



Farrington Gurney Church of England Primary School

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Special Educational Needs Information Report

2022

Special Educational Needs Co-ordinator:

Andrew Dix

At Farrington Gurney Church of England Primary School we strive to support all our children and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

What kinds of special educational needs are provided for at Farrington Gurney Primary School?

At Farrington Primary School, we believe that every pupil, regardless of gender, race or disability, has the right to equal access to a broad and balanced curriculum. We aim to address children's needs and support their development in the most appropriate way possible and celebrated effort as much as achievement. Additional and/or different provision encompasses the four main areas of SEND.

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical**

How does the school identify children who may have special educational needs?

At Farrington Gurney Primary when children have an identified SEND before they start here we work with people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If the school thinks that your child has a SEND we will observe them, assess their understanding of what we are doing in school and use specific tests and outside agencies (if appropriate) in order to pinpoint what is causing the difficulty (what is happening and why) and meet with you to discuss further strategies and support.

At Farrington Gurney we can use or arrange more specialised tests to assess in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

What will happen if my child does have SEN?

The school will follow a graduated approach to your child's learning. It will follow the sequence of – Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

How is the decision made about what type and how much support my child will receive?

All schools have a notional SEN budget, which is used to support all pupils with identified SEND. Each child is assessed individually and a personal package of support is put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.

The local authority SEND team make the final decision over additional funding allocation for pupils with EHCP's.

If a child joins from another school, information provided by the feeder school, along with

our own assessments will enable the school to allocate resources/support for the child. If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate resources/support for the child.

How will I know how well my child is doing?

At Farrington Gurney Primary School your child's progress is continually monitored by their class teacher, SENCO and the Head Teacher (Executive Headteacher or Head of School).

- Their progress is reviewed every half term against the National Curriculum Age Related Expectations.
- Children on the SEND register will have a One Page Profile and targets set on a SEN Support Plan. These targets are reviewed every large term (3 x per year).
- Children with an EHCP have their targets review every small term (6 x per year).
- The progress of children with an Educational Health and Care Plan (EHCP) is formally reviewed at an Annual Review meeting with all adults involved in the child's education.
- The Headteacher and SENDCO will also check that your child is making good progress through regular SEN meetings with class teachers.

How can I be involved in my child's education?

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher – either formally three times a year at Support Plan meetings and parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting and we can tell you what we are doing in school and how your child is doing. This helps to ensure we are doing similar things to support them and we can share what is working well at home or in school.
- Discussions with other professionals eg. The SENDCO, Speech and Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or by written reports or both).
- Other means of information sharing such as a home/school communication book or TAC (Team Around the Child) meetings.

How will my child be involved in their own learning?

Children are involved every day in their own learning. They are given time to respond to feedback they have been given. The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them. Each child with SEND has a special folder where interventions and progress/successes are recorded. Information and progress is shared with parents during regular review meetings.

Children with an EHCP, parents and adults involved in their plan are invited to their Annual Review Meeting.

Who is involved?

Class teachers

Responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCO as necessary.
- Developing SEN Support Plans (SSPs) and sharing and reviewing these with parents at least 3 times a year and planning for future provision.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO

Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND policy to ensure that all children get a consistent, high quality response to meeting their needs in school.
- Following a graduated response appropriate to the needs of the individual child.
- Ensure that parents are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are progressing
 - Involved in planning ahead for them.
- Liaising with outside agencies that may be coming into school to help support your child's learning eg. Speech & Language Therapists, Occupational Therapists, Educational Psychologists etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood). Ensuring that there are records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) to achieve their potential.

- Giving the class teacher support when writing SEN Support Plans (SSPs) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school.

HeadTeacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Gives responsibility to the SENCO, class teachers and LSAs but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body.

What are the arrangements for assessing and reviewing children's progress?

The school Assessment Policy outlines the range of assessments regularly used throughout the school.

In addition to this, the progress of SEND children is assessed and reviewed by:

- Evaluation of provision maps and SEN support plans 3 x yearly.
- Consultation meetings with outside agencies.
- Annual Reviews for children with EHCP plans.

When assessing children with SEND, consideration is given to recording needs eg. Do they need a reader, scribe, extra time, rest breaks.

What is the school's approach to teaching children with SEND?

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. The Governing Body, Head Teacher, SENCO and all staff members have important day to day responsibilities. All teachers are teachers of children with SEND. Some children with specific barriers to learning will receive support that is additional to or different from the provision made for other children. The class teachers

take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

How will Farrington Gurney Primary School allocate resources to support my child's needs?

The school budget includes money for supporting children with SEND. The Senior Leadership Team, in conjunction with the School Business Manager, decide on the allocation of the total budget for SEN in consultation with the school governors. The Senior Leadership Team discuss all the information they have about SEN in the school and decide what resources/training and support is needed. SEN funding is usually allocated to employ staff and outside specialists to buy resources and equipment.

Where a child has significant needs that the school feels it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the Local Authority. Parents can also request that the Local Authority carry out a statutory assessment of their child's needs.

The Local Authority's 'Local Offer' is available on the Bath and North East Somerset website:

<http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25>.

How will Farrington support my child's transition to and from school?

Induction for all Early Years children takes place in Term 6, and includes visits to school and an induction meeting for parents. The Reception teacher also visits pre-school settings to observe children and discuss their progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available to support your child to settle into school. The school also offers an optional Home Visit where the Early Years team will visit parents and their children in the home environment. Children are introduced to the school gradually over a two week period so that every child has the maximum opportunity to form relationships and become accustomed to the school day. For the children who transfer mid-year, Academy procedures are followed (see Admissions policy on Midsomer Norton Partnership website). For children transferring at the end of Year 6 additional transition visits are arranged with the secondary school, and additional meetings between parents and SENCOs are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.

If a child has a current CAF (Common Assessment Framework) we ensure that all professionals are involved in supporting the transition process.

How accessible is the school environment?

We will always do our best to meet individual need, and make reasonable adjustments, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users. As part of the annual review of school

premises carried out by the LA, accessibility issues are always considered in light of any individual need.

What training opportunities are there for staff supporting children with SEND?

It is the Head teacher or SENCO's job to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

The SENCO has gained the accredited National Award for Special Education Need Co-Ordination.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How does the school evaluate the provision for children with SEN?

The school evaluates the effectiveness of provision through:

- Use of class provision maps to measure progress and achievement.
- Evaluation of Single Support Plans (SSPs).
- Use of assessment data at the beginning and end of interventions.
- Use of attainment and progress data for children with SEN as part of the whole school tracking.
- Use of pupil/parent interviews/questionnaires
- Monitoring by the SENCO.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all students. Where appropriate, financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access for all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For all activities out of school, risk assessments are carried out and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or parent may be asked to accompany a child during the activity/trip.

What support will there be for my child's wellbeing?

The school offers pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENCO, regular 'monitoring' meetings with parents/carers, small group support (e.g. a

nurture group, friendship group) or may include a specific resource to support the child.

Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.

For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family.

For children with medical or sensory needs, the school can access the disability team as well as the Physical and Sensory team. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist.

Where appropriate, homework tasks may be adapted to suit the needs of individual children.

What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

- Autism Outreach Service
- Behaviour Support Service
- CAMHS
- Counselling Services
- Educational Psychologists
- Occupational Therapists
- School Nursing Team, Paediatricians and GPs
- Social Care teams
- Child Protection Officers
- Speech and Language Inclusion Partnership
- Children Missing Education Officers
- Sensory Support Services
- Physiotherapy
- Parent Partnership
- Play therapist
- Emotional Health and wellbeing support

Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher

- The SENCO – Mr A Dix
- Executive Head teacher – Mr D Turull
- The SEN governor – Mr K Burnett

The best way to get in touch is through the school office:

Telephone: 01761 452419

Email: office@farringtongurneyschool.co.uk

This document has been developed in collaboration through the Norton Radstock Cluster of schools and identifies the schools ensure consistency of approach when meeting the needs of pupils with SEND. Individual schools have personalised the content.