



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.

A. How does the school know if a child needs extra help and what should parent carers do if they think their child may have Special Educational Needs (SEND)?

<p>Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs (SEN)?</p>	<p>In the first instance, make an appointment to speak to your child's teacher.</p> <ul style="list-style-type: none"> • The Class Teacher may suggest that you make an appointment to meet with our Special Educational Needs Co-ordinator (SENCO) Belinda White. • Our aim is always to listen to your views and support you and your child in the best way possible.
<p>How do we identify children with SEND?</p>	<p>There are different ways that children may be identified:</p> <ul style="list-style-type: none"> • Parents/carers - parents/carers may raise concerns regarding their child with the class teacher. These concerns will be recorded and investigated and any outcomes will be reported back to you. • Teachers - teachers may identify children by making observations of the child, analysing assessment data or by noticing a lack of progress in an area of the

	<p>curriculum. This will inform decisions regarding provision and will form the basis of discussions at half-termly pupil progress meetings and with the SENCO.</p> <ul style="list-style-type: none"> • Transition documents from pre-school/nursery and previous schools and conversations with previous staff. • SENCO - the SENCO will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering information about the child's progress, attainment and behaviour. Where appropriate specific assessment tools may be used by the SENCO to identify specific needs. • External Agencies - where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.
<p>How can parent carers raise any concerns that they may have?</p>	<p>If parent carers have concerns about their child's progress they are asked to speak to their child's Class Teacher initially. You may need to make an appointment first by either ringing the school office or speaking directly to the Class Teacher at the end of the school day.</p>
<p>How will the school let parent carers know if they have any concerns about a child's learning in school?</p>	<p>Your child's teacher or SENCO will ask to speak to you about any concerns that they may have, to gain a history and your own insight into your child's learning needs. Parent carers are kept informed about their child's progress in termly parent meetings. Parent carers of SEND children will be consulted and asked to contribute to a child's Pupil Passport and/or Individual Education Plan during termly Parents' meetings.</p>
<p>Who should you contact if you are considering whether your child should join the school?</p>	<p>We always encourage you to visit the school, have a tour of the grounds and classrooms, and to meet staff. Contact the school office on 01278 422012 to arrange a visit to the school.</p>
<p>What support do we have for you as a parent carer of child with an SEND?</p>	<p>The class teacher and SENCO will give you support and advice on how best you can support your child. The school also has access to a range of specialists to whom you can be referred to get extra specialist support. Please also refer to our Local Offer.</p>

B. How will school staff support children with SEND?

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

1. Class teacher input through targeted classroom teaching also known as **Quality First Teaching**. All children in school should be getting this as part of excellent classroom practice.
2. **SEN Support** (The SEND Code of Practice 2015) If any pupil is not making expected progress despite **Quality First Teaching**, then additional SEN support is discussed and implemented under one or more of the following headings: **Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Physical, Medical and Alternative Communication; Hearing Impairment and Visual Impairment**. This is usually in the form of additional support within the classroom where children are supported by a high ratio of adults in small groups. The school run intervention groups including; speech and language groups, social skills groups, numeracy support groups; accelerated reading groups (ARP) and physical development groups which are available to children who continue to need extra support.
3. **High Needs** Some children may need more focused individual support and receive additional Higher Needs support which may involve one to one support; additional personal resources and additional staff training to meet the child's specific needs. This is either funded by the school or by Higher Needs top up funding from the Government, depending on the child's needs and circumstances.
4. **Specified Individual Support** This is usually provided by an Education, Health Care Plan (EHCP). This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Children with an EHCP will have access to additional funding and will usually need specialist support from professionals outside of the school. It is likely that a child assessed for an EHCP will have

	severe, complex and lifelong learning needs.
Who will oversee and plan SEN support?	<ul style="list-style-type: none"> • The SENCO, Belinda White along with the Head Teacher, Sue Bird and Deputy Head Teacher, Mary Weatherburn will oversee all the work and progress of any child requiring additional SEN support across the school. • The class teacher will oversee, plan and work with each child in their class who has SEN to ensure that progress is made in every area of their development. • Sometimes a Teaching Assistant may need to work with your child in a 1:1 situation. These will be specific and targeted activities and you will be informed if and when these will happen. • Sometimes, it is necessary to involve outside agencies when supporting your child. Parental permission and written consent is always sought and parents are very much involved in discussions with professionals.
Which professionals might be working with SEN children and what are their roles?	SEN children will spend most of their time in class working with their teacher or class TAs (Teaching Assistants). They will support your child's learning and ensure that their needs are being provided for. At times, professionals from other agencies outside the school may visit SEND children to review and assess their progress. Parents will always be informed of these visits by the SENCO, Class Teacher or other agencies. Parents are usually invited to meet with these professionals to discuss their child's strengths, needs and progress.
Who will explain this to parent carers?	The Class Teacher and/or SENCO will explain the support that they are receiving.
How are the school governors involved and what are their responsibilities?	We have a governor who is responsible for overseeing the special educational needs provision within the school. This governor liaises with the SENCO, making regular school visits to monitor provision and learning of children with identified SEND.
What are the school's approaches to differentiation?	<ul style="list-style-type: none"> • Work is pitched across the range of children's abilities and interests, from special needs to high ability. • Differentiation is embedded in our planning and Quality First Teaching. • We use TA support, pre-learning and multi-sensory methods of learning to

	ensure that all learning styles are catered for. Sometimes differentiation is by the resources a child is given to support their learning.
How will that help children with SEND?	All individuals are considered and catered for through a curriculum that is personalised and pitched at the appropriate level. This allows access to learning in all subjects for all children. We believe that the right levels of challenge lead to success, which in turn leads to progress.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for parent carers to discuss their child's progress with staff?	<ul style="list-style-type: none"> • The class teachers are available at any time to discuss progress- feel free to make an appointment. • The class teachers will meet with parents during the autumn and spring parents' days to discuss your child's progress, to share Pupil Passports and Learning Support/Individual Education Plans. • Parent carers will receive a copy of their child's individual plan as a result of this meeting. • The SENCO is available on Mondays, Tuesdays and Wednesdays to discuss support in more detail. • Parent carers with children who have an EHCP or who have higher level SEND will also be invited take part in an annual review of their child's needs and provision. SEN children are also involved in these reviews through the sharing of their feelings and views. • Parent carers of SEND Reception children are also invited to School Entry Plan meetings in the summer prior to their child starting school followed by School Entry Review meeting in the autumn term.
How does the school know how well a SEND child is doing?	<ul style="list-style-type: none"> • There is an on-going dialogue between teachers, teaching assistants, the SENCO, the Head Teacher and the Deputy Head teacher about the progress of all children. • Pupil Progress Meetings are held half-termly where teachers discuss the progress of children within their class with the Head Teacher and Deputy Head

	<p>Teacher.</p> <ul style="list-style-type: none"> • The leadership team within the school monitor teaching and learning across all classes throughout the year. • We hold on-going assessments of the Early Years Foundation Stage Profile and Key Stage 1 literacy, numeracy and science, and progress is tracked at the end of each half-term.
<p>How will parent carers know what progress their child is making?</p>	<ul style="list-style-type: none"> • We hold parents' meetings in the autumn and spring terms and an end of year report is sent out in the summer term. As well as talking to the teacher at parents' meetings it also gives the opportunity for parent carers to look at your child's books, in order to see progress. • Children bring home a 'Look What I Can Do' book half-termly in order to share their work and progress with parent carers. • Parent carers can also book an appointment with the SENCO or ask to speak to the class teacher as necessary.
<p>What opportunities will there be for regular contact about things that have happened at school?</p>	<ul style="list-style-type: none"> • Teachers and Teaching Assistants are on the playground at the beginning and end of the school day, so it is easy to have an informal chat if needed. • All children have a named Key Worker and will liaise with parent carers as necessary. • The 'Look What I Can Do' book sent home every half-term. • Home school diaries/ communication books or sheets may be used with some SEND children.
<p>How and when will parent carers be involved in planning their child's education?</p>	<ul style="list-style-type: none"> • Parent carers of SEND children including those with higher need pupils or an EHCP will be consulted at Parent's meetings and asked to contribute to their child's Pupil Passport and Learning Support or Individual Education Plan with the class teacher and/or SENCO. • Parent carers with children with higher needs or an EHCP will be invited to an Annual Review meeting each year where they will be involved in planning targets for their child.
<p>Do you offer any parent training or</p>	<ul style="list-style-type: none"> • Termly curriculum parent workshops are an opportunity for parent carers to

learning events?	<p>find out about their child's learning and to demonstrate how different strategies and resources are used across the school.</p> <ul style="list-style-type: none"> • The school website includes class planning and termly overviews that detail what is planned for the coming term so you are able to support your child's learning at home. • If specific SEND training or support is required, it can be discussed with the SENCO as she might be able to recommend courses organised by a variety of agencies.
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C. What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school for children with SEN and disabilities?	<ul style="list-style-type: none"> • We liaise with the school nurse, as well as consulting with other professionals who can offer advice and support. E.g The PIMS team (Physical Impairment and Medical Support Team). • Where necessary, pupils have Personal Emergency Evacuation Plans (PEEPs). • We have a number of First Aid trained teaching assistants and lunchtime supervisors. • We ensure that staff are trained appropriately to support specific needs E.g. Diabetes, Epilepsy, hearing loss.
How does the school manage the administration of medicines and personal care?	<ul style="list-style-type: none"> • If a child needs to take medicines for a short period of time only, or where a child can self-medicate e.g. Asthma pumps then a medical form will need to be filled in. These are available from the school office. • If medication is required for longer periods, parent carers will need to meet with the SENCO and/or Home School Liaison Worker where a medication form will need to be completed as part of an individual health care plan. • Where medication is administered, staff record details of administration carefully. • If a child has more complex medical needs then parent carers will need to discuss those needs with the SENCO as an individual health care plan may need

	<p>to be produced for a child.</p> <ul style="list-style-type: none"> • In some cases specialist training may also be required for the staff that will be supporting a child. This can be provided by specialist community nurses and other medical agencies. • All procedures above are detailed in the school's 'Children with Medical Conditions' policy.
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<ul style="list-style-type: none"> • We have a clear behaviour policy well implemented by all staff. • All classes have behaviour charts to support behaviour and to reward good behaviour. • Where necessary there is a clear scale of sanctions for children whose behaviour remains unchanged. Children have to miss playtimes and will be supervised by an adult on the playground. In some circumstances children are removed from their own classes and have to spend some time in other classes in order to reflect on their behaviour. We liaise with parents and where necessary behaviour targets are included on Learning Support or Individual Education Plans and are reviewed half-termly.
<p>How will SEN children be able to contribute their views?</p>	<ul style="list-style-type: none"> • Class Teachers involve children in the creation of their Pupil Passports and identify the type of support that they need. • Reception children complete an end of year reflection sheet to record their views and feelings about their learning. • Key Stage 1 children are asked to comment on their progress using reflection slips completed at the end of specific units of work. • All pupils contribute to their 'Look What I Can Do' book by adding their comments and views. • The SENCO will meet with higher needs pupils in order to get their views and feelings in preparation for their Annual Review and School Entry Plan review meetings.

D. What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school with qualifications?	<ul style="list-style-type: none">• Our SENCO will undertake the necessary accredited training.
What other services does the school access, including health, therapy and social care services?	<p>As a school we work closely with any external agencies which we feel are important to support a SEND child's needs within our school, these include;</p> <ul style="list-style-type: none">• The Educational Psychology Service• Learning Support Service• Autism and Communication Service• Physical Impairment and Medical Support Team• Hearing Support Team• Vision support Team• Social Emotional and Behaviour Support• Speech and Language Therapists• Occupational Therapists• Social Services• The Ethnic Minority Achievement Service

E. What training have the staff supporting children and young people with SEND had or are having?

<ul style="list-style-type: none">• All staff attend all in house training and inset workshops.• All staff have received Safeguarding and PREVENT training.• A number of our TAs are First Aid trained.• All staff have received training from the Hearing Support Team.• A number of TAs have received training from Speech and Language Therapy support teacher.
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- A large number of teaching and TA staff have received STC - Somerset Total Communication Level 1 training.
- Many TAs are trained in literacy and phonic strategies.
- Numeracy Coordinator and 1 TA have attended Numicon training - numeracy intervention training.

F. How accessible is the school and how will SEND children be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	<ul style="list-style-type: none"> • All areas of the school are fully wheelchair accessible. It is a flat site.
Have there been improvements in the auditory and visual environment and are there disabled changing and toilet facilities?	<ul style="list-style-type: none"> • The school site is wheelchair accessible with a large disabled toilet including a changing bed. • Hearing Support sound system from September 2017 in place for child with moderate hearing loss. • Radio aid used for child with profound hearing loss.
How does the school communicate with parent carers whose first language is not English?	<ul style="list-style-type: none"> • We have access to the Ethnic Minority Achievement service who are able to give us support in communicating with parent carers whose first language is not English. • Access to interpreting service.
Will SEND children be able to access all of the activities of the school and how will the school help them to do so?	<ul style="list-style-type: none"> • We believe in full equality for all children and, as such, all children are enabled to participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all. • A risk assessment is completed before any off site activities. This ensures that everybody's Health and Safety is not compromised. Occasionally, for health and safety reasons it may be considered unsafe for a child to take part in an activity. If this should occur, then an alternative activity will be provided within school. • Parts 15 and 16 of the school's 'Children with Medical Conditions' policy details the guidance we follow when planning trips and sporting activities.

How do the school involve parent carers in planning activities and trips?	All trips and offsite and activities are risk assessed.
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G. How will the school prepare and support my child to transfer to a new school?

<p>What information will be provided to the new school? How will we support the new school to prepare for an SEND child?</p>	<ul style="list-style-type: none"> • We provide the new setting with information on current levels of achievement in the EYFS Profile and reading, writing, maths and science. • The SENCO and Class Teachers liaise with the SENCOs from other schools and pre-school settings as appropriate. • The SENCO and Deputy Head teacher meet with the SENCO and class teachers of the adjoining junior Academy school during the spring and summer terms to discuss pupils in Year 2 who need additional support. Transition plans and additional visits are agreed. • The Academy SENCO is invited to attend termly Consultation meetings where SEND children are discussed. • In addition we forward any reports written by specialists and any assessments that have been undertaken on the child. • We also inform them of current provision and needs.
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H. How are the school's resources allocated and matched to children's needs and how is the decision made about what type and how much support my child will receive?

How is the school's SEN budget allocated?	<ul style="list-style-type: none"> • Every school is allocated an amount of money for each child on roll. • In addition to this there is a formula applied to each school to calculate how many children with special educational needs there should be and another sum of money is allocated to give support for these children. • If a child has a higher level of need then the school can currently make an
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	<p>application for 'Top Up Funding' for that child, based on their needs. From January 2018 this process will change. Children with high needs and Education Health Care Plans will be assessed on a banded system with funding attached to each band.</p> <ul style="list-style-type: none"> • Children with a Statement of SEN or an Education Health Care plan will have a larger sum of money allocated to them with a specification for how that money is spent.
<p>Can you describe the decision making progress about how much support a SEN child will receive? Who will make the decision and on what basis? Who else will be involved? How will parent carers be involved?</p>	<ul style="list-style-type: none"> • Like all schools in Somerset, the school operates a graduated response towards SEN: <ul style="list-style-type: none"> • High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have, SEN. • SEN Support - where a pupil is not making adequate progress, class teachers, the SENCO and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils and a Pupil Passport will be drawn up. <ul style="list-style-type: none"> • When the initial teaching strategies have not remediated the problem or area of concern for the child the SENCO and/or class teacher may draw up a Learning Support (LSP) or Individual Education Plan (IEP). The plan includes the needs or difficulty the child has, teaching strategies and targets. Parent carers have a copy of this plan and it is reviewed half-termly. • High Needs Support - as a pupil's LSP or IEP is reviewed it may be felt necessary by class teachers, the SENCO and school management team to involve other agencies in order to provide further support and assessment. • Pupils with very complex needs may have an Education, Health and Care Plan - EHCP (From Sept 2014 the EHC will replace the document which is currently called a Statement.) An EHCP is a legal document and will put emphasis on personal goals and outcomes. It will describe the support a SEN child will receive while they are in education. The new law introduces personal budgets to accompany this plan which provide parent carers with opportunity to have more control over the support they and their child receive.

How does the school judge whether the support has had an impact?

We closely monitor the progress of every child in the school through half-termly Pupil Progress meetings and regular reviews of Individual Education Plans. Where appropriate we use intervention programmes that are well researched and measurable e.g. Accelerated Reading Programme (ARP), Numicon, Individual Literacy Intervention.