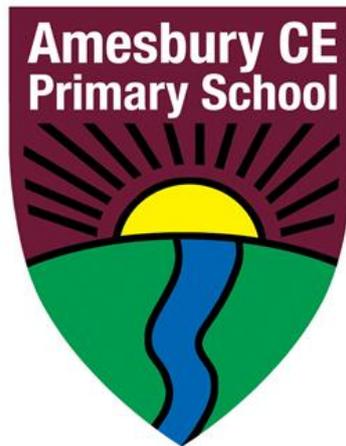


Amesbury CE Primary School

“Whatever you do, work at it with all your heart” Col 3:23



Kindness ◇ *Dignity* ◇ *Endurance*

SEN Information Report

Policy date: **September 2020**

Review date: **September 2021**

Aim of SEN Information Report

From September 2014 all schools and academies have been required to publish information about their Special Educational Needs and Disability (SEND) provision.

Our school's SEN information report is provided as part of Wiltshire's Local Offer. This is information published by the Local Authority, about services that are available for children and young people with special educational needs and/or disabilities aged 0-25.

Further details of the Local Offer from Wiltshire County Council can be found [here](#). This is in line with the SEND Code of Practice which can be found in its entirety [here](#).

Introduction to SEN

A child may be described as having a special educational need or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided (i.e. over and above adjustments, aids and services required by the Equality Act 2010). This may mean that they have a learning difficulty or a disability that requires support that is different from, or additional to, that provided for other children of the same age.

The SEND Code of Practice focuses on providing the right support for children and young people from 0 to 25 years who have a special educational need and/or a disability. It also gives parents and carers a greater say in what appropriate provision is for their child. Where there is a need, children are identified as requiring extra support and for those where there is a high level of support, the child will be awarded an Education and Healthcare Plan (EHCP). In Wiltshire, the EHCP is referred to as a 'My Plan'; meaning that it is owned by the child.

What SEN needs are currently catered for at Amesbury CE Primary School?

At Amesbury CE Primary School we intend for our school to be fully inclusive of all children and we ensure that we offer a variety of additional support that children may need to engage in learning. We provide support for a range of special educational needs. The SEND Code of Practice has categorised these needs into four groups:

Communication and Interaction (C&I)	Some children may have difficulty in communicating with others. They may have difficulty saying what they want, understanding others or understanding or using social rules of communication. Children with Autism or Asperger's may have difficulty with communication and relating to others.
Cognition and Learning (C&L)	Learning difficulties cover a wide range of needs and severity of needs. Some children will need support in many areas of the curriculum whereas some may only need support in one area. Others may have a specific learning difficulty such as Dyslexia, Dyscalculia or Dyspraxia.

Social, Emotional and Mental Health (SEMH)	There is a wide range of social and emotional difficulties which can result in children becoming isolated and withdrawn or perhaps displaying challenging or disturbing behaviour. Some children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
Sensory and/or physical (S&P)	Some children may have a disability which prevents or hinders them from accessing the curriculum and school facilities in the same way as other children. Hearing and vision impairment are examples of this. Children may require additional support and equipment.

We also offer support to children with a wide range of medical needs.

Our SEN Team

We have an extensive SEN team at Amesbury CE Primary School. Our Special Educational Needs Coordinator (SENCo) is **Mr Tom Humphreys**. In his teaching career, Mr Humphreys has worked with children with a wide range of disabilities with a focus on children with Social, Emotional and Mental Health Issues and children with autism. Mr Humphreys is responsible for all children with a recognised SEN need in our school.

Mr Humphreys is contactable via the school office on 01980 623009 or by emailing senco@amesbury.wilts.sch.uk.

Mr Humphreys is supported in role by **Miss Rebecca Holden**, who is our Inclusion Leader. Miss Holden has worked at Amesbury CE Primary School for five years. Within this time, she has been Interventions Lead, Deputy SENCo and worked as Interim SENCo in January 2020. Miss Holden is responsible for ensuring our school is fully inclusive and accessible to all.

Other adults in our school that contribute to our SEN work are;

- **Mr Dan Jeffries** (Interim Head Teacher)
- **Mrs Sophie Short** (Deputy Head Teacher)
- **Ms Carmen Batchelor** (Pastoral Manager)
- **Mrs Chris McIlvar** (The Bridge)
- **Mrs Tracey Kinge** (ELSA)

Our school is also supported by our school governors. Our named SEN Governor is **Angela Bayliss**.

In addition to this, your child will work regularly with their class teacher and they may have a Teaching Assistant (TA) in their class to work either with small groups or individuals, as set out by the class teacher and the SENCo.

How do you assess if a child needs extra help?

Children are identified as having special educational needs through a variety of ways:

- Some pupils are identified as having SEN before they start school. There will usually be an additional transition meeting (organised by their pre-school setting) with their

parents, pre-school and school staff to ensure they start school with the support they need. The YR class teacher or Teaching Assistant (TA) will usually visit feeder pre-school settings to observe and liaise regarding new entrants to YR.

- Concerns raised by parents/carers and the children themselves.
- Class teachers monitor pupils' progress daily and will put in support and adjust their teaching as required. This is called Quality First Teaching and is every child's entitlement. If the child is still performing well below age expected levels in class or if a child's behaviour or self-esteem is affected then this may indicate the child needs to have additional support.
- School assessments. Three times a year pupils are formally assessed and their progress is recorded. Following these assessments pupil progress meetings are held where we discuss pupils' progress in Literacy and Numeracy. These are led by the subject leader and attended by the class teacher, the SENCo and the Governor responsible for that subject area. At these meetings we discuss pupils who are making less than expected progress. Some of these pupils may have SEN. We examine how they have already been supported and what additional or alternative support we can put in place for them. We also closely monitor children's emotional and behavioural well-being.
- Information provided by external agencies and health professionals. If a child is considered to have SEN, in consultation with their parents, they will be included on the school's SEN register as having SEN support.

There is a variety of documents that may be created to support children. These documents will be regularly reviewed and shared with parents/carers. These might include;

One Page Profile (OPP)	A One Page Profile is created in conjunction with the child and a trusted adult. The OPP allows children to express what they like, what they dislike and methods to best support them.
Individual Education Plans (IEP)	These offer structured SMART (Specific, Measurable, Achievable, Realistic & Time-Based) targets for class teachers, TAs, children and parents to work towards to allow the child to make a high level of progress.
My Support Plans (MSP)	These detail the child's strengths and interests as well as describing the additional needs they have and gives details of the plan to best support them. These are stored and moderated centrally by Wiltshire County Council.

Statutory assessment is generally used where a child has ceased to make progress despite SEN intervention programmes or where a child has an identified medical need or specific diagnoses. If the school feel this is appropriate then it will submit evidence to the Local Authority for assessment. If the Local Authority agree, an 'Education, Health and Care Plan' (EHCP), known in Wiltshire as 'My Plan' will be created. This process is done in conjunction with the child's family to paint a holistic picture of the child at home and at school.

How will I be involved in this, as a parent/carer?

We are committed to developing every child's full potential intellectually, physically, spiritually and socially, and feel this is most successfully achieved when we work in

partnership with you, the parent/guardian. Your views are important to us and we encourage all parents to speak to school staff with any concerns. There are a variety of ways that you can contribute to your child's education:

- Discussions with the class teacher.
- Meetings with the SENCo.
- Attending parents' evenings.
- Contributing to your child's one page profile.
- Attending meetings with any relevant external agencies.
- Supporting learning at home, particularly reading regularly with your child and working on any specific targets set for your child as advised by the class teacher.
- Attending specific meetings to review IEPs, MSP and EHCPs.

How will my child be involved in the decision making about them?

- All children are encouraged to evaluate their own learning and next steps as part of daily learning activities.
- Children with special educational needs are also involved in reviewing their IEP targets. Their new IEP targets are shared with them and wherever possible children are encouraged to help to decide what their targets should be.
- If it is felt appropriate, children are invited to attend annual review meetings where they are able to give their views about the past year and what they would like put in place for the coming academic year.
- Children with a MSP or EHCP will have their views sought, in a method appropriate to them, prior to any meetings.

How do you teach and assess my child?

How do you adapt the curriculum and learning environments for pupils with SEN and what additional support is there?

The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. All learning within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This may include small group learning but this can also be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Our SENCo oversees all support and progress of any child requiring additional support across the school and offer support and guidance to the staff working with children who require additional support.

How do you assess and review progress of pupils with SEN?

Children are assessed at regular points throughout the year by their class teacher, including termly formal assessments and daily informal assessments. This is monitored by the Headteacher. For children not making the expected progress, they are discussed in a Progress Review meetings with the class teacher and members of the senior leadership team. In this meeting, a discussion takes place concerning why individual children are

experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings, you will be informed. The Headteacher tracks the progress of every child and holds staff accountable when children do not make expected progress.

How do you enable children with SEN to engage in all activities of school with their peers?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What support is available to develop the emotional, mental and social development of pupils with SEN?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for every child in their class. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies. The school may also use our Emotional Literacy Support Assistants (ELSA) to support children.

We also hold a group, known as The Bridge, which follow the principles of Nurture. The Bridge is designed to be a link between home and school; a place where children can feel safe and secure and therefore develop their individual needs.

What is the purpose of The Bridge and its Philosophy?

The Bridge is a small group of pupils (6-8 pupils) that attend as a short-term intervention. The Bridge is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision. Its purpose is to offer children opportunities to re-visit early learning skills and promote and support their social and emotional development. There is research based evidence to prove that children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community. The Bridge provides children with this opportunity and so helps to develop their maturity and resilience.

Before children attend The Bridge provision parents are informed by letter and requested to sign a permission slip. More information about The Bridge can be found on 'The Bridge' page on the school website.

How do you ensure staff are trained appropriately to support children with SEN?

The school SENCo, regularly attends courses and SEN conferences run by the local authority and is currently undertaking a Post Graduate Certificate in National Award for SENCos.

All school staff including teaching assistants receive regular training on various aspects of SEN. Examples of this include workshops on working memory, Autism and aspects of speech therapy. This may be provided by in-house training or outside agencies. Our TAs are trained

in a variety of interventions. Where a child has a medical need, relevant staff are trained to meet those needs e.g. epilepsy, diabetes, use of epipens etc.

How do you evaluate whether your provision been effective?

- By reviewing the children's targets on their IEPs, MSP and EHCP and ensuring they are being met.
- Reviews of data to ensure that your child is making progress academically against national/age expected outcomes and the gap is narrowing so they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent, pupil, SENCo or Deputy Headteacher.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

How do you use your budget to ensure that you have the right equipment and facilities to support children with SEN?

We ensure that all children who have SEN are provided for to the best of the school's ability with the funds available. We have a team of TAs who deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given more support in order to allow them to make progress. Children with an EHCP may receive additional funding. This funding will be distributed in line with the recommendations of the EHCP, the school SENCo and other members of the senior leadership team.

In addition to our in school interventions and programmes we may occasionally seek out of school support to best support each child. Our intervention programme and facilities are reviewed regularly by members of the senior leadership team to ensure that they are fully effective.

What other services are involved in my child's education or supporting our family?

At Amesbury CE Primary School we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Behaviour Support Service (BSS)
- Health Services (such as GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists.
- Social Workers
- Educational Psychologists
- Counsellors

How will you support my child when transferring through different phases of education?

We encourage all new children to visit the school prior to starting. For children with SEN, we would encourage further visits to assist with the acclimatisation of the new surroundings. If

possible, we would also visit them in their current school or pre-school settings. We write social stories for children if transition is potentially going to be difficult and provide pictures of their teachers, TAs and places within their classroom and school.

When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. At our 'feeder' secondary school, The Stonehenge School, we support them with a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How will I raise a concern if I need to?

If you feel your child is not doing as well as they should be or if they have been recently diagnosed with a particular medical need then please feel free to contact your child's class teacher. They may be able to signpost you to the correct support.

If you have a complaint you should follow our normal complaints procedure. You may wish to do this through the following steps:

- Firstly, talk to your child's teacher. They are the person that sees the child throughout the day and may have a good understanding of the situation.
- If you feel that your concerns are relating to an SEN need that you may require further support with you can arrange to speak to Mr Humphreys, our SENCo.
- If you feel the matter needs to continue further you should consult with the school Headteacher.
- Following this, you may wish to put a complaint, in writing, to the Chair of Governors.