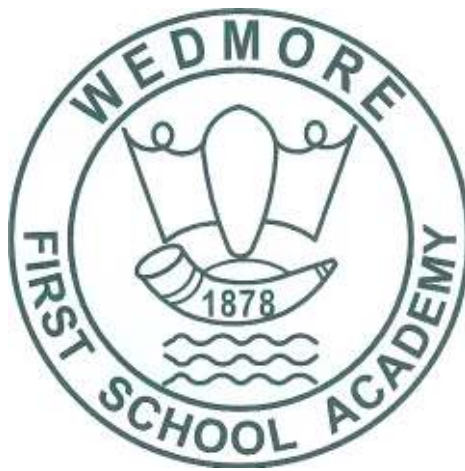


Wedmore First School Academy



SEND Information Report

2017-2018

The school's offer in support of pupils with Special Educational Needs and/or Disability (SEND)

Special Educational Needs (SEN) Information Report
Wedmore First School Academy

The 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 Wedmore First School Academy on 01934 712643 or office@wedmore.somerset.sch.uk

The Definition of Special Educational Needs

A child or young person has Special Educational Needs, (SEN) 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 if they:

- (a) If they have a significantly greater difficulty in learning than the majority of others of the same age;
- (b) if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the Cheddar Valley.
- (c) Or are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

A new Code of Practice for children with Special Educational Needs became statutory in September 2014. It states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Need	Explanation
Communication and Interaction	<p>Children may have a delay or difficulty in one or more of the following areas:</p> <p>Attention / Interaction skills: may have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. Difficulty attending whole class learning. May have peer relationship difficulties. May not be able to initiate or sustain a conversation.</p> <p>Understanding/Receptive Language: may need visual support to understand or process spoken language. May require assisted technology to help them communicate. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech/Expressive Language: may use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow. Some immaturities in the speech and sound system. Delayed grammar/phonological awareness.</p>

Cognition and learning	Children may have difficulties with the skills needed for effective learning such as: Language, memory and reasoning skills Sequencing and organisational skills An understanding of number Problem-solving and concept development skills Fine and gross motor skills Independent learning skills Exercising choice Decision making Information processing Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.
Social, Mental and emotional Health	May have difficulties with social and emotional development which may lead to or stem from: Social isolation Behavioural difficulties Attention difficulties (ADHD) Anxiety and depression Attachment disorders Low self-esteem Issues with self-image
Sensory and/or Physical	These children may have a medical or genetic condition that could lead to difficulties with: Specific medical conditions Gross/fine motor skills Visual/hearing impairment Accessing the curriculum without adaptation Physically accessing the building or equipment Over sensitivity to noise/smells/light/touch/taste. Toileting/self-care

This SEND Information Report provides details on what services are available for children and their families at Wedmore First School Academy.

Wedmore First School Academy is an inclusive school and nursery with an inclusive philosophy. You can attend the Academy if you live in the area irrespective of any disability and/or special educational need. We follow the Special Educational Needs Code of Practice 2014 through the implementation of the Somerset Core Standards for Children and Young people (0-25). Using a whole school approach, our aim is to support all children to enable them to achieve their full potential and positive outcomes. We maintain:

1. A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between staff, parents, children and young people.
2. Knowledgeable and sensitive teaching staff who understand the processes of learning and the impact that SEND can have on these.
3. Creative adaptations to practice which enable children with special needs to learn inclusively and meaningfully alongside their peers.

4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress.

What are the roles and responsibilities of staff involved in SEND?
<p>Special Educational Needs Co-ordinator (SENCo), Mrs Ham supported by the SEN Team, Mrs Hartley and Mrs Baker</p> <p>Responsibilities include:</p> <ul style="list-style-type: none">• Ensure all SEND legislations and guidance on duties are being followed – i.e. Children and Families Act 2014, Code of Practice 2014, The Core Standards 2017.• Co-ordinating the support for children with Special Educational Needs (SEN)• Developing and Implementing the SEN Policy to make sure all children get consistent, high quality teaching in response to meeting their needs in school.• Ensuring that you are involved in supporting your child’s learning, kept informed about the support your child is getting, involved in reviewing how your child is doing.• Liaising with external agencies.• Completing referrals for external agencies to be involved• Updating the school’s SEN register and making sure that there are excellent records of your child’s progress and needs.• Provide/ share SEN training with all the teaching staff• Provide specialist support for teachers and support staff in the school so they can help your child, and other children with SEN achieve the best possible progress in school.• Put together funding applications for children with complex/ high SEN needs.• Complete specific assessments <p>Class teachers</p> <p>Responsibilities include:</p> <ul style="list-style-type: none">• Planning, teaching/delivering high quality lessons suited to your child’s needs.• Assessing/monitoring progress and identifying the next steps to take them forward in their learning.• Using and drawing up, with the SENCo ILPs (Individual Learning Plans) for children with SEN Identify when additional support is needed.• Ensuring that all staff working with your child are supported to deliver planned work to that they can achieve the best possible progress. This may involve the use of additional adults (support assistants).• Ensuring the SEND policy is followed in their classroom. <p>Acting Head Teacher, Mrs Ham</p> <p>Responsibilities include:</p> <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.• She will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>SEN Governor, Mrs Sarah Rant</p> <p>Responsibilities include:</p> <ul style="list-style-type: none">• Making sure the SEND Policy is being implemented in school.• An awareness of the SEN Code of Practice, The Core Standards and monitoring this within school.• Having a strategic view (children are not individually identified by name).

How does Wedmore First School Academy know if children need extra help?
<p>We know when pupils need help if:</p> <ul style="list-style-type: none"> • Concerns are raised by parents/carers, teachers or the child. • Pupils have been previously identified by their Pre-school or school setting. • Limited progress is being made. • The pupil is performing significantly below age related expectations. • There is a change in the pupil's behaviour. • Diagnosis (possibly from a health professional. i.e. paediatrician, visual/hearing services) • Discussions and observations by class teachers or the SENCo (Special Educational Needs Co-ordinator) • Specific assessments by the SEN Team (alongside teacher assessments) <p>The school may liaise with external agencies (with carer/parent permission)</p>
What should I do if I think my child may have special educational needs?
<ul style="list-style-type: none"> • The class teacher is the initial point of contact for responding to parental concerns. • If you still have concerns then contact the SENCo.
How will Wedmore First School Academy support my child?
<ul style="list-style-type: none"> • Each child's learning objectives will be planned by the class teacher. They will be differentiated accordingly to suit the pupil's individual needs. • Targeted classroom teaching known as Quality First Teaching in every class – using a variety of teaching styles and strategies to match to children's needs and learning styles. • Assess, Plan, Do, Review • Individual specific learning targets set with you, the pupil and teacher which is reviewed on a termly basis. • If a pupil has significantly greater difficulty in learning than the majority of other pupils of the same age then a pupil may need 'special educational provision'. This may mean a specific intervention which you will be informed about. Interventions may be in a small group or on a 1:1 basis for children with significant needs. • Interventions may be run by the class teacher, class teaching assistant, 1:1 SENTA, or the SENCo. • Occasionally a pupil may need more expert support from an outside agency. You will always be asked to give your permission for the school to refer your child to a specialist professional. Your child's needs may be discussed at an Annual Consultation meeting with a representative from the Learning Support Service and the Educational Psychologist. Alternatively, a referral may be made to the most appropriate agency. After assessment, a programme of support will be planned.
How will the curriculum be matched to my child's needs?
<ul style="list-style-type: none"> • When a pupil has been identified with special educational needs their work will continue to be differentiated by the class teacher to enable them to access the curriculum more easily. • If a child has been identified as having a more specific special educational need, they will be given an Individual Learning Plan (ILP). Targets will be set according to their area of need. • If appropriate, specialist equipment may be given to the pupil e.g. writing slopes,

concentration cushions, pen/pencil grips or easy to use scissors.

- Under the direction of the class teacher, support staff will support your child's learning in the classroom, through high quality first teaching.
- Specific resources and strategies will be used to support your child individually and in groups.

How will I know how my child is doing?

- Wedmore First School Academy has an 'open door' policy where you are able to arrange a time to discuss your child's learning with their class teacher.
- You will also be able to discuss your child's progress at Parents' Evenings.
- If your child has an ILP (Individual Learning Plan) you will be able to discuss their progress at the termly reviews.
- Children with complex/higher level of needs will have SEN Support review meetings. This meeting is held annually and uses formally documentation that the SENCo completes, and will involve views from different adults involved in the child's education, (including the parents/carers).
- All staff at Wedmore First School Academy want the best for all the children in their care. If you have a query or question about your child's progress or learning please talk to a member of staff who will arrange an appropriate time for a discussion.

How will you help me to support my child's learning?

- The class or subject teachers may suggest ways you can support your child.
- We can direct you to resources and offer advice to help with things like literacy, numeracy and revision materials.
- If external agencies have been involved, suggestions and programmes of study are often provided that can be used at home.
- We will be happy to work with families and recognise that collaboration and a consistent approach between school and home is essential.
- Throughout the school year we offer key information on what to expect in your child's development and learning and information/leaflets maybe given out if we feel they will benefit you and your child. This will help with knowing how to support your child at home.

What support will there be for my child's overall well-being and emotional, mental and social development?

Our school is keen to support children's social, emotional, mental health and well-being. Provision is likely to be personalised.

Initial points of contact might be:

- Class teacher or the SENCo for pupils with SEN.

Pupils with medical needs

- If a pupil has a medical need then they may need a Health Care Plan compiled with support from the appropriate professional in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Staff receive necessary training for medical support, delivered by the appropriate professional where needed.
- Medicines are administered in school in accordance with the school medication policy and with the agreement of parents/carers.
- The school has trained first aiders on site.
- It is essential that parents/carers keep school informed regarding medical conditions and any

changes relating to students' needs or care.

- For those with social, emotional and mental health needs tailored provision will be put in place, for example Social Communication groups, Emotional Literacy sessions, behaviour and self-esteem systems.

The school can access support from the Parent & Family Support Worker (PFSA), Child & Adolescent Mental Health Service (CAMHS,) our on-site school Emotional Literacy Support Advisor (ELSA – Mrs Baker) and the Physical Impairment and Medical Support Team (PIMS).

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism and Communication Team
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Psychologist
- Educational Welfare Officers – Attendance
- Hearing Impairment Service
- Learning Support Service
- Integrated Therapy Service – Occupational Therapy, Speech and Language Therapy, Physiotherapy
- Physical Impairment and Medical Support (PIMS)
- Social Services – Somerset Direct
- School Nurse
- Visual Impairment Service

What training have the staff supporting children and young people with SEN had, or are having?

- Training sessions are available for staff related to SEN. These could be provided externally or through in-house training. There are sessions on: Communication and interaction, cognition and learning, social, mental and emotional needs, sensory and physical needs
- School specific training eg Dyslexia training, Memory and Processing training.
- Cheddar Valley training sessions for LSAs and SENCOs
- SENCOs receive two training conferences a year during the Autumn and Summer term
- The SENCO disseminates any training through staff meetings and is able to support the teacher in planning for children with SEN

How will my child be included in activities outside of the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate as far as possible.
- Certain activities may be differentiated or adapted so that a child can access it at their level.

How accessible is the school environment?
<p>As a school we are happy to discuss individual access requirements. Facilities we have at present include:</p> <ul style="list-style-type: none"> • Ramps into the school to make the buildings accessible to all. • Toilets that have been adapted for disabled users. <p><i>Please also refer to our accessibility plan</i></p>
How will the school prepare and support my child when joining Wedmore First School Academy or transferring to a new school?
<p>Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • Discussions between the previous and receiving schools prior to the pupil joining/leaving. • All pupils can attend transition sessions where they spend some time in their new school. • If a parent has questions or wishes to share information then they can contact the school. • The SENCo from Wedmore First School Academy will liaise with the SENCo from the receiving school to pass on information regarding SEN pupils. • Where a pupil may have more specialised needs, a separate meeting may be arranged with, the SENCo from Wedmore First School Academy, the middle school SENCo, the parents/carers and where appropriate, the pupil. • Children meet the next class teacher and experience their new classroom in the term before they move within Wedmore First School Academy. Additional visits are provided where appropriate.
How are the school's resources allocated and matched to children's special educational needs?
<ul style="list-style-type: none"> • The SEND budget is allocated each financial year. The money is used to provide special educational provision or resources dependant on an individual's needs. • The head teacher decides on the budget for special educational needs in consultation with the school governors, on the basis of needs within the school. • The head teacher, SENCo and SLT (Senior Leadership Team) discuss all the information they have about SEND in the school, including children who need, or are getting support and also children who are not making the expected progress. They then decide what resources/training are needed. • Special educational provision may be allocated after discussion with the class teachers/ SENCo and parents. • For some children with a higher level of need, additional funding will be needed. 'Top up' funding, linked to specific needs can be applied for by the school if the need matches specific criteria.
How is the decision made about how much support my child will receive?
<ul style="list-style-type: none"> • These decisions are made in consultation with class teachers, the SENCo and parents/ carers. Decisions are often based upon tracking of pupil progress. • During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be suggested when their needs are reviewed.

How will I be involved in discussion about planning for my child's education?
<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher/s • During parents' evenings • During discussions with the SENCo from Wedmore First School Academy or other professionals • Parents are encouraged to comment on their child's learning and development through the Record of Concern (RoC) procedure and Assess, Plan, Do, Review process. • Parents are encouraged to comment on their child's Individual Learning Plan with possible suggestions that could be incorporated.
Who can I contact for further information?
<p>If you wish to discuss your child's special educational needs please contact the SENCo.</p> <ul style="list-style-type: none"> • The Special Educational Needs Co-ordinator (SENCo) is: Mrs S Ham
What arrangements does the school make for consulting children with Special Educational Needs and disabilities about, and involving them in, their education?
<p>Children of Wedmore First School Academy will contribute their views through:</p> <ul style="list-style-type: none"> • Discussion with the class teacher/SENTA/TA on strategies that are in place to aid learning within the classroom. • Discussion with the class teacher, SENCO or SENTA when reviewing and setting targets on their Individual Learning Plans (ILPs). • Sharing their views and reflecting on their experience at school as part of the Annual Review process for those children with high needs. • Sharing and discussing their views through termly reviews of PEPs.
What arrangements does the school make in relation to the treatment of complaints from parents of children with SEND concerning the provision made at the school?
<p>A positive experience for both parent/carer and child is important to us. We aim to support every child in their learning to enable them to be happy at school, achieve well and reach their potential.</p> <p>If you have any concerns about the provision made at school, please come in and make us aware. Parents who wish to complain are strongly encouraged to initially speak to the Headteacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Headteacher, the parent would be directed to the school's complaints procedure.</p>
How does the school involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?
<p>Although we have skilled staff, we do consult and welcome support from other services to enable Wedmore First School Academy to provide the very best for the children we teach. Where appropriate, and in consultation with parent/carers, the following services contribute to the SEND provision:</p> <ul style="list-style-type: none"> • Learning Support Services • Educational Psychologist • Autism and Communication Team • Social, Emotional, Behavioural Support Services • Parent Family Support Advisor (PFSA)

- Social Services
- Early Years Support Team
- Emotional, Literacy Support Advisor (ELSA) We are fortunate to have a trained member of staff.
- Disabled Children and Young People’s Service
- Physical Impairment and Medical Services
- Speech and Language Therapy
- Occupational Therapy
- Child, Adolescence Mental Health Service (CAMHS)
- Sensory Support service (for hearing, visual, physical, medical needs)

Where can I find the contact details of support services for the parents of children with SEND?

The following services and organisations provide support for parent/carers:

- The Somerset Parents Carer Forum
- SENDIAS (Special Educational Needs and Disability Information, Advice and Support)

Where can I find information on where the local authority’s local offer is published?

In Somerset, the Local Offer Information and Services is available on the Somerset Choices website in the Children and Families section. The following link can be used to access this information:

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