



Roots to Grow and Wings to Fly

SEND Information Report

Parent/Carer information guide to SEN at St.

Bartholomew's CE First School

Our school

Our School caters for children aged between 4 and 9 and our dedicated team of staff provide our children with an exciting education in a safe, happy, caring and stimulating environment. We seek for every child to feel secure and valued as an individual. We endeavour to work closely with our parents and community to create a learning partnership.

Our school Values

As a proud Church school, we are rooted in love. We aspire to nurture and help our children flourish as respectful, compassionate citizens who seek to positively contribute to our local community and the world beyond. Our school family role model our Christian values of RESPECT, COMPASSION, TRUST, FORGIVENESS, HOPE and COURAGE.

We strive to help our children experience '*life in all its fullness*' as expressed in John 10:10.

SEND provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

As a school, we aspire to ensure that all our children with SEND needs are able to flourish and meet their full potential. If you have any questions regarding this SEND information Report please speak to our Head Teacher, Gemma Coward or our Special Educational Needs and Disability Co-ordinator, Laura Hicks.

What is a learning difficulty?

Children learn at different speeds and in a variety of ways. There is likely to be a wide range of ability within your child's class at school. Children are recognised as having special educational needs if they have; '*learning difficulties which call for special educational*

provision to be made for them'. This definition is only a part of the full legal description of special educational needs.

Children who have a special educational need may find it harder to learn than the majority of children of the same age, or they may have a disability which prevents or hinders them from taking full advantage of the education provided for other children. Children do not necessarily have a learning difficulty simply because their first language is not English, although in some cases children who speak English as an additional language may also have a learning difficulty.

What might my child's learning difficulty cause problems with?

- Reading, Writing or Number Work
- Expressing themselves or understanding information
- Making friends or relating to others
- Social and Emotional Development or Mental health
- Personal organisation
- Tasks or activities which depend on sensory or physical skills

The SEN Code of Practice (Revised 2014) is the guidance that schools must follow. It states that there are four main areas of special need. These are:

- Cognition and Learning
- Emotional and Social Development and Mental health and wellbeing
- Communication and interaction
- Sensory and/or Physical needs

How do we identify SEN?

- When children have identified SEN before they start here, we work closely with the people who already know them and use the information already available to identify what their SEND need will be in our school setting and how we can manage it. For example, this may take place in the form of a school-entry meeting and liaising with external professionals already working with the child, or by ensuring additional transition visits take place.
- If you tell us you think your child has a SEND need we will discuss this with you and explore this further. We will share what we discover with you agree on what we will do next and what can be done to help your child both at home and at school.
- If our staff think that your child has a SEND needs, this may be because they are not making the same progress as other children. We will observe them, assess their understanding of what we are doing in school and use assessment to find out what is causing the difficulty. Should we require further help we will contact the SEND Support Services Team from the Local Authority, or with your permission complete an Early Help Assessment. We will always discuss and keep you informed of our teacher assessments.

How do we engage with children, parents and carers?

- We are a child and family centred school, so you will be involved in all decision making about your child's support.
- When we assess SEND needs we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- We write and review SEND Personal Learning Plans, which have appropriate goals, termly with children and parent/ carers for children who are identified with high levels of SEND needs. One of these termly reviews incorporates a handover to the child's next class teacher. For those children being supported by our school Emotional Literacy Support Assistant (ELSA), an ELSA target will be set and shared with parents via a letter. Progress against ELSA targets are recorded during ELSA sessions and in partnership with parents and staff. Some children who are currently receiving additional support may have their progress tracked using key stage provision mapping.

How do we adapt the curriculum so that we meet SEN?

- All of our staff are trained to make lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resource required.
- We use additional materials and interventions so that children with SEND can access learning tailored to their requirements. Interventions we use include; Somerset Individualised Literacy Intervention, Reading Detectives and TRUGGS for reading; Max's Marvellous Maths and Numicon for Maths; Talkabout, TalkBoost, Learn to Listen and Time to Talk for language and communication; nurture and ELSA support for children with Social, emotional and mental health needs.
- At St Bartholomew's C of E First school, we believe that meeting the social and emotional needs of all our children is paramount. Therefore, all our children receive a daily session of mindfulness and we have ELSA and nurture provision across the whole school day.

How do we modify teaching approaches?

- All of our staff members are trained so that we are able to adapt to a range of SEND needs, including; specific learning difficulties; dyslexia; autistic spectrum disorder; speech, language and communication needs and Social, emotional and mental health difficulties.
- When teaching we use different teaching approaches to cater for children's preferred learning methods, including visual, aural and kinaesthetic teaching styles.
- Several staff members have received training in identifying and meeting the needs of learners with speech language and communication needs. Teachers are trained according to the needs of the children in their care. Additional training includes delivering speech and language programmes; co-ordination groups and teaching children with a hearing loss. The majority of staff members have received training in attachment and emotional coaching. Furthermore, some staff members have received



training in Mental Health First aid, working memory, guided-sight training and supporting children with visual needs. This list is not exhaustive and develops in response to the needs of our children. In addition to this, as a school we have access to an online training resource; staff can carry out online training for continual professional development

How do we assess pupil progress towards the outcomes we have targeted for children with SEN? How do we review this progress so that the child stays on track to make at least good progress?

- We regularly assess the performance of all of the children in the school. Previously, some children with SEND needs were assessed using 'P Levels' or 'Progress Scales' to assess progress in smaller steps and at a slower pace than the usual national curriculum. However, since 'P levels' are no longer in place we are developing a new system of documenting small steps of progress alongside schools in our local area. This is part of the SENDCo pyramids action plan, which is being supported by our area Educational psychologist.
- We regularly monitor and moderate assessment data, both internally and externally with other schools, to ensure that our judgements are correct.
- To ensure that progress is good in Reading, Writing and Maths, on-going assessments and evaluations are used to check understanding and progress in each lesson.
- Our Senior Leadership Team monitors the performance of all children at regular progress meetings and during reviews and class observations; this ensures that good progress is evident, including for those with SEND.
- The school SENDCo attends all termly pupil progress meetings and during this time our SEND children are discussed. We discuss what we are going to do to make sure that our SEND and vulnerable children are making good progress.
- For children with high/ complex SEND needs, or an Educational Health Care Plan (EHCP), SEND progress is reviewed every year via an annual review. For children with less complex SEND needs, ELSA targets, Personal Learning Plans or entry on provision maps take place.

What equipment and resources do we use to give extra support?

- We use a variety of resources to support learners with SEND needs. This may include therapy putty, writing slopes, ICT programs and equipment, iPads, word banks, displays, visual timetables and numicon.
- We deliver speech and language, occupational therapy and physiotherapy programmes, provided by the Speech Therapy Service. A therapist, or trained staff member, will demonstrate to school staff how to use the programme and this will then be delivered and assessed after a given period of time.



- Any specific physical requirements will be assessed individually and equipment will be provided to meet these needs with the help of Local Authority SEN services.
- When appropriate, the support of the Special Educational Needs Assistive Technology Advisory Teacher (SENATAS) will be gained; this is to incorporate the use of technology to support the learning of children with specific needs.

What extra support do we bring in to help us meet SEN and how do we work collaboratively?

- We benefit from support from specialist teachers and support staff for accessing the curriculum on SEND related needs (speech, language and communication, hearing impairment, visual impairment, social and emotional related needs and severe learning difficulties).
- We get support from other Local Authority services, SEND Specialists, Educational Psychologists, Speech Therapy and CAMHS, as well as working with other schools in the Crewkerne and Ilminster Partnership.
- The Integrated Therapy Service (Occupational Therapists, Speech and Language Therapists and Physiotherapist) work with children who need assessment and offer support for developing motor co-ordination, handwriting, attention, focus , communication, special seating and/or physical intervention
- All targets set as part of a child's Personal Learning Plan or care plan are reviewed with the child, parents and involved services. We agree action points to ensure that teaching becomes more effective and that learning is well supported. New targets will be discussed and a date will be set to review how well the child is doing, if the targets are effective and what next steps need to be taken.

What extra curricular activities are there available for children with SEN?

- We offer a wide range of after school activities and these are open to all children. Should any child need support to access these activities, school will make the necessary arrangements . However, this is dependent on staff availability.
- We have a breakfast club that operates daily and this is available to all children.
- We have after School provision which is available to all children up until 6PM.
- Children's learning is supported through regular educational visits as well as people coming into school to support different topic areas. These activities are fully inclusive and no child will be excluded from any trip, including trips of a residential or adventurous nature on the grounds of their SEND needs, if this can be achieved safely. . We provide any support required for their full inclusion but may ask for a parent/carer to also attend

How do we support children with their transition into school and when they leave us?

- Children entering our school and their parent carers will have opportunities to visit the school in the summer term prior to them starting in the September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition into school challenging. School- Entry Meetings will be arranged for those children who are already known to Early Years SEND services to make school aware of their needs and ensure that appropriate support is in place.

- When children leave our school meetings are arranged to share information. SENDCos from each school will meet or talk on the phone, when appropriate, to discuss those children with SEND, identifying their needs and difficulties and also strategies to support the child in their new school.
- Staff from Maiden Beech Academy, our local middle school ,often attend SEND Review meetings in the summer term of Year 4 children, so that parent carers and staff can work together to plan for the future.
- If your child will attend a different school then we will strive to involve them. In-year transition is supported with additional visits to the new class. For some children booklets. Social stories are made with pictures of staff and the classroom to help prepare the child for the new academic year and the changes they will face.

How does the SEN funding work?

- Schools receive funding for all children including those with SEND and these needs are met from this, (including equipment). The local authority may contribute more funding if the cost of meeting an individual child's needs is more than £6000 per year.
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, a request for statutory assessment may be appropriate. Both parents of the school can apply for this assessment of needs by documenting a graduated response. If an Educational Health Care Plan is issued, additional funding will be allocated. Parents may have a say in how this is used. You will be informed if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where can children/parents/carers ask for help or support?

- St. Bartholomew's School aims to ensure that there is a culture where children can feel confident to ask for help from any member of staff. Most children feel that they can approach a member of staff to ask for help. Our SENDCo, Miss Hicks oversees the strategic SEND work and parent/ carers will see her for reviews and feedback. Miss Hicks is available to meet by appointment, in advance. All day to day matters are managed through the child's class teacher.

Where can parents or carers ask for help or support?

- Your views are important to us and we want to listen to them and know that you are satisfied with what happens in our school to support your child. Your child's class teacher, Key stage lead, or our SENDCo, Miss Laura Hicks, will follow up your concerns and make sure that your views are heard.
- There are a number of parent support groups available, details of these are available in school. Somerset's Parent Carer forum <http://www.somersetpcf.org.uk> is an umbrella organisation for all parents and carers of children and young people with SEN, disabilities and complex medical needs. They work with Somerset Local Authority, education, health and other professionals and agencies to ensure that delivered services meet the needs of children and their families.
- The SENDCo holds SEND coffee mornings at least twice a year for parent/carers of children with an identified need.

What else can I do to help my child?

As a parent, you are the person who knows your child best and has the most influence on their development. You could try to:

- Share books with each other
- Talk and listen to each other
- Involve your child in family activities and encourage them to be responsible for small jobs around the home
- Play games to help develop good social relationships and self confidence

Remember to be realistic with your expectations of your child. It is really important to praise and encourage your child and celebrate their achievements. You can also help your child by actively working in partnership with the school. For example, you should try to:

- Keep in regular contact with school and discuss how to support your child's learning
- Always contact the school if you have any concerns or questions about your child's education
- Ask for clarification if you are unsure about what people are saying
- Attend parents evenings, concerts, class reading sessions, sports events etc. whenever possible - let your child know that you are interested in what they are doing at school
- Share all the relevant information with your child's school and other involved professionals

What to do if you are not satisfied with a decision or what is happening?

Please see our Compliments, Concerns and Complaints Policy, which is available on our school website.

Further information

Our school SENDCo is Miss Laura Hicks. Miss Hicks' current working days are Monday, Tuesday and Wednesday.

Further impartial advice can be found through contacting the Somerset Parent Partnership on 01823 355578 or at enquiries@somersetparentpartnership.org.uk or through visiting their website at <http://www.somersetparentpartnership.org.uk/spp>. Somerset County Council's local offer can be viewed at www.somersetchoices.org.uk.