

Sandford Primary School



SEND Information Report

2022-2023

Introduction

The purpose of our information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEN&D). Our school is a Mainstream Academy School for children aged from 4 to 11 years old. We are a member of the Wessex Learning Trust (WLT) which is a group of Academy Schools. You can read our school's SEN Policy document and School Provision Map on our website.

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the local offer.

Further information about the Local Offer can be found on the North Somerset Council website:

<https://nsod.nsomerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

Who can I talk to?

Here are the names of people in charge of SEN at our school

- Our Headteacher is Mrs Lorna Richardson
- Our Chair of Governors is Mr John Fowler
- Our SEN Governor is Mr Sven Bassett
- Our SENDCo is Miss Samantha Momber
- Our Designated Safeguarding Lead is Miss Angie Stevens

Here are the contact details for our school:

Tel: 01934 852602

Email: office@sandfordprimary.org

Our School website: <https://sandfordprimary.org/>

About our school and SEN

At Sandford Primary School, we offer opportunities for every pupil to better their best; pupils achieve high standards through enthusiasm and a love of learning. We provide a safe, secure and happy school environment where pupils value themselves and their peers. We offer a broad, balanced and inspirational curriculum and ensure that our pupils develop life skills for a positive future.

The school's links with outside agencies are strong and ensure that support and guidance is facilitated when necessary, to enable disabled pupils and those with special educational needs to enjoy their journey through Sandford Primary School. We ensure that the best outcomes for pupils are attained by quality first teaching with appropriate interventions by staff and supported by parents and the Local Authority multi-professional team.

Our Vision

Our vision is a nurturing community, that respects, encourages creativity and embraces aspiration.

What is SEN?

"A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age." SEND Code of practice 2014.

All schools are supported to be as inclusive as possible with the needs of pupils with special educational needs and disabilities being met in a mainstream setting wherever possible. The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory, Medical and Physical needs.

What should I do if I think my child has SEN?

Please tell us if your child is starting school and has one of the following:

- An Educational Health Care Plan (EHCP)
- A physical disability
- A specific learning disability such as Dyslexia and Dyscalculia
- A School Entry Plan (SEP)
- Has been diagnosed with, or may have communication difficulty such as Autism
- A mental health diagnosis or is having support from CAMHS or a councillor
- An Early Help Assessment (EHA) that has been started by another school, healthcare professional or Social Services

This will help us to work with you and begin to plan to meet the needs of your child.

If your child is already at our school and you think that your child has SEN, you can:

- Talk to your child's teacher straight away
- Then, make an appointment to speak to our SENDCo

What will the school do if they think that my child has SEN?

- Our school has a pathway called, 'Graduated Response'. This shows how we help pupils to catch up who are not making enough progress. This is called, 'now this narrowing the gap'. You can read about how this works in our SEN Policy, or you can make an appointment to talk to us about how this works.
- We will talk with your child to find out about what they feel they are good at and what they think they need more help with. We will talk about what they want to do when they grow up and help them to find ways to work towards their goal. This is called, 'Pupil Voice'. It is one of the ways that we make sure that we are an 'inclusive' school.
- We will talk to you and listen to your views and hopes that you have for your child. This is called, 'Parent Voice'. It is another way that we are an 'inclusive' school.
- Together, we will plan support for your child. We will set targets as part of the Assess-Plan-Do- Review (APDR) Individual Learning Plan that we use to help all of our pupils with SEN.
- We will review the targets with you at least once a term to see if they are working. We do this by looking at your child's work, using tests to see if they are making progress and by keeping notes about work that your child does. All of this is shared with you. We talk to your child to get their views on how they think they are doing and what they think they need help with. Together, we decide what the 'next steps' in your child's learning journey should be and identify new targets.
- You can ask to see the SENDCo and class teacher if you are worried about something or have questions or information you want to talk about.
- Identified children will be included on the school's SEN register and you will be informed of this. If your child makes lots of progress, this is called 'narrowing the gap'. We will take your child's name off the school's SEN register.

How is our school accessible to pupil with SEN?

We are proud of our environment within the Wessex Learning Trust.

At Sandford Primary School, we have the following facilities and resources which are accessible for ALL children:

- Disabled car parking available in the school car park at the front of the building
- Ramps which facilitate access to the building
- Full wheelchair accessibility across the site
- Classrooms and learning areas which can be adapted to meet the needs of Hearing Impaired/Visually Impaired specifications
- A disabled toilet with changing facilities
- Hoist
- Strong multi-agency links

- Specialist equipment can be ordered for individual pupils if required.
- Inclusive links between Nurseries, Mainstream and Specialist Provision based on individual needs
- Specialist trained staff
- Links with the Local Authority to fully qualified therapists.

We have a strong team of committed staff and a dedicated Pastoral Care Team. Our ongoing staff development programme ensures that we address the skills and knowledge which our staff may need to continue to address the needs of the pupils.

How will my child be supported?

All children have individual needs. Those with identified needs will receive support which is specific to their individual requirements. This may all be provided by the class teacher or may include:

- Other staff in the school
- Outside agencies such as the Speech and Language Therapy Partnership, School Nurse, Autistic Spectrum Disorder Outreach service
- An assessment by an Educational Psychologist or other specialists e.g. Occupational Therapists
- Working in 1:1 or small groups on a specific programme of work
- Providing special equipment/resources as required to support your child's learning and development.

The Class Teacher will explain to you what the concerns are and will also explain what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the Class Teacher.

You will have the opportunity to discuss your child's progress during Individual Learning reviews or specific Individual Education Plan /Single Support Plan/Education, Health Care Plan meetings. The aim of these meetings is to review the progress which your child has made and to agree new targets. There will also be an opportunity to discuss any new recommendations from outside agencies and change any strategies being used to support your child.

Our school has a regular reporting cycle in place for all children. This cycle takes the form of two parents' evening during the year as well as subsequent reviews as necessary. At these meetings, class teachers will discuss your child's provision, any interventions they are accessing and the outcomes achieved. These provide opportunities for sharing any information about their wider needs and what they need in their future provision, appropriate targets linked to academic outcomes and where appropriate their social, emotional needs can be discussed and put in place.

In the Summer Term, parents/carers will receive a written report, celebrating their child's progress across all areas of their curriculum, highlighting the strengths of each child and the areas they can be supported in to make further progress. Parents will be given an

update on how additional interventions have impacted their development.

If your child is transferring to an Education, Health and Care Plan (EHCP), has an existing Statement of Special Educational Needs or is in receipt of SEND support, they will have an annual review meeting involving all professionals who work with you and your child. This will be to review and evaluate progress and identify next steps, make changes to provision and update details and also to consider a positive transition to the next year or stage of schooling.

If a specialist professional works with your child, recommendations may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support him or her better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- A group or individual work with an outside professional.

What support is available to pupils with SEN on school trips?

We always strive to make alternative provision to enable ALL pupils to access school trips, school visits and clubs. For activities out of school, risk assessments are always carried out, and procedures are put in place to ensure that all children can participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent will be asked to accompany a child during the activity. If a child is unable to access a particular activity, we will ensure that an alternative experience is provided. We work closely with any organisation that is providing outside learning and aim to provide any specialised resources that may be needed.

What support is available for improving the emotional and social development of children with additional needs?

We recognise the impact a child's emotional development can have on their overall achievement and have a wide range of approaches in place to support children and families. We use a dynamic developmental approach to help children learn how to understand their emotions, regulate and manage their own behaviours.

In addition to the high quality teaching provision by the class teacher and class TA/LSA, our Pupil Support Team, including our Learning Mentor, is available to assist children who have emotional / social development needs or difficulties. Our Pupil Support Team works with individual children and small groups using programmes including Emotional Literacy Support (ELSA). If we feel that further support is needed, we would make a referral to the

Vulnerable Learner's Service for additional strategies, assistance and advice. We work in partnership with the Local Authority's Vulnerable Learner Service (VLS) who supports us in delivering specific programmes.

The school also works closely with the Education Welfare Officer to ensure that families are supported with school attendance issues.

Pupils with medical needs are supported by trained staff and medical / personal care plans are put in place to support these pupils sensitively.

Our positive behaviour policy focuses on encouraging and supporting children to develop appropriate behaviours. Where children require additional support, they may have an individual plan, positive handling plan or other support to improve behaviour over time. After any behaviour incident, the child and the staff involved are able to reflect on the event with an adult and discuss ways of changing or improving their behaviour so that future incidents can be avoided. We regularly work with all children and staff to promote anti-bullying. This can be through whole school themed weeks, (particularly in November) including e-safety and cyber-bullying, school council meetings and activities, pupil voice groups, assemblies and small group social skills work. We have a clear anti-bullying policy, which defines bullying, outlines the signs of bullying and details procedures. All reports of bullying will be acted upon and parents kept well-informed. Vulnerable children will be supported and actions will be taken to work alongside pupils to help change their behaviour if and when needed.

What is my child has SEN and is not able to attend school?

Children with SEN still have to come to school. If you have problems with this, we will work with you to find ways to overcome this. Our aim is to always find a way to get your child back into school as soon as possible. If your child is ill, you must still tell the school. We have to share our concerns about attendance with other professionals. This might include Social Services or the Police.

What happens when my child leaves school?

We work with other schools to make sure that they know about your child's SEN. We have to share all of the information about your child's needs with the new school. We meet with you and talk about what the next school needs to know about your child; what works well, what help they have; who their friends if they are moving up the Middle School. We send a report and meet with the teacher or ring them. We make sure that all of your child's records are sent to the new school. If your child has help from specialist teachers, we tell them that your child is moving to a new school. We can organise extra visits for your child to visit their new school, if it is needed. If your child has an EHCP, we make sure that we follow the Local Authority Guidelines to help you find the right school for your child.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with additional needs, concerning the provision made at the school?

We sincerely hope that every parent/ carer is happy with the arrangements in place for their child at Sandford Primary School. Any queries, problems or concerns can be discussed with the class teacher. In most instances, issues can be resolved at this stage. If a parent has a concern or complaint to make it should, in the first instance, be directed to Mrs Lorna Richardson, the Executive Headteacher, verbally or in writing. If the parent is not happy with the outcome, they should then follow the guidance outlined in our Complaints policy which is available on the website.

Other useful websites?

- www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml - Brilliant site! Lots of games and an excellent revision unit
- KS2 Bitesize Maths BBC Parenting - www.bbc.co.uk/parenting Charity Choice.co.uk - UK Charities Directory
- ChildLine.org.uk - Free helpline for children and young people in the UK
- Childnet International - Non - profit organisation aiming to help make the Internet a safe place for children
- www.cruse.org.uk/ - Voluntary organisation which provides a range of services to help people cope more constructively with the changes that bereavement may create in their lives. Their services include free information, face-to-face bereavement support for adults and children, group work, helplines and website.
- National Eczema Society
- I CAN - The children's communication charity netmums - www.netmums.com
- NHS Direct UK - Health & medical information NSPCC.org.uk Ofsted www.ofsted.gov.uk
- Parents Centre www.parentscentre.gov.uk
- Parent Line www.parentlineplus.org.uk.

We hope that you have found this information report helpful. If you have any other questions, please use the contact details at the top of the report to speak to use. Thank you.

Declaration

This information report is updated annually by the Head Teacher, SENDCo, parents of pupils with SEN and SEN Governor.