



Sherborne C of E Primary School – SEND Information Report

Created by: John Moore
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Version	Date	Page	Description of Change	Origin of Change
1	03/10/2016	All	Created new SEND Local Offer	John Moore
2	31/01/2017	All	Updated SEND Local Offer	John Moore
3	06/02/2017	Title	Amended title to SEND Information Report	John Moore
4	29/10/2018	All	Updated SEND Information Report	John Moore

The changes in the Children and Families Act (2014) affect the way children with Special Educational Needs or Disabilities (SEND) are supported in schools. The new approach began in September 2014 and places pupils and the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussion about support they need, so they can share their knowledge and feed back to the school on the pupils' progress.
2. Education Health Care Plans (EHCP) will replace statements of SEN. New assessments for additional educational needs will follow the EHCP guidelines from September 2014. (Existing statements will remain in force until all pupils have completed the transition to EHCPs, which will be within three years).
3. School Action and School Action Plus will cease and will be replaced by Early Help, My Plan and My Plan+.

Fundamental to the new Code of Practice is the belief that children and their families' involvement are central to securing the best outcomes for pupils with special educational needs.

Who are the best people to talk to at Sherborne Primary about my child's Educational Needs and/or Disabilities (SEND)?

The class teacher is responsible for:

- Providing all pupils with good or outstanding teaching, with a curriculum which is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary.
- Communicating specific targets and sharing and reviewing these with parents at Parents' Evenings.
- Providing specific feedback to your child on what they have achieved and how they can progress through regular assessment (including marking) of your child's work.
- Knowing the needs of the students and planning their lessons accordingly to meet these needs.
- Ensuring all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Attending training that is relevant to the needs of groups or specific pupils.

The Special Educational Needs Coordinator (SENCO) is responsible for:

- Coordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high quality 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 they are doing;
 - part of planning ahead for them;
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- To provide specialist support for staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress.
- Ensuring school staff are aware of the needs of individual pupils.
- Advising school staff of recommended strategies to support individual pupils with SEN.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school.

How will the school measure the progress of my child?

- Your child's progress is continuously monitored by his/her class teacher.
- Sherborne Primary uses 'School Points' to measure progress. We expect most children to make six 'School Points' of progress over each year.
- At the end of each key stage, pupils are required to be formally assessed. This is something the government requires of all schools.
- For pupils accessing additional intervention, progress is measured against specific targets. This is reviewed termly.
- The progress of pupils with a statement/EHCP is reviewed formally at an Annual Review with all adults involved with the child's education, the pupil and the parents/carers.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should contact your child's class teacher. This can be by telephone on 01451 844277, by letter, by speaking with the teacher after school or by email (admin@sherborne.gloucs.sch.uk).
- If you still have concerns you can contact the school's Special Educational Needs Coordinator (SENCO), Miss Hughes. This can be by telephone on 01451 844277, by letter, by speaking with the Miss Hughes or by email (senco@sherborne.gloucs.sch.uk).

How will the school let me know if they have any concerns about my child's learning in school?

If school is concerned that your child is not making sufficient progress the school will contact you to discuss this in more detail.

This is to:

- Seek your views and listen to any concerns you may have;
- Plan any additional support your child will receive;
- Discuss with you any appropriate referrals to outside professionals to support your child's learning.

What are the different types of support available for pupils with SEND in this school?		
Types of Support	What could this mean for your child?	Who can get this kind of support?
Class teacher input via good/ outstanding classroom teaching	<ul style="list-style-type: none"> The teacher should have the highest possible expectations for your child and all students in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand. Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or paired work. Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All pupils receive this provision.
Specific small group work or individual intervention	<ul style="list-style-type: none"> Staff including the SENCO will have carefully checked your child's progress and will have decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap. Staff will plan sessions for your child with targets to help your child to make more progress. 	Any child who has specific gaps in their understanding of a subject/area of learning or social development.
Specialist monitoring and assessment by outside agencies	<ul style="list-style-type: none"> Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) as needing more specialist input instead of or in addition to class teaching and intervention groups. You will be asked to give your permission for the school to refer your child to an outside professional e.g. a speech therapist. This will help the school and yourself understand your child's particular needs better and be able to support them most effectively. The outside professional may work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> Making changes to the way your child is supported in class e.g. changing some aspects of teaching to support them better; Advise on target setting which will include their specific expertise; Group or individual work led by the outside professional (or by school staff under the guidance of the outside professional). The school will tell you how support will be used and what strategies may be put into place. 	Pupils with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.

What happens for children whose learning needs are severe and complex?

This is usually detailed via a Statement of SEN (or from September 2014, an Education, Health and Care Plan (EHCP)). This means your child will have been identified by the SENCO as needing a particularly high level of support or provision which cannot be provided from the resources normally available in the school. Your child may need specialist support in school from a professional outside the school.

- The school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find out more about this by following this link http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/advice.page?id=U_Ylqr_dmWQ
- The local authority will get information from school and from you. They then decide whether they think your child’s needs seem complex enough to need statutory assessment. If this is the case, they will ask you and all professionals working with your child, to write a report outlining your child’s needs. If they do not think your child needs this they will ask the school to continue with the support currently available.
- After all the reports have been sent in, the local authority will decide if your child’s needs are severe and complex. If this is the case they will write an Education, Health and Care Plan (EHCP).
- The EHCP will outline the support your child should receive and what strategies should be put into place.

How is extra support allocated to pupils?

The funding for SEND is contained within the school’s budget. Additional funding can be applied for, by the school, for individuals whose needs are severe and complex.

What support is there for parents of a child with SEND?

School staff are able to signpost parents and carers to appropriate support groups or outside agencies.

- Prior to your child joining our school the class teacher/SENCO is available to meet with you to discuss your child's needs and any concerns you may have.
- All information from outside professionals will be shared with you. The school will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.

Further information can be found at [http://www.gloucestershire.gov.uk/media/12127/final_gcc_1117_send_a5-v8 -
14515.pdf](http://www.gloucestershire.gov.uk/media/12127/final_gcc_1117_send_a5-v8_-_14515.pdf)

How accessible is our school for pupils with SEND?

The school classrooms are on a single level although there is a step leading into one of the three classrooms. The classrooms are accessible to students with physical disabilities. There is one accessible toilets in the school building. The school is currently working towards creating two new classrooms, which will be built to modern standards to ensure accessibility for all.

How will we support your child when they are moving to another class or leaving this school?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

When moving classes, in-school information is accessible to all teachers. If your child is moving to another school we make sure that all records about your child are passed on as soon as possible.

Primary to secondary school transition

- The secondary school SENCO meets with primary school SENCOs during the summer term to ensure that information is shared.
- Year 6 pupils with SEND may be invited to attend an additional transition day to meet with the SEND team.

Outlined below are examples of support available through the school and local authority offer.

School's Local Offer	Universal	<ul style="list-style-type: none"> • Quality first teaching • Broad and balanced curriculum • Differentiated planning, delivery and outcomes • Multi-sensory learning (VAK) • Working walls • Targeted seating arrangements • Hands-on learning • Topic-based curriculum
	Additional	<ul style="list-style-type: none"> • Access to a Teaching Assistant (TA) through ILP targets • Literacy booster group • Numeracy booster group • Targeted 1:1 support delivered in short, focused sessions • Individualised spelling programmes • Self-esteem and self-confidence programmes • Positive behaviour programmes • Exam Access Arrangements (KS2) • Pastoral Support Plan
	Exceptional	<ul style="list-style-type: none"> • Individual TA support • Time out systems • Enhanced ICT access with access to specialist hardware • Adapted environment including provision of specialist equipment and seating • Highly modified curriculum • Individualised programmes, working towards independence and enhancing self-care

Local Authority Local Offer

More detailed information can be found on the website

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

- County Inclusive Resource
- Behaviour Support Service
- Looked After Children's Education Support Service
- Hospital Education
- Educational Psychologists
- Advisory Teachers for Learning Support
- Advisory teachers for Sensory Impairments
- Dyslexia Outreach service
- CYPS counselling service
- Educational Welfare Officer
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy
- Special Schools outreach Service, including ICT assessments
- Schools Nursing Team