

Special Educational Needs (SEN) Information Report

Wedmore First School Academy

The revised SEN Code of Practice (DfE, April 2014) states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.'
(page 93)

This report is designed to be easy to access and provide necessary links and additional information to enable parents/carers and other interested parties to find information easily. If you cannot find the information you need please contact school on 01934 712643 or office@wedmore.somerset.sch.uk

1. What kind of special educational needs provision is accessible for children Wedmore First School Academy?

Wedmore First School Academy has an inclusive philosophy. You can attend the Academy if you live in the area irrespective of any disability and/or special educational need.

2. How do we identify pupils who may have an SEND need?

- Pupils entering the Nursery (Foundation Stage 1), with high level needs are monitored through specialist agencies coordinated by Somerset MAISY team.
- Pupils entering school in Reception (Foundation Stage 2) classes with high level needs have their needs assessed at a School Entry Plan (SEP) meeting during the summer term prior to starting school.
- Teachers and Key Workers follow the Academy's 'SEN Identification' and 'Graduated Response to SEN Support'

3. What provision is made for pupils with SEN; with and without an Education & Health Care Plan (EHC, which replaces a Statement) - in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those pupils identified as benefiting from intervention/support are monitored against the progress they are making, this is normally at termly pupil progress meetings when teacher assessment data is analysed. Progress is also monitored and tracked by the Special Educational Needs Coordinator (SENCo) for the duration of the intervention/support programme.

b) How does the school adapt the curriculum and learning environment for pupils with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of the pupils.

c) What additional support is available for pupils with SEN?

The school provides various interventions/support that meet the individual needs of the pupils. Those who may require higher levels of support have access to appropriately trained support staff.

d) What support is available for ensuring the emotional and social development of pupils with SEN?

Pupils identified with emotional and social needs receive support from an Emotional Learning Support Assistant (ELSA) or through social skills activities. When necessary support is sought from local authority agencies (e.g. autism support service or integrated therapy services) and from external professionals (e.g. play therapists and educational psychologists).

4. What specific expertise is available to pupils with SEND?

SEN support staff (SENCo and SENTAs) have a wide range of specialist expertise relating to their specialist areas of responsibility including on-going academic qualifications, professional training and development. Excellent links with Local Authority and other specialist providers (playtherapist and speech and language therapist) allow for personalised provision, as required.

5. What arrangements are there for consulting and involving parents of pupils with SEND?

Parents are actively encouraged to be partners in their child's education. We aim for open and transparent communication and consultation with parents/carers and young people throughout your association with the Academy and Nursery (parent voice). We always prefer to meet and discuss things face-to-face. Email is also useful as it allows for clear communication that can be referred back to, as required.

6. What are the arrangements for consulting pupils with SEN about, and involving them in, their education?

All discussions and decisions involving pupils at Wedmore First School Academy will involve them directly (pupil voice). We will engage the young person in the most appropriate manner, and respect their views on how they wish to participate.

7. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher, the parent would be directed to the schools complaints procedure.

8. What are the contact details of support services for the parents of children with SEN?

We are proud to have positive contacts with many voluntary and community sector organisations. We are always happy to explain more about the services offered if information is required.

9. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- a) Consultation with parents/carers in how we can best meet the needs of the pupil.
- b) Consultation with teaching staff, support staff and other lead professionals as to how we can best support the needs of the pupil.
- c) Opportunities for the child and parent to have enhanced transition i.e. additional visits, which can be supported.

10. Where is the Local Offer published?

Please visit <http://www.somersetchoices.org.uk/>

Who is the named SEND contact?

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