predominately on one level with ramps at specified fire exits. Should you wish for your child to attend Ditchheat then appropriate changes will of course be made. There is also an accessible toilet.
- Staff use Communication in Print for further communication support and many are trained in Somerset Total Communication.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting. They will be shown around by children from their class and have the opportunity to meet staff. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also try to visit them in their current school.
- We encourage children to make photo books on their visit days, as this provides an opportunity to familiarise themselves with the setting over the holidays before they begin in September.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Ansford Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils. Similarly, we encourage children to take photos and bring them back to share with the class.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs there will be a School Entry Plan Meeting before they join in reception, these will be joined by parent /carers, pre-school staff and outside services.

- If your child has complex needs and is transitioning to secondary school a very similar meeting will take place at the secondary school and will be reviewed in the autumn term to reflect on the transition and agree if further action is needed.

How are the school’s resources allocated and matched to children’s SEND needs?

- We ensure that all children who have Special Educational Needs or Disabilities are met to the best of the school’s ability with the funds available.
- We have SEND TAs who are funded from the SEND budget to deliver tailored interventions to groups or individuals.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.
- Additional funding can be accessed and applied for, depending on the need.

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

The SEND Code of Practice 0–25 (2014) describes four broad categories of need:

- Communication and interaction - including speech, language and communication difficulties and ASD
- Cognition and learning – including moderate, severe and profound learning difficulties with associated difficulties around sensory, mobility and communication and physical disabilities
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Class teachers follow a graduated response to the needs of the pupil. This follows guidance from the Somerset Core Standards and SEND Code of Practice.

The class teacher and SENDCo will discuss the child’s needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

Any strategies which involve significant costs will need to be discussed with the Head teacher and approved by the governors.

Parents will be kept informed of all support or changes made to it.

How do we know the support has made an impact?

- By reviewing children’s targets on Pupil Passports and discussing the progress made. The child will know they are making progress through the daily tracking of the monitoring book.
- The child is making progress academically against national standards/ age related expectations and the gap is narrowing.
- Observations and feedback from the teacher, parent and pupil.
- Children may move off of the SEND register when they no longer require provision that is additional to, or different from the universal provisions made in the classroom.

Who can I contact for further information?

- First point of contact would be your child’s class teacher to share your concerns.
- You could also arrange to meet our SENDCo- **Jo Crook** - or our Head teacher **Victoria Withers**.
- Look at the SEND policy on our website
- Contact the Somerset Parent Carer Forum - <http://www.somersetpcf.org.uk/>
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

Who should I contact if I would like to discuss the possibility of my child joining the school?

- Contact the school office to arrange to meet the Head teacher (Mrs Withers) or SENDCo (Miss Crook), who would willingly discuss how the school could meet your child’s needs.

Signed: