

## SEN Information Report

### Our Aim

At North Somercotes C.E. Primary School we aim to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We believe that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We believe that with the right training, strategies and support virtually all children with Special Educational Needs and Disabilities can be successfully included in mainstream education and will all make progress academically, personally, socially and spiritually. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

### Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governors to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

### How does the school know if children need extra help?

- Be known on entry to school or concerns will be raised either by a parent or the class teacher.
- Targets will be set between parents and a class teacher.
- The class teacher will inform the SENCo.

- If a review of the target reveals further intervention is required the SENCo may request support from an outside agency with parental consent.
- The child maybe placed on the SEND register based on results from observations in class, monitoring data and discussion with pupil, parents, class teacher and any outside agency supporting.
- Review meetings will be held each term with class teachers, parents, SENCo and outside agencies where appropriate.

#### How will parental concerns be addressed?

- Initial concerns raised by parents.
- A meeting may take place with teacher or SENCo if necessary.
- Assessments, which take place every term, will be considered as well as any additional assessments made.
- Children's needs will be planned for, met and monitored on whole class provision map initially. If progress is not being made an Individual Education Plan (IEP) will be written by the SENCo, class teacher, parents, child (when appropriate) and any outside agency involved with specific targets.
- The targets will be reviewed regularly in line with the SEN Code of Practise 2015.
- This process is called *Assess, Plan, Do, Review*.
- For a child to be considered for a referral for an Educational Health Care Plan (EHCP) this process has to have been completed at least 3 times with sufficient evidence that a child is not making progress.

#### How will my child be involved in the process and be able to contribute their views?

We value 'pupil voice' and want all our pupils to contribute to the curriculum and school life in general. As part of the normal cycle of assess, plan, do, review the teacher, TA or SENCo involved with working with your child will ask for the child's view about progress towards their targets. This will also focus on what they think has worked well and what they think would support their next step.

#### How will the school prepare and support my child to join the school?

We work closely with our feeder pre-schools and have a vigorous transition programme during the summer term.

- Stay and play sessions
- Teacher visits the Pre-School setting and SENCo if necessary.

- Sharing information with these settings.
- Parents meetings prior to starting school.
- Multi-agency meetings if your child has an outside agency involved.

How will school prepare and support my child to transfer to a new setting/school?

We work closely with our local secondary school to support transition. In addition to the normal transition arrangements, for children with SEND we may arrange:

- Additional visits
- Observations
- Sharing information between SENCo's and for the SENCo from the next school to be involved in the final review meetings in school.

Who else may be involved in supporting my child?

Agency	Support available
Educational Psychologist	Specialist support Observations Target setting Support with referrals Staff support
Speech and Language Therapist (SALT)	Observations Delivery of speech programmes Staff support Target setting
Specialist Teaching Team (STT)	Assessment Target setting
Working Together Team (WTT)	Specialist support for social and communication, including autism Behaviour support Observations Staff support Target setting
Behaviour Outreach Support Service (BOSS)	Specialist support Observations Delivering specific training/support Staff support Target setting Risk assessment

Sensory Education Support Service (SESS)	Specialist support
Healthy Minds	Specialist support Delivery of 1:1 support Delivery of small group support
Jolly Bee Counselling	Specialist support Delivery of 1:1 support

We also make referrals from time to time to Early Help Assessment (ESCO/TAC), Paediatricians and Child and Adolescent Mental Health Services (CAMHs).

Who can I contact for further information?

The Special Educational Needs Co-ordinators (SENCo) are Mrs Knott and Mrs Sandiford

(North Somercotes Primary School 01507 358 221)

The SEND Governor is Mrs Morton

The Child Protection Officer is Mr Floyd (Head Teacher)