

SEN Report
Somerford Primary School
Special Educational Needs Mid -year Annual report to parents
2016/17

At Somerford we believe that all children, including those identified as having SEND (Special Educational Needs and Disabilities) have a right to a broad and balanced curriculum, which is accessible to them and enables their full inclusion within all aspects of school life. This report highlights how we have implemented our policy for children with SEND in line with the National Code of Practice.

Achievements / Improvements:

- Increased Staff provision from September 2016. A new SENCo (Special Educational Needs Co-ordinator), Mrs Lindsay Bowen was appointed to the Inclusion Team, alongside the PAL (Parent Liaison), Mrs Rachel Fever and the Parallel behaviour teacher, Mr Guy Godmon.
- The Special Educational Needs Policy was revised in line with the Special Educational Needs Code of Practice (Sept 2015) and this is available on the school website.
- Somerford Primary School reviewed its 'Local Offer' and this is available in the Policies section of the school website, outlining the school's ethos, graduated response, links with Outside Agencies, current resources, training and how the school works closely with parents.
- Children continued to be placed on and removed from the school's SEN register and are all consistently categorised according to their need, in line with the Code of Practice requirements.

SEND Leadership and management

Mrs Lindsay Bowen is the school's SENCo and has been in post since September 2016. She will be completing the SENCo Accreditation Award next academic year. Mrs Bowen has attended relevant training including Inclusion Briefing Network meetings run by the Dorset SEN team.

The SEND Governor is Mr Ken Stevenson. Mr Stevenson meets termly with the SENCo to discuss the implementation of the SEND Code of Practice (2015) and to monitor the impact of the SEND provision. Mr Stevenson is aware of any changes to the SEND policy and practices within the school. Mr Stevenson reports on these to the Governing body.

SEND Register

The number of pupils with SEND is 64 (February 2017). This represents 17% of the school population and this is an increase of 3% from October 2016. The

predominant need of learners is Speech, Language and Communication Difficulties. Other needs include Autistic Spectrum Disorders, Physical, Social, Emotional and Mental Health needs.

Level of Provision	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	5	6	8	5	4	6	7	11
Statement/ EHCP	0	1	3	2	2	1	1	2

Those with a Statement or EHCP (Education Health Care Plan) receive a Child Centred Annual Review, which the child attends.

Parents of children on the SEND register meet their class teachers at least termly to discuss their child’s targets and sign a copy of their child’s Support Plan.

SEN Funding/Budget Allocation

Funding has been used to support individual children through targeted TA support. This support has been used to implement behaviour support, to run interventions and deliver speech and language programmes.

Resources to support children with sensory needs have been purchased and include fiddle toys, fidget pencils, therabands, weighted blankets and wristbands, air filled cushion pads, writing slopes and ear defenders. In addition, the school has invested in “Dyslexia friendly” resources such as pencil grips, coloured reading rulers, coloured lined and plain paper, exercise books and coloured whiteboards. All children who have a diagnosis of dyslexia or those with a similar pattern of learning are given appropriate resources to support their learning. Reading rulers are also sent home to ensure children can access their home learning effectively in the home environment.

Funding has been also used for SENSS (Special Educational Needs Specialist Service). The Specialist Service assesses specific learning difficulties and devises bespoke teaching programmes. SENSS also provide advice about wider strategies to support the child’s progress.

Provision

The school's provision for pupils with SEND includes supporting children with all categories of SEND, i.e.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical needs.

The deployment of non-teaching staff is reviewed continually to ensure the right intervention and provision is provided for pupils in order to have the greatest impact and support their continued progress. During this academic year 11 teaching assistants have been employed to support the SEN children in the following ways;

- Leading intervention groups in writing, phonics and mathematics.
- Supporting pupils in class in literacy and mathematics.
- One to One provision for learning and behaviour needs including pupils with Statements or Educational Health Care Plans.
- Supporting pupils at play times who have social communication difficulties.
- Additional individual reading opportunities.
- Delivering speech and language programmes under the guidance of the external Speech and Language Therapist.
- Parallel provision.
- ELSA (Emotional Literacy Support Assistant)
- Fine and gross motor skill, that includes handwriting interventions
- 'Lego' Therapy
- Specialist programmes utilising the sensory room.

This year we have continued to provide a range of intervention programmes to enable pupils to achieve their potential. Children receiving interventions are identified by Class Teachers and the Senior Leadership Team through close monitoring of pupil progress which occurs at least once per half term after RAG reviews. Following the identification, provision for these pupils is planned during half termly Pupil Progress meeting.

Effective use of interventions have a significant impact on pupils' progress, thus they are scrutinised for impact by the SENCo and SMT.

The following represents a detailed list of provision the school offers;

Cognition and learning

Interventions - reading, writing and maths

Interventions are planned for by the class teacher to meet the needs of the children in their class based on their assessments, reflective of the responsibilities derived from Quality First Teaching.

Purchased interventions

In addition to interventions planned by teachers, the school uses a number of published programmes to support groups and individual pupils. These include: Rapid Reading, Rapid Maths, Precision Teaching, Write away together, Word Shark, Write from the start.

SENSS programmes/ advice

A child may be referred for a SENSS assessment and then the school will act upon the advice given. This may be a teaching programme that is put in place for the child or advice on equipment or strategies that the child may need.

Communication and interaction

Speech and language programmes

The Speech and Language Therapy Services provide a Speech and Language Therapist to carry out assessments and reviews and provide targets/ recommendations. These programmes are followed in school by a teaching assistant with the child and reviewed every 3-4 months.

Social communication work

If a child has an identified need in this area they may be part of an intervention such as Circle of Friends or Social Detective. A Speech and Language Therapist may give recommendations to develop these skills too.

Social, emotional and mental health

Behaviour team

The Head of School, Deputy Head, SENCo, PAL and Parallel Behaviour Teacher have been meeting weekly since November 2016 to discuss vulnerable children and how they are supported.

ELSA

For children with Social and Emotional difficulties, a referral is made to our ELSA (Emotional Literacy Support Assistant). We have 2 trained ELSAs in school who are responsible for the planning and delivery of the ELSA programme.

Parallel provision

We run a Parallel classroom which provides a positive, structured, small group environment for children who struggle to access the mainstream classroom, due to their emotional and/ or behavioural needs.

Counsellor and Play Psycho therapist - designated therapy room

If a child is experiencing emotional difficulties and they require additional help they may be referred to work with our Counsellor or Play Psycho Therapists, particularly if their needs present as mental health.

Sensory/ physical

Sensory room

We have a specially adapted sensory room that children are timetabled to use across the week to meet their sensory needs.

Sensory diet, sensory breaks

Some children have a sensory diet planned for by an Occupational Therapist or a SENSS teacher and this will be delivered by a trained Teaching Assistant.

Physical needs - hearing

We have an acoustic adapted room meeting the needs of hearing impaired children. The Hearing Support Service support the school to make changes to the environment prior to the child moving in to the next year group.

Assessment process

Where a child is identified as having a special need and or a disability, Somerford Primary School adopts a process of 'Assess, Plan, Do, Review'. This method is detailed in the SEND Code of Practice: 0 to 25. We work closely with parents / carers and children themselves to agree, action and monitor individual progress over time so that special educational needs are addressed appropriately and effectively with good outcomes.

Partnership with parents

The Teachers, SENCo and SLT have an 'open door' policy for parents who feel they need support to understand their child's needs. All parents have the opportunity of meeting with the SENCo by arranging an appointment through the reception team.

Parents of children on the SEND register are kept informed of targets and progress through Support Plan meetings which occur at least once a term and through an annual report and parent evenings. The SENCo is available to talk to parents and meetings have been arranged between parents and the Educational Psychologists. Parents of children with a statement of Educational Health Care Plan are invited to attend annual review meetings and are formally asked for their views.

Parents are also supported through Parenting programmes such as 'Timeout for Dad's'. These courses are facilitated by our Parallel behaviour teacher Mr Guy Godmon and one of our Parallel TA's Mrs Nicola Doherty. These courses are run in conjunction with the CLF, (Christchurch Learning Federation) and parents can access any course from across the federation. Information leaflets are available to all parents in the school foyer.

External Agencies

The Speech and Language Therapy Services provide a Speech and Language Assistant to provide 6 week 'block sessions' for children with identified needs.

Children's Therapy Services visit for review meetings with a Teaching Assistant to support them in delivering Occupational Therapy programmes.

The Educational Psychologist works with the SENCo, Class Teacher and parents to identify and overcome barriers that prevent children from achieving. These barriers may be due to the learning environment or to difficulties involving learning, social, emotional, behavioural, physical or sensory needs.

Somerford Primary School also sent referrals to, received reports from and sought the advice from the following agencies:

- In school Counsellor
- Child Integrative Play Therapist
- School Nurse
- Community Paediatrician
- Consultant Paediatrician
- Early Bird ASD Practitioners at Springwood (Autistic Spectrum Disorder)
- Educational Psychologist
- Occupational Therapist
- Speech and Language service
- Hearing support service
- Children with Learning Disabilities service
- SENSS (Specialist Educational Needs Specialist Service)
- Behaviour support service
- Family Partnership Zone/ Dorset Families Matter
- Portage
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Youth Inclusion Support Panel
- Dorset's Local Offer
- Rose Road Association Independent Support

- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support service)
- TADSS (Teaching Alliance of Dorset Special Schools)
- Learning Centre
- Police
- Fire setters
- Parent and Carer council

Transfer Arrangements

Nursery-Reception

The Early Years team visited 6 pre-schools in Summer 2016 in order to collate information about the intake children for September 2016. An additional pre-school requested a meeting with the Deputy Head and SENCo to ensure the needs of a vulnerable child were met.

Year 6 - Secondary

The SENCo meets with the the local secondary schools SENCos to transfer SEND records and relay details of particular needs and additional provision made by the school.

Vulnerable learners

Vulnerable children are identified to take part in a transition project with the Grange school. They receive additional visits to their new school and are given a Key Stage 3/4 buddy to support them. All Year 6 children are taught English and Maths by the Grange Year 7 teachers at the Somerford and Grange sites. The children are taught science and PE lessons too so they get used to the Secondary 'style' of teaching and transitions between lessons.

Staff Development

Teachers and Teaching assistants receive whole staff and bespoke training based on performance reviews, classroom monitoring, whole school needs and specific requests. Courses and training provided have included;

- Early bird ASD course
- Children's Therapy Services Training (Occupational Therapy) to 1:1 Teaching Assistant
- Supporting Looked After and Other Vulnerable Young People (PAL)
- PEIC-D (SENCo) (Promoting Early Interactive Conversations - Dorset)
- Sensory processing disorder (SENCo)
- Inclusion briefings (SENCo)
- Medical training for a child with epilepsy September 2016 and January 2017.

- Epipen training September 2016 and January 2017.
- In house Speech and Language training (TAs)
- Attachment training
- 'Including the child with Hearing impairment in your class'
- Language development for a child with hearing impairment
- Parenting courses

Children with Disabilities and Medical Needs 2016/17

All children with SEN, disabilities and medical needs take a full part in the academic and pastoral life of the school.

11 children with additional medical needs have health care plans completed with the SENCo and School Nurse to ensure inclusion e.g. school trips. Staff have been trained in the supervision and administering of medication for these children. Additional training this year has included the use of Epipens and emergency procedures for children with Epilepsy.

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/ carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the school's SENCo and/ or Head of School.

Somerford Primary School publishes its Complaints Policy on the school website; this information can be found at <http://www.somerford.dorset.sch.uk>

Other related policies on the school website

SEND Policy
 SEND Local Offer
 Dorset's Local Offer
 Supporting children at school with medical conditions.
 Accessibility policy
 Equality objectives
 Positive Behaviour Policy
 Child Protection Policy
 Anti-bullying Policy