



SEN Information Report

Welcome to Ditcheat Primary School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and/or Disability (SEND).

At Ditcheat Primary school, we prioritise a personalised approach to ensure that the very best learning opportunities are offered to meet the needs of each child. We are a fully inclusive school, where all our children are supported to enable them to achieve their potential. All Somerset County Council maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and we are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Mrs Dawn Knight is our Special Educational Needs Co-ordinator (SENCO) and she is currently undertaking the nationally recognised SENCO qualification at Masters level. She can be contacted by telephone or email, via the school office. Mrs Knight also works as part of the Senior Leadership Team to ensure appropriate consideration is given to inclusive provision for pupils.

How Do We Identify and Assess a Child's Special Educational Needs?

Prior to starting school, a child may already have been identified with a Special Educational Need or Disability. Where this is the case, we work closely with families and supporting agencies to ensure that transition into school is as smooth as possible, and we plan carefully to allow the child to quickly feel happy and confident in the school environment.

A child's Special Educational Needs may not become apparent straight away. At Ditcheat Primary School we rigorously track and monitor children's progress throughout the school year. On a daily basis, teachers are evaluating and observing children to consider their progress as well as their emotional well-being and behaviour. Assessment data is formally recorded at the end of each term and this is analysed by senior leaders and discussed with class teachers at pupil progress meetings.

As soon as we have any concerns, our first step would be to contact the child's parents to gain their perspective and point of view. If as parents, you have any concerns about your child's progress or well-being we urge you to approach the school and arrange a meeting with your child's **class teacher**. We welcome input from families and parents and understand that by working together we are doing the very best for your child. Following consultation with parents, we may decide to begin a graduated approach in response to concerns. Additional adjustments to classroom provision will be made and/or appropriate small group or individual intervention will be put in place. The impact of this will be reviewed after a term. If your child has made good progress, it may be felt that no further support is necessary. Alternatively, we may decide that an additional term of support and

intervention would be beneficial. Once again, this will be reviewed. At this stage, if it is agreed by school and parents that the child will need on-going support, the child may be added to the SEN Register. Parents will be officially informed by a letter. In some circumstances the process can be accelerated if it is felt that a child urgently needs additional support.

SENCO and staff will also refer to an additional document: SEN Identification, SEN Identification: Whole School Approach.

Who Will Help?

Who are the best people at Ditchheat Primary School to talk to about my child's learning and possible challenges or difficulties?

Class Teacher

Your child's class teacher will be your main point of contact and developing a good working relationship with them will be important for you and your child. They are responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need. The class teacher will work closely with the SENCO to plan and provide additional classroom support to allow your child to fully access the curriculum and/or interventions to accelerate learning.
- Writing an Individual Education Plan – these can be known as pupil passports, which the teacher and child write together. This will contain information about the child, their difficulties and how we can best support them. They will also contain SMART targets which will be continuously reviewed and updated as appropriate and shared with the SENCO and parents at least once a term.
- Ensuring that all staff who work with your child understand your child's specific needs, support strategies and targets. The class teacher, with support from the SENCO, is responsible for ensuring that support staff are informed, trained and equipped to successfully deliver interventions to ensure your child's success.

SENCO – Miss Hunt (was Mrs Knight)

Responsible for

- Co-ordinating the support for children with special educational needs or disabilities and for continuously developing the school's SEND policy and approach to ensure a consistent, high quality response to meeting each child's needs in school.
- Ensuring that the child's voice is heard and placed at the centre of planning for support.
- Ensuring that parents are involved in supporting their child's learning and are kept informed about the support their child is getting and that parents are involved in reviewing the progress their child is making.
- Liaising with other people and agencies who may be coming into school to help support your child, for example, Educational Psychology, Speech and Language Therapy.
- Updating the school's SEND records and making sure that records of your child's progress and needs are kept up to date.
- Providing specialist support and advice for teachers and support staff in the school, so that they can help children make the best possible progress. This would include offering some more specialist assessment opportunities.

- Being an additional point of contact for parents and meeting as necessary to discuss the progress, needs and provision for their child.
- To plan for successful transitions throughout a child's school career.

Head of School – Mrs Cosser and Executive Head Teacher- Mrs Bisset

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the Governing Body are kept up to date about any issues in the school relating to SEND.

SEN Governor – Mr Brian Lippitt

- Working closely with the SENCO to make sure that the necessary support is made for pupils who attend the school who have additional needs.
- Meeting with SENCO at least termly, to review provision as a critical friend.

What Support is Available?

What are the different types of support available for children with SEND at Ditchheat?

Quality First Teaching

This provision is available for all children. Research shows us time and time again that children who receive consistently high quality teaching will make the best progress.

For your child that might mean:

- That the teacher has the highest possible expectations for your child.
- That all teaching is based upon an excellent understanding of your child's abilities and builds on what your child already knows, can do and can understand.
- Your teacher has an excellent understanding of the barriers to your child's learning and how to support your child to achieve.
- Different teaching strategies and methods are used so that your child is fully involved in learning in class. This may involve the use of additional resources, multi-sensory approaches, dyslexia friendly environments.
- Specific strategies are used to support your child, which have been recommended by the SENCO or by an outside professional.

Quality First Teaching PLUS

This will be available to any child who may show gaps in their understanding or who is just not quite making expected progress. It is likely to involve an intervention – either individually or small group. This could be run by the teacher or the learning support assistant. At Ditchheat, we aim for

interventions which run little and often, so that children do not miss out on their quality first teach, they do not feel singled out and they do not miss out on their favourite lessons.

SEN Support

This will be available to children on our SEN Register, and offers a more bespoke or personalised approach. A range of strategies and interventions may be used with the aim of accelerating progress. Advice from outside agencies may be sought, to ensure that the school are offering the very best support to your children.

High Needs Support

For children with additional medical funding or an EHCP (or who are likely to benefit from an EHCP), provision is planned for through an annual review meeting. This will inform our approach to supporting the holistic needs of a child as well as the smaller steps targets. The annual meeting will be attended by the child where appropriate (or the child's views will be brought to the meeting), parents, school staff and other professionals involved.

How do we Measure Progress?

- Your child's progress is continually monitored by his/her class teacher.
- Your child's progress will be monitored termly by senior leaders and discussed at a pupil progress meeting.
- Formal assessments take place at the end of EYFS, Year 1 phonics screening test, end of Year 2 and end of Year 6. If your child is Year 2 or above, we may use a more sensitive assessment tool called the Pre Key Stage Assessment.
- Pupils with SEND will be supported with an Individual Learning Plan which will be reviewed termly and the plan for the next term made. This sets clear, achievable targets for pupils to meet and is an effective tool for measuring small but crucial steps of progress made by your child.
- The progress of children with an EHCP is formally reviewed at an Annual Review.
- The SENCO will also check that your child is making progress within any individual or group work interventions, using a range of other assessments, such as reading ages, spelling ages, emotional difficulty questionnaires.

Where outside agencies are involved, they too may assess progress made by your child.

Staff Training

The SENCO will review and plan for training for LSAs and staff on a termly basis. She may deliver training, focusing on a specific area of SEN or visitors may be brought in. In addition, staff may attend external courses or participate in an on-line learning opportunity. The SENCO will endeavour to adapt training to the needs of the children who are currently in school.

Transition

What arrangements are in place for supporting children and young people moving between classes and moving from the primary phase to the secondary phase?

We aim to maintain good relationships and communication with all relevant local pre-schools. In the summer before starting school the Early Years teacher will meet and get to know all the children, and works closely with the SENCO to ensure that all children have a great start to their school career.

Our receiving secondary schools run a series of transition opportunities – offering additional sessions for those children who would benefit. In addition, our SENCO will meet with the SENCO at the receiving secondary schools to discuss specific children, for some children it would be appropriate for the receiving SENCO to attend annual reviews for children in year 6.

What happens when parents and carers are not happy with our provision?

It is our hope that dissatisfaction or concern can be addressed swiftly and effectively with the Class Teacher, SENDCO (Miss Hunt) and/or Head of School (Mrs Cosser) and/or Executive Headteacher, (Mrs Bisset) at the earliest opportunity.

SENDIAS is an organisation that can help parents with questions and concerns around Special Educational Needs. Follow the link below or telephone 01823 355578 for support or advice.

<https://choices.somerset.gov.uk/025/send/somerset-sendias/>

We want all children to be the best that they can be. We have high expectations for all children and adopt the philosophy that children with SEND, with timely and effective support, will meet high expectations appropriate to them.

Electronically signed by

Dawn Hunt

SENDCo

24th September 2024