



## **SEN Information Report**

### **May 2018**

Responsibility: Full Governing Board

Agreed on: 1 May 2018

Signed:

To be reviewed: Spring 2019

**Somers Park School**  
**SEN Information Report**

**Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)**

Worcestershire Schools are committed to adopt a similar approach to meeting the needs of all pupils including those with Special Educational Needs and Disabilities. There is a shared expectation that all pupils, regardless of their specific needs should be offered inclusive teaching that will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

**What types of SEN do we provide for?**

At Somers Park we follow the guidance in the Special Education Needs Code of Practice published by the DfE and take account of [‘The Local Offer’](#) made by Worcestershire County Council. Both documents are available in school on our Inclusion board or can be accessed by clicking the links on our website.

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning.
3. Social, mental and emotional health
4. Sensory and/or physical

Many children’s difficulties fall into one of the areas outlined below, however, there are some children whose needs fall into two or more areas.

Area of Need	Difficulties
<b>Communication and Interaction</b>	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.</p> <p>This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN (Speech, Language &amp; Communication Needs) is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD (Autistic Spectrum Disorder), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
<b>Cognition and Learning</b>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p>

	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
<b>Social, Emotional and Mental Health Difficulties</b>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.</p> <p>These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
<b>Sensory and/or Physical Needs</b>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

Behavioural difficulties do not necessarily mean that a child has a special educational need and would not automatically lead to them being included on our SEN register.

Likewise, children whose first language is not English are not assumed to have SEN. We look carefully at all aspects of a child's performance to establish whether lack of progress is due to limitations in their command of English.

We are able to provide support for all of these areas recognising that at any point in their school life, a child may have a special educational need and there are a range of factors that could contribute to their difficulties, making barriers to learning. The provision which we make will be delivered in a variety of forms, according to the individual needs of the child, and ensure equal access to a broad and balanced curriculum. Emphasis will be placed on the recognition of each child's particular strengths, the development of high self-esteem and a positive approach in order that each child can achieve his or her potential.

### **How do we identify and assess pupils with SEN?**

Class teachers identify pupils who are not making progress or who have needs that are affecting their ability to engage in learning activities. Identified pupils will be monitored for two terms.

During consultation between class teacher, Special Needs Coordinator and parents, actions can be agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand and apply good learning behaviour. At this point a child may be put on to the school's

internal SEN register, and an individual provision map would be created, to set out personalised targets and strategies of support. This provision map is then reviewed termly (Autumn Term) and half-termly (Spring and Summer terms).

If external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. Support is deployed to ensure that your child can engage in lessons and wider school activities and to facilitate independent learning.

The impact of support offered is considered, along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies for further assessment and expert advice.

**Test Access Arrangements.**

For some pupils additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor.

Who is responsible for SEND within Somers Park School?	
<b>Class teacher</b>	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> <li>• Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.</li> <li>• Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child's learning to improve.</li> <li>• Applying the school's SEND policy.</li> </ul> <p><b>If you have concerns about your child, you should speak to your child's teacher first. You may then be directed to Special Educational Needs Coordinator (SENCO).</b></p>
<b>Special Educational Needs Coordinator (SENCO)</b>  <b>Mrs Gemma Simpson</b>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Providing advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>• Management and co-ordination of whole school provision mapping.</li> <li>• Referrals to and liaison with outside agencies.</li> <li>• Chairing Annual Review and Support Team Meetings.</li> <li>• Meeting with and supporting parents.</li> <li>• Updating SEND registers.</li> <li>• Supporting and advising TAs and induction for new TAs.</li> <li>• Individual support and assessment of pupils (learning, emotional, behavioural).</li> </ul> <p>The SENCO, Mrs G Simpson, can be contacted via email:  <a href="mailto:senco@somerspark.worcs.sch.uk">senco@somerspark.worcs.sch.uk</a></p>

<p><b>Head teacher</b></p> <p><b>Mr B Williams</b></p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the provision made for pupils with SEND.</li> <li>• Reporting to the governing body on issues arising from SEN provision within the school</li> <li>• Overseeing the work done by the SENCO</li> </ul>
<p><b>SEN Governor</b></p> <p><b>Mr P Bailey</b></p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</li> </ul>

### **What is our approach to teaching pupils with SEN?**

The SEN Code of Practice came into force on 1<sup>st</sup> September 2014. It contains guidance for the provision for children and young people up to the age of 25. It outlines the responsibilities of schools and other learning establishments. It also advises on the areas of SEN, the way schools should respond to children with SEN, and how Local Authorities should provide for children within their remit.

As recommended in the SEN Code of Practice 2014 our school adopts a graduated approach to match provision to children's SEN so that, where necessary, we can draw upon specialist expertise in order to respond to a child's individual needs if they do not make adequate progress.

Our SEND Information Report builds on our School SEND Policy, which recognises the entitlement of all pupils to a balanced and broad curriculum, and reinforces the need for teaching that is fully inclusive.

All of the teachers in our school are teachers of SEN. As such they provide quality first teaching to all pupils in their class through differentiation, a variety of teaching strategies and learning arrangements.

Pupils needs will be met using 3 waves of support, these are:

**Wave 1** this is quality first teaching which takes into account the learning needs of all pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** this is specific, additional and time limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** this describes targeted provision for a minority of pupils, where it is necessary to provide highly tailored interventions to accelerate progress or enable a child to achieve their potential.

The range of support deployed will be tailored to individual needs, following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

### **Education and Health Care (EHC) Plans**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings

together the child's health and social care needs as well as their special educational needs.

#### Annual Review of an Educational and Health Care Plan:

Once a child has been given an Educational and Health Care Plan, an annual review will need to take place to monitor and evaluate the continued effectiveness and relevance of the provision set out in the plan. The parents, child, representatives from the LA and the school and all the professional involved in working with the child are invited to attend the meeting.

#### **How do we adapt the curriculum and learning environment?**

Teachers are skilled in adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. This also includes extension activities for the more able children.

**Additional adults are used flexibly to help groups and individual pupils with a long term aim of developing independent learning skills. Children remain in the classroom for whole class teaching and activities, and are supported by a TA in a small group. For a minority of children, some 1:1 support may be required for specialist support or specific interventions. Monitoring takes place to avoid pupils becoming over reliant and dependent upon this adult support.**

#### **Interventions** How will my child's access to learning be supported?

##### **Access to learning and the curriculum**

Access to learning support staff

- In all year groups
- Regular support groups in class.
- Intensive programmes for key skills.

Strategies/ programmes to support speech and language;

- Speech and Language Therapist (SaLT) advice disseminated to and followed by teaching staff.
- Specific differentiation or modification of resources.
- Speech therapy individual or group work delivered by support staff following SaLT advice.
- Language Link- an ICT programme to screen for problems understanding language, particularly focused on the language of the classroom- used in the Early Years and KS1.

Strategies to support/ develop literacy including reading;

- Ability setting across all year groups.
- Guided reading programmes in class.
- Regular teaching of phonics through Read Write Inc KS1
- Parent and volunteer readers.
- Focused reading programmes – 'Becoming a reader' KS2
- Phonics catch up programmes.
- Small group/ individual intervention programmes.

Strategies to support/ develop numeracy;

- Ability setting across all year groups.
- Small group intervention programmes.
- Use of ICT programmes in class to reinforce strategies.
- Use of Numicon

<p>Strategies/ support to develop independent learning;</p> <ul style="list-style-type: none"> <li>• Alternative recording methods</li> <li>• Visual timetables for class and individuals</li> <li>• Steps to success used in lessons.</li> <li>• Differentiated activities.</li> <li>• Extension activities.</li> </ul>
<p><b>Access to Medical Interventions:</b></p>
<p>How can the school support my child with medical needs?</p> <ul style="list-style-type: none"> <li>• Use of individualised Care Plans.</li> <li>• Qualified First Aiders within school.</li> <li>• Yearly epi pen training for all teaching staff.</li> <li>• Liaison with school nurse and other medical professionals.</li> </ul>

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs and Disability will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their Special Educational Needs and Disability and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parental consultation appointments will be offered with the SENCO throughout the year. The SENCO is also available to make appointments as and when needed.

Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents from the child's class teacher.

There is an 'open door' policy whereby the SENCO is easily contactable via the school office/telephone/e-mail or [senco@somerspark.worcs.sch.uk](mailto:senco@somerspark.worcs.sch.uk). Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child

### **How do we consult pupils with SEN and involve them in their education?**

Pupils and young people with Special Educational Needs and Disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views (if appropriate).

## How do we assess and review pupils' progress towards their outcomes?

We have a clear approach to identifying and responding to SEN, which follows the Code of Practice (2014) cycle of '**Assess, Plan, Do, Review**'.

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required the teacher and SENCO will put together a provision map outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

### Transition:

#### How will the school help my child move to a new class/ year group or to a different school?

Children and young people with SEND may become particularly anxious about 'moving on' so we seek to support successful transition by:

#### When moving classes in school:

An information sharing meeting can be arranged with the new teacher and parent.

Opportunities to visit the new class/ teacher.

Pupil passport to inform the new teacher of individual needs.

Some children create a transition book, to look at over the summer holiday.

#### When moving to another school:

We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When transferring to a High School, additional transitional visits will be arranged if necessary.



<b>Emotional Health and Wellbeing</b> <b>What support can be offered to help my child develop good learning behaviour and emotional security?</b>
Strategies to support the development of pupil's social skills and enhance self esteem <ul style="list-style-type: none"> <li>• Small group programmes including social skills group.</li> <li>• Regular 'celebration of success' opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• Access to Early Intervention Family Support Worker (EIFS).</li> </ul>
Strategies to reduce anxiety/ promote emotional wellbeing (including communication with parents); <ul style="list-style-type: none"> <li>• Transition support, visits and events.</li> <li>• Modified timetable.</li> <li>• Photo stories/ passports- especially for transition.</li> <li>• Regular contact and liaison with parents.</li> <li>• Social skills and friendship groups</li> <li>• EIFS worker</li> </ul>
Strategies to support/ modify behaviour; <ul style="list-style-type: none"> <li>• School sanctions and reward system as set out in School Behaviour Policy.</li> <li>• Individual behaviour monitoring, through a personal reward system, to promote positive behaviour (when required)</li> </ul>
Support/ supervision at unstructured times of the day; <ul style="list-style-type: none"> <li>• Trained staff supervising during break periods</li> <li>• Organised games and activities.</li> </ul>
Planning, assessment, evaluation and next steps; <ul style="list-style-type: none"> <li>• Regular reviews with parents</li> <li>• Termly pupil progress reviews</li> <li>• All lessons and homework differentiated to take account of individual needs</li> <li>• Provision maps.</li> <li>• Special Needs Coordinator available to meet with parents.</li> </ul>
Personal and medical care; <ul style="list-style-type: none"> <li>• Identified medical administrative staff available for pupils.</li> <li>• Care plans for pupils with medical need.</li> <li>• System for administration of medication.</li> <li>• Support staff to assist pupils with personal care as specified by clinical plans.</li> </ul>

### **Staffing Expertise**

#### **How skilled are the staff in meeting the needs of my child?**

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

The Special Educational Needs Coordinator engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We regularly self evaluate our Inclusion and SEN strengths and areas for development. Priorities are identified and built into School Improvement Plan.

The school has a commitment to staff development in the area of SEN, to ensure that all staff effectively meet the needs of pupils.

In-house or external training is arranged as priorities in the School Improvement Plan.

### Partnerships with external agencies

Which external agencies does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Learning Support Team (LST)
- Educational Psychology Service (EP)
- Behaviour Support Service (BST)
- Sensory Support Service
- Speech and Language Therapy (SaLT)
- Community Paediatrician
- Early Intervention Family Support
- Behaviour Psychologist

### Increasing accessibility

What support is there to help my child to get about and develop independence in school?

Access to strategies/ programmes to support occupational/ physiotherapy needs;

- Advice from professionals disseminated and followed.
- Use of any recommended equipment.

Access to modified equipment and ICT;

- Specialist equipment as required on an individual basis to access the curriculum.
- Software to support learning.

Environmental Accessibility;

- Modified toilet / changing area in KS1

### How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Suggestions for work for teacher/TA to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support, including using Wave 2 interventions.
- Staff development/training to undertake more effective strategies.

### Complaints:

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their

child at Somers Park to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the [Worcestershire Information, Advice and Support Service for Special Educational Needs and Disability \(SENDIASS\)](#) or engage with the School complaints procedures.

### **How can I raise concerns about my child's support at school?**

The class teacher has overall responsibility for the academic, pastoral and social care of the children in their class. This should always be your first point of contact.

### **Who can I contact for further information?**

If you have discussed your concerns with your child's class teacher but would like further advice, your next step should be to see the school SENCO, Mrs G Simpson.

### **Further information about support services for pupils and their families:**

**In the LA's 'Local Offer' document:** [The Entitlement of Pupils in Mainstream Schools Special Educational Needs Provision: The Local Offer And "Ordinarily Available" in Worcestershire schools.](#)

[Worcestershire County Council SEN information](#)

[Worcestershire Special Educational Needs and Disabilities Information, Advice and Support Service.](#)

### **Further Documentation**

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>