

SEND Information Report 2016-2017

This report (formally known as “The School Offer”) explains the provision that we have at Chewton Mendip Primary School. It relates to our Special Educational Needs and Disability (SEND) Policy which can be found on the website. This report has been co-produced by staff, governors and parents.

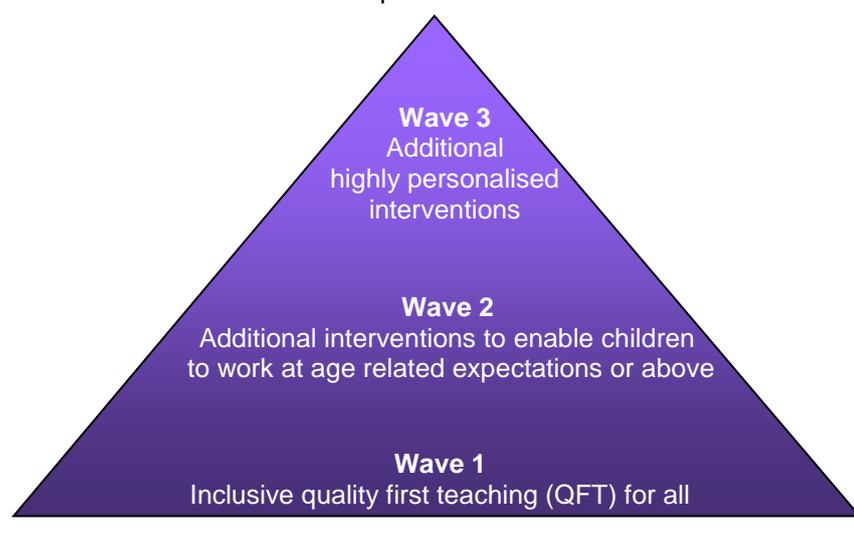
Introduction:

Through commonly asked questions, this document explains:

- How do we know if a child needs extra help?
- How will school support my child?
- How will I know how my child is doing?
- Where can I find out more information?

Every teacher is a teacher of all children in their class. They are responsible for delivering the best opportunities that they are capable of and meeting the needs of all children in their class.

All teachers at Chewton Mendip work with the Waves model of levels of support:



Identification – How do we know if a child needs extra help?

What is the school’s definition of SEND?

- 1- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (0-25 Special Educational Needs and Disabilities Code Of Practice, 2014)

How does the school identify children with SEND?

- 1- Children identified as not making expected progress in all areas of school life after high quality inclusive teaching as identified through regular assessment systems, such as pupil progress meetings.
- 2- Parent carers’ concerns raised with a member of staff – class teacher in the first instance → SENCO → Head teacher.

Who are the best people to talk to in school if I am concerned about my child’s progress?

- 1- Parent carers raise concerns about their child’s progress or other SEND issues with class teachers initially.
- 2- If you still have concerns, then make an appointment to speak to the SENCO.

How is the decision made about what type of support is provided?

- 1- In our school the decision about the type of provision is made in discussion with the class teacher, SENCO, child and parent carer. Factors such as age of the child, support available in school, the level and type of need and the category of need will all be taken into consideration.
- 2- The school budget, received from Somerset LA, includes money for supporting children with SEND. The head teacher decides on the use of the SEND budget in consultation with the school governors and SENCO, on the basis of needs in the school. The head teacher and the SENCO discuss all the information they have about SEND in the school, including
 - a. The children getting extra support already
 - b. The children needing extra support
 - c. The children who have been identified as not making as much progress as would be expected.And decide what resources/training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

Provision - how will school support my child?

Which types of SEND does the school support/cater for?

Reasonable adaptations have been made within the physical limitations of the premises, and alterations are made to reflect the need of our individual children. Additional changes are continuously made in response to our changing pupil population.

We would endeavour to support all children at any level of need at any point during their school career.

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

All children will receive Quality First Teaching. All support will be gradually intensified in line with the above Waves Model. This could include access some of the following:

- Extra time or adult scribing to complete tasks
- Additional Teaching assistant support - small group and 1:1
- Speech and language programmes eg ELKLAN, Black sheep,
- Dyslexia programmes eg Toe by toe
- Individualised literacy support eg ILLI,
- Nurture groups
- Enhanced or alternative means of communication – eg communication in print , STC, feelings fans, flip cards
- Social skills groups eg, Ginger Bear Group, Time to Talk, Socially Speaking
- Social stories
- Emotional Literacy support from an ELSA
- Coordination programmes eg Learn to move, move to learn
- Additional time, readers and scribes for statutory tests

A plan to meet the child's needs will be drawn up in consultation with parent careers and children. It will be reviewed termly and updated accordingly.

Who will oversee my child's support?

All school staff support all children. The three main groups of adults overseeing this are the class teachers, the class teacher assistants and the SENCO.

What specialist services are available or can be accessed by school to support my child?

We access a wide range of specialist services depending on the need of the children in the school population, which include:

County's services which include amongst others:

Occupational Therapy, Physiotherapy, Speech and Language Therapy, Learning Support Services, Social Emotional and Mental Health Support Services, Educational Psychologists, Communication and Autism Support Services.

Medical agencies such as CLIC nurses, School nurse

And Social Care Services such as Childhood and Adolescent Mental Health, Parent and Family Support Advisors

How will my child be included in activities outside the classroom?

We operate an inclusive policy where every child is included in every activity with careful consideration to their needs and the risks involved to them and the others participating, and appropriate support is provided in reflection of their needs.

How will the school support and prepare my child for moving between key stages and on to the next school?

Transitions at all levels are very well managed at Chewton Mendip Primary School. We provide children with continuous opportunities to visit next schools throughout their school career in a range of activities such as sports afternoons, science workshops, maths challenge days. We have good channels of communications with SENCOs at all transition schools, including pre-school and secondary level. Internally, we ensure good levels of communication between key stage staff in advance of transitions, and opportunities for children to have additional visits in the term leading up to transition.

What are the Core Standards for Education?

These are the core standards of education support that the local authority expects to be available for Special Educational Needs and Disabilities. They make it clear 'what to expect' in terms of SEND identification and provision for a range of stakeholders, including school staff, parents, and professionals. There are general Core Standards for all children and young people with Special Educational Needs, and specific Core Standards for each primary category of need as defined by the SEND Code of Practice. The local authority hopes and expects that the Core Standards will reduce anxiety and confusion for education settings and families by making clear the core offer of SEN provision that each setting will make. The Core Standards toolkit has been developed with the help of many individuals and groups over the last 18 months including practitioners, parent carers and young people. This has been built on the best practice and the requirements in SEND Code of Practice to represent our local outline of the graduated response in a fresh and more practical format. More information on the Core Standards can be found on the Somerset Choices Website <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/> and is also available from the school office.

Assessment –how will I know how my child is doing?

How will I know how well my child is doing?

Reports, parent career teacher meetings, One Page Profiles, Learning Passports, communication books, open door policy throughout the year, annual reviews, teachers' use their professional judgement to decide when and if additional parent career meetings are required, pupils are also involved in the communication, children are assessed against national expectations, we work alongside external agencies in monitoring children's in all areas of development, not solely academic achievements.

Support – where can I find out more information?

What support does the school provide for parent careers of children with SEND?

We tailor our support to meet the needs of each individual family. There are at least three meetings a year: two parent teacher consultations and one review meeting. Further communications and support that may be accessed includes: open doors to class teachers at the start and end of the school day, updates on progress throughout the year through reports and parent career teacher conferences, SENCO and Governor meetings, One Page Profiles and Learning Passports detailing how to support your child, signposting to external events that may be of interest and

use, information evenings to increase subject knowledge and skills awareness – eg phonics evening and maths calculation sessions.

Who can I contact for further information?

- Contact the school office to arrange a meeting with your child's class teacher and the SENCO or Head Teacher.

- Somerset Parent Carers Forum – an organisation for parents, run by parents:

<https://somerseparentcarerforum.org.uk/>

- Visit Somerset County Council LA Local Offer Website: <https://www.somersetchoices.org.uk/> or

<https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

JBurgess

SENCO

August 2014

Reviewed November 2014

Reviewed September 2015

Reviewed February 2017

Next Review: September 2017