



## SEN Information Report

Stogursey C of E Primary and Pre-school

Type of School: Mainstream

Parental review May 2021 Updated June 2021 To be reviewed May 2022

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. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

### PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL

School based information	Staff	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability?</p> <p>How can I talk to them about my child if I need to?</p> <p>To contact a member of staff please call the school on 01278 732389 or email your child's teacher or the SENCo on <a href="mailto:stogurseyschool@educ.somerset.gov.uk">stogurseyschool@educ.somerset.gov.uk</a> and the email will be directed to the appropriate member of staff.</p> <p>The best times to call are before school, lunchtime or after school if you have not had a</p>	<p><b>Class teacher</b></p>	<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>● Ensuring that all children have access to good teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>● Checking on 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, adapting resources etc..) and discussing amendments with the SENCo as necessary.</li> <li>● Writing Individual Education Plans (IEPs) where appropriate, sharing and reviewing these with parents at least once each term and planning for the next term.</li> <li>● Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>● Ensuring that all staff working with your child in school are supported in delivering 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.</li> <li>● Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.</li> </ul> <p><b>She is responsible for:</b></p>

<p>chance to talk to your child's teacher.</p>	<p><b>The Special Educational Needs Co-Ordinator (SENCo)</b> Miss Lisa Dunwood</p> <p><b>HLTA (Higher Level Teaching Assistant) and 5 LSAs</b></p> <p><b>Head of School</b> Mr Gary Tucker</p> <p><b>SEND Governor</b> Ms Teresa Miller</p>	<ul style="list-style-type: none"> <li>● Coordinating the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meet their needs in school.</li> <li>● Ensuring that you are: <ul style="list-style-type: none"> <li>● involved in supporting your child's learning</li> <li>● kept informed about the support your child is getting</li> <li>● involved in reviewing how your child is doing and planning next steps</li> </ul> </li> <li>● Liaising with all the other people who may be coming into school to help your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Learning Support Advisory Teachers, etc.</li> <li>● Updating the school's SEN records and making sure that there are records of your child's progress and needs.</li> <li>● To provide support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their best possible progress in school.</li> <li>● Supporting your child's class teacher to write Individual Education Plans (IEPs) that specify the targets set for your child to achieve and set out provision and strategies that support your child.</li> <li>● Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p>A Learning Support Assistant (LSA) may work with your child to support them in class or to carry out specific interventions. For some children a home/school contact book is used to communicate information.</p> <p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>● The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. He must make sure that the governing body ( LGC) is kept up to date about any issues in the school relating to SEN.</li> </ul> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>● Making sure that the school has an up to date SEND Policy</li> <li>● Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>● Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> </ul>
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## HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority Support Services
- Staff who visit from outside agencies such as the Integrated Therapy Service - Speech and Language therapy, Occupational Therapy and Physiotherapy

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and /or disabilities in this school?	<b>Class teacher input via good classroom teaching – Wave 1</b>	<ul style="list-style-type: none"> <li>● The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>● All teaching is based on building on what your child already knows, can do and can understand.</li> <li>● Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>● Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	All children in school receive this.
	<b>Specific small group work – Wave 2</b> <b>This group may be</b> <ul style="list-style-type: none"> <li>● Carried out in or outside the classroom</li> <li>● Led by a teacher or a Learning Support Assistant who has had training to deliver these interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</li> <li>● He/ She will plan group sessions for your child with targets to help your child to make more progress.</li> <li>● A Learning Support Assistant will run these small group sessions using the teacher’s plans, or a recommended programme.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEN Code of Practice called <b>SEN Support</b></p>

	<p>These are often called Intervention groups by schools.</p>		
	<p><b>Individual support – Wave 3</b></p> <p><b>SEN Support</b></p> <p>Your child may be identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>● Local Authority Support Services such as Advisory Teachers</li> <li>● Outside agencies such as Speech and Language therapy</li> </ul>	<ul style="list-style-type: none"> <li>● If your child has been identified as needing more specialist input instead of or in addition to good classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>● Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>● 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.</li> <li>● The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child's involvement in a group run by school staff under the guidance of the outside professional</li> <li>○ Small group or individual work as recommended by an outside professional</li> </ul> </li> <li>● The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good teaching and intervention groups.</p>
	<p><b>Specified Individual support</b> for your child if they have a high level of need or complex needs.</p> <p><i><b>This is provided via an Education, Health and Care Plan (EHCP).</b></i> This means your child will have been identified by the class teacher/SENCo as needing a <b>particularly high level of</b></p>	<ul style="list-style-type: none"> <li>● The school or parents 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, on the Somerset County Council Website web site: <a href="http://www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen/">http://www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen/</a></li> <li>● After the request is made to the Local Authority (with a lot of information about your child, including some from you), it will decide whether it thinks your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case it will ask you and all professionals involved with your child to write a report outlining your child's needs. If it does not think your child needs this, it will ask the school to continue with the support at SEN Support level.</li> </ul>	<p>Children whose learning needs are severe, complex and lifelong</p>

	<p><b>individual and small group teaching.</b> Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>● Local Authority Support Services Advisory Teachers</li> <li>● Outside agencies such as the Speech and Language therapy, Occupational therapy or Physiotherapy</li> </ul>	<ul style="list-style-type: none"> <li>● After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and if your child needs to have an Education Health and Care Plan (EHC Plan).</li> <li>● The EHC Plan will outline the individual/small group support your child will receive, 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.</li> <li>● An additional adult may be used to support your child with whole class learning, run small groups and individual programmes.</li> </ul>	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> <li>● We will first invite you to visit the school with your child to have a look around and speak to staff</li> <li>● If other professionals are involved, a School Entry Planning Meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts</li> <li>● Your child's teacher/Learning Support Assistant will visit your child in their pre-school setting</li> <li>● We may suggest adaptations to the settling- in period to help your child to settle more easily.</li> </ul>		

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher initially.          If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCo or Head of School          If you are still not happy, you can speak to the school SEND Governor.</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>● When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo.</li> <li>● Pupil Progress Meetings take place every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</li> <li>● If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you.</li> <li>● If your child is still not making expected progress the school will discuss with you any concerns you may have. We will discuss with you any further interventions or referrals to outside professionals to support your child's learning and how we could work together to support your child.</li> </ul>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>● The school budget, received from Somerset LA, includes money for supporting children with SEND.</li> <li>● The Head of School decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</li> <li>● The Head of School and the SENCo discuss all the information they have about SEND in the school, including             <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul>             They decide what resources/training and support is needed.           </li> <li>● All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>

<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>● Class Teachers</li> <li>● SENCo</li> <li>● Teaching Assistants</li> <li>● Midday Supervisory Assistants</li> <li>● Outreach Centre Staff</li> <li>● ELSA (Emotional Literacy Support Assistant)</li> <li>● Additional Educational Psychologist support above allocated hours.</li> </ul>
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	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>● Educational Psychology Service</li> <li>● Support Service Advisory Teachers (Learning Support- now Virtual School)</li> <li>● Parent and Family Support Adviser</li> </ul> <p>Professional training for school staff to deliver medical interventions Parent Partnership Service (to support families through the SEN processes and procedures).</p> <ul style="list-style-type: none"> <li>● Family Intervention Service</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>● School Nurse</li> <li>● Occupational Therapy</li> <li>● Physiotherapy</li> <li>● Speech &amp; Language Therapy</li> <li>● Physical Impairment and Medical Support Team</li> <li>● Special Educational Needs Assistive Technology Advisory Service</li> </ul>
<p>How are the adults in school helped to work with children with SEN and what training do they have?</p>	<ul style="list-style-type: none"> <li>● The SENCo supports the class teacher in planning for children with SEN.</li> <li>● The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN. This may include whole school training on SEN issues or to support identified groups of learners in school, such as ASD, dyslexia, etc.</li> <li>● Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEN.</li> <li>● Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</li> </ul>	
<p>How will the teaching be adapted for my child with learning needs?</p>	<ul style="list-style-type: none"> <li>● Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</li> <li>● Trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary.</li> <li>● Specific resources and strategies will be used to support your child individually and in groups.</li> <li>● Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</li> </ul>	
<p>How will we measure the progress of your child in school? How will I know about this?</p>	<ul style="list-style-type: none"> <li>● Your child's progress is continually monitored by his/her class teacher.</li> <li>● On entry into Preschool or school your child will be monitored and progress will be measured within their developmental journal or against national expectations</li> </ul>	

	<ul style="list-style-type: none"> <li>● In School his/her progress is reviewed formally every term in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.</li> <li>● At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires all schools to do this and the results are published nationally.</li> <li>● Children who are receiving small group and 1:1 intervention will have specific targets and progress is reviewed against these targets by either the teacher or SENCo</li> <li>● The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. You will be invited to attend a meeting.</li> <li>● The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>● A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Home/school book</li> <li>○ Letters/certificates sent home</li> <li>○ Parents' Evenings</li> <li>○ Additional meetings as required</li> <li>○ Reports</li> </ul> </li> </ul>
<p>What support do we have for you as a parent of child with SEN?</p>	<ul style="list-style-type: none"> <li>● The teacher or SENCo will try to make themselves available to meet with you to discuss your child's progress or any concerns/worries you may have at your request.</li> <li>● All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>● Targets and strategies will be reviewed each term.</li> <li>● Homework can be adjusted as needed to your child's individual needs.</li> <li>● A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> </ul>

<p>How will we support your child when they are leaving this</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible.</p> <ul style="list-style-type: none"> <li>● If your child is moving to another school:</li> </ul>
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<p>school, or moving to another class?</p> <p>How have we made this school accessible to children with SEN, including after school clubs and visits?</p>	<ul style="list-style-type: none"> <li>○ We will contact the SENCo at the new school and ensure they know about any special arrangements or support that your child has received</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> <li>● When moving classes in school: <ul style="list-style-type: none"> <li>○ Information will be passed on to the new class teacher and, in most cases, a planning meeting will take place with the new teacher. All paperwork will be shared with the new teacher.</li> <li>○ If your child would be helped by book/photos and extra visits to support them understand moving on then it will be made for them.</li> </ul> </li> <li>● In Year 6 <ul style="list-style-type: none"> <li>○ The SENCo will arrange Transition Planning meetings to discuss the specific needs of your child with the SENCo of their secondary school</li> <li>○ Your child will visit their new school and, where possible, have additional visits. In some cases, staff from the new school will visit your child in this school.</li> <li>○ This will be followed up once they are in their new setting where we aim to track the implementation of support.</li> </ul> </li> <li>● The main school buildings are wheelchair accessible with access to a disabled toilet.</li> <li>● All children are encouraged and supported to attend after school clubs.</li> <li>● Staff make their best endeavours to enable all children to participate in school visits and activities.</li> </ul>
<p><b>Further Information</b></p>	<p>If you would like to find out more information about SEN provision at Stogursey Primary School please refer to our SEN Policy which can be found on <a href="http://www.stogurseyprimaryschool.co.uk">www.stogurseyprimaryschool.co.uk</a></p> <p>Another useful source of information is <a href="http://www.somersetchoices.org.uk">www.somersetchoices.org.uk</a></p>
<p><b>Parental review</b></p>	<p>A different group of parents is chosen each year to look over this report and add their comments. Changes are made to reflect their views. One parent this year questioned how best to contact the staff in light of the COVID restrictions. Contact details have been included. Other parents felt there was nothing to change.</p>