



Special Educational Needs and Disabilities (SEND) Information Report

“This page is part of the ‘Local Offer’ for Somerset. Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Education Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.” You can access Somerset’s Local Offer at: www.somersetchoices.org.uk

Local Offer Statement:

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 being met in a mainstream setting wherever possible, where families want this to happen.

Milverton Community Primary School (SEND)

All children are special. All children are unique. At Milverton Community Primary School we aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make progress with the right level of support, care and encouragement to achieve their best and become confident individuals living fulfilling lives.

From time to time some children require additional support to help meet their needs or improve their learning. The decision to do this is made as part of a team approach involving the school, parents and children and is based on a variety of factors including children’s social, emotional and academic needs. As a school we understand that children’s social and emotional development is key to their academic progress and value the importance of supporting children’s self-esteem, self-regulation and resilience. The need for additional support may also be identified through assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school.

Our information report describes the range of provision and support available to identified children as and when appropriate. This information is subject to change depending on budgetary constraints and policy review.

Milverton Community Primary School is a maintained primary school with no specialist provision on site.

Who are the best people to talk to in this school about my child’s difficulties with learning or Special Educational Need and Disabilities (SEND)?

Staff	Summary of Responsibilities
Class Teachers	<ul style="list-style-type: none"> • Planning, teaching and delivering high quality lessons that are inclusive and engaging and meet the needs of all pupils through appropriate differentiation. • Take an active role in monitoring the personal, social and emotional well-being of the pupils in their care. • Take an active part in the initial identification of pupils with SEND (observations, monitoring, record keeping, assessments, data and parental concerns). • Liaise closely with the SENCO and Learning Support Assistants (LSAs). • Guide, monitor and evaluate the work of LSAs supporting within the class. • Meet with the SENCO when appropriate. • Contribute to meetings with outside agencies through the preparation of assessment data and professional knowledge of the child's progress.
<p>SENCO (Mrs Kate Lewis)</p> <p>Qualified with a postgraduate certificate in the National Award for Special Educational Needs Coordination</p>	<ul style="list-style-type: none"> • The SENCO has the day-to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual children with SEND, and those who have an EHCP (Education Health Care Plans). • Ensuring that the parent/carer is involved in supporting their child's learning and is kept informed about the support their child is getting. • Involving the parent carer and child in how they are doing and be part of the planning of the individual's next steps. • Liaising with other educational / health professionals who may be coming into school to help support their child e.g. speech and language therapist. • Monitoring and tracking progress of children with special educational needs across the school. • To provide specialist support for teachers and support staff in the school so they can help all children with SEND achieve the best possible progress in school. • Liaise with the SEND governor.
Head teacher (Mr Richard Stead)	<ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • Will delegate 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 is kept up to date about any issues in the school relating to SEND.
SEND Governor (Mrs Anna Kyle)	<ul style="list-style-type: none"> • To develop and maintain an awareness of special needs provision in the school on behalf of the governing body and report to them on a termly basis. • To meet the SENCO on a termly basis to gain information about the provision made for pupils with SEND and to monitor the implementation of the SEND Policy.

How might my child be supported in school?

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

- Other staff in the school.
- Staff who will visit the school from the Local Authority Central Services such as the Learning Support Service.
- Staff who visit from outside agencies such as Speech and Language Therapists, Occupational Therapists, Educational psychologists and Physical Impairment and Medical needs team.

What are the different types of support available for children with SEND in this school?

Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p>Wave 1 Class teacher input via excellent, targeted classroom teaching also known as 'quality first teaching'.</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all the pupils in the class. • Ensuring that all teaching is based on building on what your child already knows, can do and understands. • Putting in place specific strategies, suggested by the SENCO or external agencies, to support your child's learning. 	<p>All children in school will be getting this as a part of good classroom practice.</p>
<p>Wave 2 Group support / Intervention Your child's teacher will have carefully monitored your child's progress. This will have identified gaps in their understanding or learning which requires some extra support. This will enable them to make the best possible progress. This will involve specific group work. This group may be run in or out of the classroom.</p>	<ul style="list-style-type: none"> • Your child may come out of class for a number of group sessions each week. These sessions will work on the identified areas through a specifically targeted programme. • These groups are often run by our experienced learning support assistants. • Your child may come out of class for some specific 1:1 intervention with a highly trained SEND learning support assistant. 	<p>Any identified child.</p>
<p>Wave 3 Individual support Your child's teacher will have carefully monitored your child's progress. This will have identified specific needs.</p> <p>Support may involve some one to one teaching and learning and the possibility of external agency input.</p>	<p>If a child fails to make appropriate progress after a wave 2 intervention, the SENCO will meet with you and the class teacher to suggest more specialist input. This may be on a 1:1 basis at times. This means:</p> <ul style="list-style-type: none"> • Your child may come out of class and work with a highly trained SEND learning support assistant for specific intervention or receive some further additional support within class. • Your child may be supported on a 1:1 basis within the classroom environment at specific times. • Classroom practise and daily in class support will be highly differentiated to 	<p>Children with specific barriers to learning that cannot be overcome through wave 1 and 2 support.</p>

	<p>support your child's needs and remove their barriers to learning.</p> <ul style="list-style-type: none"> • The SENCO may suggest that your child requires extra specialist support from an external agency. The specialist will work with your child to understand their needs and make recommendations. These may include: adapting teaching and learning in class, setting new specific targets and implementing an individual programme of teaching and learning that is carefully monitored. • There will be regular opportunities to review the support your child is receiving, discuss their progress, identify strengths and areas of needs and identify next steps of support. 	
<p>Specified Individual Support: This is usually provided via additional funding from the local authority or an Education, Health and Care Plan (EHCP).</p> <p>This means your child will have been identified by the class teacher and the SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Usually, your child will also need specialist support from a professional external agency.</p> <p>This may be from the Local Authority Central Services (please see below)</p>	<ul style="list-style-type: none"> • Regular child centred reviews will be held with parents and professionals working with your child. Your child will also be asked to contribute to these reviews (depending on the age of the child this is often done prior to the meeting). • Your child may have an EHCP to which all agencies involved will have input. You and your child will also play an important part in the writing of this plan. • The SENCO will work closely with the professionals involved to ensure that the actions of the EHCP / child centred review are implemented. 	<p>Children whose learning needs are severe, complex or lifelong.</p>

How can I let the school know I am concerned about my child's progress in school?

- This first person to speak to is your child's class teacher and you can make an appointment to discuss your concerns with your child's class teacher either directly or via the school office.
- Consult with staff at school termly parents' evenings allowing opportunities to discuss the progress of individuals.
- The SENCO is available to meet with parents on a Monday and Tuesday (and occasionally at other times). Please make an appointment at the school office.

How will the school let me know if they have any concerns about my child's learning in school?

- If the class teacher has concerns over your child's progress they will ask to meet with you.
- You will be invited to parents evening twice a year and a written report is sent to parents during the Spring and Summer Terms.
- Every teacher monitors the progress of each child in their class, and raises any concerns with the SENCO at the termly pupil progress meetings.
- The SENCO will contact you if they feel your child's progress isn't at the expected level and will discuss with you any interventions felt necessary.
- The class teacher and SENCO will meet with you to discuss the plan of support for your child.

How is extra support allocated to children?

- The school budget, received from Somerset County Council, includes part of the funding for supporting children with SEND.
- The head teacher makes decisions on the allocation of budget for special educational needs in consultation with the school governors, the Finance Officer and the SENCO. This is done on the basis of needs within the school.
- The head teacher and the SENCO discuss all the information they have about SEND in the school, including children who need support, children who are getting support and children who are not making expected progress. They then decide what resources/training are needed. This is reviewed regularly.
- Funding is allocated depending on your child's level of need and the support they require.
- For some children whose learning needs are severe, complex or lifelong additional funding will be provided by the local authority.

Who are the other people providing services to children with SEND in this school?

We are supported by lots of services including professionals from:

Parent and Family support Advisor (PFSA)	Learning Support Services (LSS)	Educational Psychologists (EP)	School nurse
Speech and Language Therapists (SALT)	Occupational Therapy (OT)	Social, Emotional and Mental Health Team (SEMH)	Autism and Communication Service
Child and Adolescent Mental Health Service (CAMHS)	Physical Impairment and Medical Support Team (PIMs)	Physiotherapists	Paediatric Services (usually accessed via the child's GP)

(further information can be found about these service from the Somerset choices website. Information regarding PFSA support can be found in a leaflet at the school reception).

How are the teachers in school supported to work with children with SEND and what training do they have?

- Teachers meet together to discuss the class and individual children before the start of each academic year.
- Teachers meet with the SENCO before the start of the academic year to discuss the profile of any of the children in their new class who have SEND.

- All class teachers have access to an electronic file containing up to date information regarding relevant children and their SEND.
- Once a training need has been identified, the SENCO delivers training or arranges this using outside agencies to relevant staff.
- All classes have a learning support assistant supporting them in the mornings to deliver the curriculum and any additional provision identified.
- We have highly skilled and trained SEND teaching assistants who work on specific targeted programs with individual children or small groups of children. We understand the importance of communication. Therefore, regular feedback is given to teachers regarding the individual's progress, strengths and recommended next steps.
- All staff are trained in emotion coaching.

How will the teaching be adapted for my child with SEND?

- Teachers plan lessons according to the specific needs of all groups of children in their class.
- Teachers will ensure that your child's needs are met.
- Work will be differentiated to suit the ability of each child.
- Learning support assistants will support with your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, if needed, on a daily basis to meet your child's learning needs.
- If a child has a severe learning need it might be necessary to work on a highly differentiated curriculum which would be overseen by the SENCO.

How will we measure the progress of your child in school?

- By regular pupil progress meetings between the class teacher, the head teacher and the SENCO.
- Your child's progress is reviewed formally every term and tracked on the school tracking system weekly.
- If your child is working below national curriculum expectations they will be assessed using another scale of levels. These levels are called the Pre-Key Stage Standards.
- The class teacher and the SENCO will monitor the teaching interventions through start and end data.
- Individual support plans and targets will be monitored regularly through SEND review meetings.
- There are regular assessments of spelling and reading ages.
- The teacher and learning support assistants will observe the children regularly.
- Continuous assessment of children's work and responses.
- Other needs might be assessed by on-going involvement from outside agencies, who will come in to school to review and assess relevant individual progress.
- The progress of children with an EHCP is formally reviewed at an Annual Review. All adults involved with the child's education, health and care are invited.

What support do we have for you as a parent of a child with SEND?

- We believe in an open door policy in order to provide support and communication for you as the parent. If there is anything you want to discuss with us, please come in and make us aware. We will arrange an appropriate time when we can sit down and talk if necessary.
- You will have opportunities to meet the teacher at parent's evenings.

- You will be invited to regular progress meetings with the class teacher and or the SENCO.
- When school seeks advice from outside agencies, you will be invited to be involved in the discussion and have feedback via formal reports. These discussions could also offer advice in supporting your child's learning and development at home.

How have we made the school accessible to children with SEND?

- The building is fully wheelchair accessible.
- We have a disabled toilet with a hoist and changing table.
- The grounds are mostly accessible with sloped areas leading onto the school playing field.
- We have designated disabled parking.
- We have a designated area to support children in developing their social, emotional and sensory needs. This includes a forest school provision one afternoon per week for children identified by the school as requiring this provision.
- We liaise with the Physical Impairment and Medical Support Team Advisors regarding individual pupils to ensure we are supporting their auditory, visual and physical needs.

How will we support your child when they are leaving this school or moving to another year?

When a SEND child starts school in the EYFS:

- We hold a meeting to design a School Entry Plan (SEP) with parents and all professionals who have supported the child prior to starting school. This enables us to ensure that all support that is required is in place when the child starts school. This may include adjustments to the environment and, if needed, the arrangement of additional transition visits. Regular review meetings are held once your child has started school.

When transitioning to the next school year:

- Information about your child will be shared with their new teacher(s).
- Your child will have a 'moving up' morning in their new class prior to the September start.
- Enhanced and additional transition arrangements can be put in place if required.

When moving on to Kingsmead (our local secondary school), or another secondary school:

- Transition meetings with the inclusion manager from Kingsmead or other local secondary schools take place early in the summer term.
- All information concerning children with SEND is passed on at the end of the summer term.
- During the summer term the Parent Family Support Advisors (PFSA) linked to Kingsmead run transition groups for those children who may require further support with moving on
- Children will attend induction days at their chosen secondary school during the summer term. Additional / enhanced transition arrangements can be made if required.

If your child moves to another school before Year 6:

- We will contact the school SENCO and ensure they are aware of any special arrangements or support that we have been providing for your child.
- We will ensure that all records about your child are passed on as soon as possible.

This information report has been co-written by the school SENCO, staff, SEN Governor and parents of children on the SEND register. Reviewed: October 2018.