

Croscombe Primary School SEN OFFER

Type of school	VA Church of England Primary School	Primary (5-11)
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Our school is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Fully wheelchair accessible	no	Are these school policies available on the school website?	
Auditory / visual enhancements	no	SEN	
Other adaptations	none	Safeguarding	
Our classrooms are set over ground and first floors, with Class One and the hall on the ground floor and Classes 2 and 3 on the first floor together with the library. We also have a Forest School site, allotment and school field all of which are a short walk from the school.		Behaviour	
		Equality and Diversity	
Are you aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?			yes

	<p>Head teacher, Mr Heath</p> <p>SEN Governor – Mrs D Levien</p>	<p>He is responsible for:</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 SEN.• He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child’s needs are met.• He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. <p>She is responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is made for any child who attends the school who has SEN.• Monitoring the SEN provision alongside the SENCO• Developing and reviewing policies and other SEN documents with the SENCO
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HOW WILL THE SCHOOL KNOW THAT MY CHILD NEEDS EXTRA HELP?

<p><i>How does the school identify children who have SEND?</i></p>	<p>Staff involved</p>	<p>What will happen?</p>
	<p>School assessments</p>	<ul style="list-style-type: none"> • Teachers are responsible for assessing and monitoring the progress of all children in their class. If a child fails to make their expected progress in the National Curriculum despite additional support or falls more than 1.5 years below the expected levels in reading and /or spelling age then; ➤ The class teacher will initiate some additional support (booster / catchup) work. The class teacher will refer to the Somerset Core Standards as a framework for good practice. This support may be in a small group or on a one to one basis and will be focussed on a particular aspect of learning. The SENCO may be involved in discussions and advice. Information about progress and support will be shared with parents / carers and the SENCo. ➤ If a child continues to not make the expected progress the class teacher may then request that the SENCo becomes involved. ➤ The SENCo may then invite the parents/ carers to a meeting and / or carry out observations and assessments to inform a decision as to whether a child needs to be entered onto the SEN assess -plan – do – review cycle. ➤ The SENCo may contact outside agencies in order to understand a child’s needs more clearly.
	<p>Teacher concerns</p>	<ul style="list-style-type: none"> • Staff may observe that a child is experiencing specific barriers or difficulties with learning • The class teacher is responsible for initiating some additional support. This may be in a small group and focussed on a particular aspect of learning. The SENCo may be involved in discussions and advice, and information about progress will be shared with the parents/carers and the SENCo • If a child continues to not make the expected progress the class teacher may then request

		<p>that the SENCo becomes involved.</p> <ul style="list-style-type: none"> • The SENCo may then invite the parents/ carers to a meeting and / or carry out observations and assessments to inform a decision as to whether a child needs to be entered onto the assess -plan – do – review SEN cycle • The SENCo may contact outside agencies in order to understand a child’s needs more clearly.
	<p>Parental / carer concerns</p>	<ul style="list-style-type: none"> • Any parental concerns should be raised with the class teacher who will then, if necessary, discuss further with the SENCo for advice. • The class teacher may initiate some additional support if appropriate. If concerns continue the class teacher may request that the SENCo becomes involved. • The SENCo may then invite the parents / carers to a meeting and / or carry out observations and assessments to inform a decision as to whether a child needs to be entered onto the assess -plan – do – review SEN cycle • The SENCo may contact outside agencies in order to understand a child’s needs more clearly.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority such as advisory teachers, Educational Psychologists, Sensory, Physical and Medical Support Team
- Staff who visit from outside agencies such as the Integrated Therapy Service (-Speech and Language therapy (SALT), Occupational Therapy (OT) and Physiotherapy)

The support will be provided through a graduated response in line with the Somerset Core Standards. The content of this response is described further in the school's graduated response circle and Core Standards which are included as an appendix to this school offer.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p><i>What are the different types of support available for children with SEN in this school?</i></p>	<p><u>UNIVERSAL SUPPORT</u></p> <p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. This is the Universal strand of the Core Standards.</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils 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 approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. • Putting in place additional support that has a proven positive impact on children's learning 	<p>All children in school should be getting this as a part of excellent classroom practice</p>

	<p>Specific group work with in a smaller group of children (Wave 2). This group may be</p> <ul style="list-style-type: none"> • Run in the classroom another teaching space • Run by a teacher or Teaching Assistant who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/she is responsible for the planning and review of the sessions and will liaise with the teaching assistant about planning, delivery and outcomes from the group. • Information will be shared with you and the SENCo, and recorded on the school’s systems 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
	<p>TARGETED SUPPORT</p> <p>Specialist groups or individual sessions (Wave 3) which means they have been identified by the class teacher and SENCO as needing some extra specialist support in school, and advice from a professional outside the school. Some children in school will have needs that require support at this targeted level of the Core Standards.</p> <p>This may be from:</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher and SENCO as needing more specialist input in addition to excellent class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. This meeting will be part of a termly assess -plan –do – review SEN cycle. • You may be asked to give your permission for the school to discuss your child at a Multi-professional Consultation meeting. This is a way of the school accessing advice from external agencies. • You may be asked to give permission for your child to be referred to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist or Specialist Advisory Teacher. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school. • The specialist professional may work with your child/ carry out assessments or observe them in the school setting in order to understand their needs and make recommendations. These may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set focussed targets which will include their specific expertise for teachers to implement ○ A specialised group or individual work • The school will discuss with you some agreed individual support for 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. They will receive support that is different from and additional to the Wave 1 and 2 teaching that is available to all children.</p>

	<ul style="list-style-type: none"> • Educational Psychologist • Specialist Advisory Teachers • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist. 	<p>your child. They will tell you how the support will be used and what strategies will be put in place.</p> <ul style="list-style-type: none"> • Yours and your child’s views will be listened to and recorded on the school’s SEN passport. This will also contain information about targets, provision and progress. 	
	<p><u>PERSONALISED INDIVIDUAL SUPPORT</u></p> <p><i>A few children will need support provided via an Education, Health and Care Plan (EHC Plan).</i></p> <p>This means your child will have been identified by the class teacher, the SENCO and outside agencies as needing a particularly high level of personalised and individual teaching which cannot be provided from the budget available to the school.</p> <p>Your child will also be receiving specialist support / advice from</p>	<ul style="list-style-type: none"> • The school or you 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 more detail about this from the Somerset County Council website – Somerset Choices. https://www.somersetchoices.org.uk/family/ • After the request has been sent in to the Local Authority (with a lot of information about your child including some from you), they will decide whether they think your child’s needs -as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved 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 SEN support. • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe and complex and that they need more support in school to make good progress. If this is the case they will write a Education, Health and Care Plan (previously known as a Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the SEN support. They may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Education, Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long term goals and outcomes for your child. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe and complex • lifelong

	<p>a professional outside the school. This may be from an Educational Psychologist, Specialist Advisory Teachers, or other outside agencies such as the Integrated Therapy Service or a Paediatrician</p>	<ul style="list-style-type: none"> • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
<p><i>How can I let the school know I am concerned about my child's progress in school?</i></p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Teacher • If your child is still not making progress the concerns may need referring to the SENCO. • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor. 		
<p><i>How does the school monitor progress and let me know if they have any concerns about my child's learning?</i></p>		<ul style="list-style-type: none"> • Croscombe has Pupil Progress Meetings where students who give concern are discussed and appropriate actions agreed and reviewed. Parents evenings are arranged twice a year, you will also receive a mid-year monitoring sheet and an end of year written report. • When a teacher or a parent / carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO • The school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning 	
<p><i>How is extra support allocated to children and how do they move between the different levels?</i></p>		<ul style="list-style-type: none"> • The school budget, received from Somerset LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. 	

<p>Who are the other people providing services to children with an SEND in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Teaching Assistants • Forest School
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Educational Psychology Service • Learning Support Service • Communication and Autism Service • Sensory, Physical and Medical Support Service • Mendip Partnership School • Parent and Family Support Advisors
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Integrated Therapy Service (speech therapy, occupational therapy, physiotherapy)
<p>How are the teachers in school supported to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the teachers in planning for children with SEN. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEN issues such as ASC, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class • The SENCO has a Postgraduate Diploma in Complex and Specific Learning Difficulties • The teaching staff have received training in using Numicon, Dyslexia Friendly Classrooms, Maximising the Impact of TAs, the new Code of Practice, Working Memory, the Core Standards. • The Teaching Assistants have attended training on Effective Questioning, Numicon, Language and Communication, Dyscalculia, Working Memory 	
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure your child's needs are met. • Teaching Assistants will support your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. The school will use the Somerset Core Standards to ensure that quality intervention with proven efficacy are in place when needed. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. 	

<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • His/ her progress is reviewed formally every term and a judgement is made about whether s/he is on target to achieve the relevant Age Related Expectations in Literacy and Numeracy. • If your child is not yet working at Year 1 Age Related Expectations by the end of Y1, s/he will be assessed using another scale of levels. The levels are called ‘P levels’. • At the end of Key Stages 1 and 2 the school is required to report whether your child has achieved Age Related Expectations in English, Maths and Science. This is something the government requires all schools to do and the results that are published nationally. • The progress of children with a statement or EHC Plan is formally reviewed at an Annual Review • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>What support do we have for you as a parent of child with an SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child’s individual needs.
<p>How have we made Croscombe accessible to children with SEND?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • Key words and literacy resources are used across the school to support learning. • Practical maths resources such as Numicon are available in all classes. • Visual timetables / reminders / learning prompts are used in all classrooms • Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary an additional adult may accompany your child on the trip. • There is a disabled access toilet in school. One classroom is downstairs and 2 are upstairs in a building that pre-dates disabled access regulations. • Adaptations will be made to allow all children to access the offsite activities that we offer eg. Forest School, the school field, the school allotment
<p>How will we support your child during transition? (ie. Moving to our</p>	<p>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.</p> <ul style="list-style-type: none"> • If your child is moving into our school;

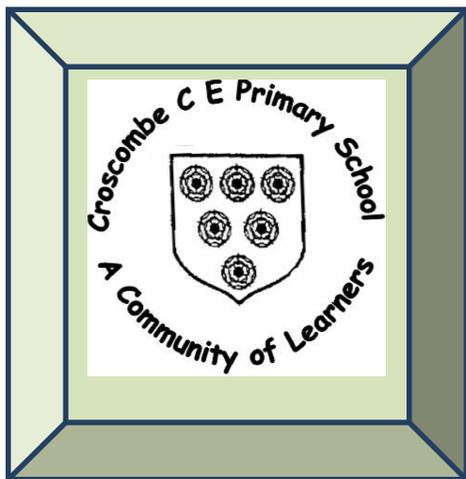
school /when they are moving to another class or leaving this school?)

- We will discuss any learning needs with the prior setting
- Provide a transition booklet if necessary
- Invite your child for some additional visits prior to joining our school

- If your child is moving child to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - If necessary arrange additional visits for your child to the new setting, or invite staff to visit your child at our school
 - Your child may be part of a specific supported group before transfer to a new school where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer

- When moving years in school:
 - Information about your child will be shared with their new teachers
 - If your child would be helped by a personalised plan for moving to another year, we will put this in place.
 - Organise specific times for your child to visit the new class
 - Provide a transition book if necessary

If you have any further questions that you would like to ask you are very welcome to make an appointment to see Wendy Birkett - SENCO. This can be done through the school office.



Starting Point

UNIVERSAL
High Quality Inclusive
Teaching for all children
plus small group work
where appropriate

Follow whole School
processes used for
assessing, planning,
doing and reviewing.

Inadequate Progress
being made

Possible
further
Universal
intervention

ASSESS

1. Draw on info from above, views
of child/parent, external
services, additional assessments.
Assess against SEN criteria

PLAN

2. Teacher, SENCo, parent, child
agree interventions and
support/expected outcomes. Record on
Pupil Passport. Inform staff

Universal Support for All

Targeted Group Support

Personalised
Specialist Support

DO

3. Implement plan. Class teacher remains
responsible for working with child on daily
basis and assessing impact of the plan

REVIEW

4. Impact assessment, along with views of
child/parent used to review overall impact of
support. Revise plan in light of outcomes.

