Special Educational Needs (SEN) Information Report

Farnsfield St Michael's Primary School

FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school is an inclusive school and we welcome pupils, and their families, with Special Educational Needs and/or Disabilities. We have a range of facilities and specific equipment in school and our staff are highly trained to support many SENDs. Our current SEND support is listed below:

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO



Our SENCO is Miss Nicole Wilson.

Miss Wilson is allocated one day a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We also seek external training for SEND, either via training delivered by external professionals in staff meetings/INSET days or by sending individual staff on SEND training.

Teaching assistants (TAs)

We have a team of 11 TAs, who are trained to deliver SEN provision. A number of these are trained to deliver interventions such as Doodletime, ELSA, Forest School provision and SEMH group work.

Training and Expertise in our school staff

At Farnsfield St Michael's Primary School we invest in our school staff to ensure that the education we provide is of a high quality for all of our learners. Our Teachers and/or Teaching Assistants are qualified in the following areas:

- Dyslexia
- ASD
- ADHD
- Visual difficulties
- Hearing difficulties
- Physical disabilities and difficulties, including modifications and specific equipment
- Personal and intimate care needs
- Precision teaching
- ELKLAN (Speech and language)

- PECs
- Managing challenging behaviour
- Manual Handling Level 3
- Medical needs, including medical care plans
- Inclusive classrooms
- ABI
- One TA trained in BSL Level 3

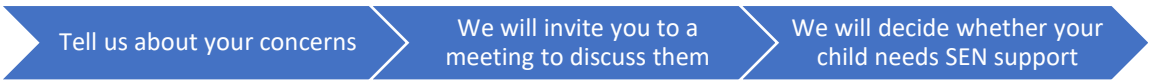
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Educational psychologists
- SFSS (School and families specialist service):
    - The Early Years Team. This team support children in Reception, Year 1 and Year 2.
    - C and I Team (Communication and Interaction).
    - C and L Team (Cognition and Learning).
    - Inclusive technology team
    - VI Team (Visually Impaired)
    - HI Team (Hearing Impaired)

- SBAP (Social Behaviour and Attendance Partnership)
- Neurodevelopmental Behaviour Support Team – previously Small Steps
- GPs or Paediatricians
- Child and adolescent mental health services (CAMHS)
- Speech and Language Therapy Services
- Occupational Therapy Services
- Education welfare officers
- Social services
- Early Help Unit

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



If you think your child might have SEN, the first person you should tell is your **child's teacher**. You can contact them directly on their school email address.

They will pass the message on to our SENCO, Miss Wilson, who will be in touch to discuss your concerns if needed.

You can also contact the SENCO directly on n.wilson@fsmp.org.uk and this is welcomed.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion. They may also, where appropriate, ask for the opinion of external experts named above.

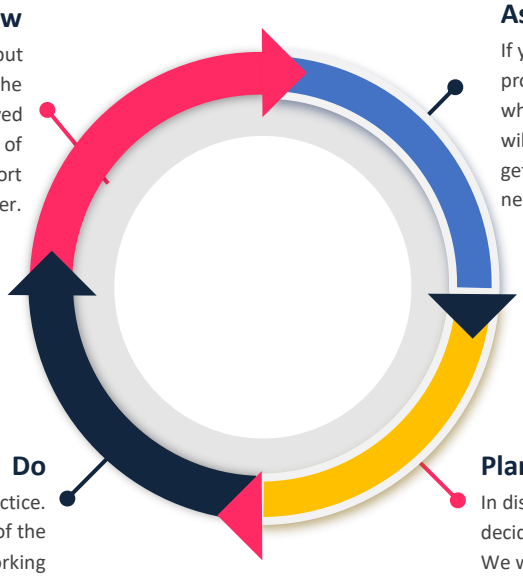
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and class teacher to create a SEN support plan for them. You will meet three times a year at a SEN review to discuss progress and be aware of changes and new targets for your child.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support and will come off the register. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress sent out at the end of a school academic year.

In addition to this, the SENCO and Class teacher/s will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCo.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey/short activity to give insight to their thoughts and opinions

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching (QFT) is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. You can find out more about our curriculum offer here.

- We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.
- Our Accessibility Plan is linked here
- These adaptations include:
    - Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
    - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
    - Adapting our resources and staffing if needed
    - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
    - Teaching assistants will support pupils on a 1-to-1 basis when appropriate
    - Teaching assistants will support pupils in small groups when appropriate in that class/phase

We also provide a range of intervention programmes which differ from phase to phase and year group to year group. These cover a range of subjects such as reading, writing, maths, speech and language and SEMH.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by using some of the following methods:

- Reviewing their progress towards their goals each term (done through termly SEN reviews)
- Reviewing the impact of interventions after the set number of weeks relevant to the particular intervention being accessed
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Holding termly reviews for children on the SEND register

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek additional funding from our family of schools, by putting a bid forward.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in Sports Week/ Sports Day/school plays/special workshops for topics

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school admissions process is linked here.

13. How does the school support pupils with disabilities?

All children at Farnsfield St Michael's Primary School are treated fairly and without discrimination. Please find our Accessibility Plan here.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils, including pupils with SEN are encouraged to be part of the school council
- All pupils, including pupils with SEN are also encouraged to take part in our Enhanced Provision to widen their experiences
- All pupils, including pupils with SEN are also encouraged to be part of Sports Leaders activities to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by having an agreed
- We run a SEMH group for pupils who need extra support with social or emotional development
- We run a Forest Group for pupils who need extra support with social or emotional development and this builds upon their teamwork/social skills
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school. Please find our Anti Bullying policy here.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Both the current teacher and the next year's teacher will meet to discuss the needs of the children transferring, share their current targets/outcomes and the notes from the final meeting will be shared
- SENCo will provide new class teachers with the relevant links to documents for children with SEN who will be in their new class.

Between schools (mid phase)

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Primary and Secondary School

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support as well as any other needs.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Extra visits to the Secondary School if needed
- Transition visits to the Secondary School
- The SENCo for the new Secondary School will be invited to the final SEN review meeting of the year

- Pastoral support from the Secondary School will come in an do a year group Q&A session with all children

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Nicole Wilson, who is also our SENCO, is the Designated teacher for LAC and PLAC to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCo and/or Headteacher in the first instance. They will then be referred to the school's complaints policy. Please find a link here.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please find a link to the Nottinghamshire Local Authority School Complaints page here

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. You should contact your child's class teacher and/or the school SENCo, Miss Nicole Wilson on n.wilson@fsmp.org.uk

To see what support is available to you locally, have a look at Nottinghamshire local offer. They publish information about the local offer on their website: Nottshelpyourself | SEND Local Offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC

- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages