Leigh on Mendip School SEND Information Report 2023 – 2024 Date Published: 7th November 2023

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A guide for parents seeking support for their child with special needs at Leigh on Mendip School.

This document is intended to be a useful reference document for all parents at Leigh on Mendip school who have concerns for their child’s progress or needs. We hope that this document proves to be useful in answering questions for you as a family. The document will be reviewed annually and we always welcome feedback on our practice. If you would like to suggest changes to this document please email office@leighonmendipschool.co.uk using the subject SEND Information Report Feedback. Your views are very much appreciated!

| Section 1: Aims | |
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| 1.1  What is the purpose of this document? | The purpose of this document is to:  • Set out how our school will support and make provision for  pupils with special educational needs (SEN)  • Explain the roles and responsibilities of everyone involved in  providing for pupils with SEN |
| 1.2  How does Leigh on Mendip school  aim to approach the needs and provision for children with SEND? | **Our Ethos/ Vision**  At Leigh on Mendip School we are committed to giving all our children  every opportunity to ‘be the best they can be.’ The achievement,  attitude and well-being of every child matters and inclusion is the  responsibility of everyone within our school. Every teacher is a  teacher of every pupil, including those with special educational needs  and disabilities. We respect the unique contribution which every  individual can make to our school community  **Aims**  At Leigh on Mendip School all children, regardless of their particular needs,  are provided with inclusive teaching which will enable them to make  the best possible progress and feel that they are a valued member of  the wider school community. We expect that all children with SEND  will meet or exceed the high expectations we set for them against  national data and based on their age and starting points. We will use  our best endeavours to give children with SEND the support they  need, whilst having access to a broad and balanced curriculum.  Working in partnership with families, it is our aim that children will  become confident individuals able to make a successful transition on  to the next phase of their education. |

| Section 2: Legislation and Guidance | |
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| 2.1 What legislation and guidance does this document comply with? | This policy and information report is based on <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>  and the following legislation: <https://www.legislation.gov.uk/ukpga/2014/6/part/3>  which sets out schools responsibilities for pupils with SEN and disabilities  <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>  which set out schools’ responsibilities for education, health and care  (EHC) plans, SEN coordinators (SENCOs) and the SEN information  report |

| **Section 3: Definitions** | |
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| 3.1  What are special educational needs? | The Children & Families Act 2014 defines Special Educational Needs  and Disability (SEND) in the following way  A child or young person has SEN if they have a learning difficulty or  disability which calls for special educational provision to be made for  him or her.  A child or a young person of compulsory school age has a learning  difficulty or disability if he or she:  • has a significantly greater difficulty in learning than the  majority of others of the same age, or  • has a disability which prevents or hinders him or her from  making use of facilities of a kind generally provided for  others of the same age in mainstream schools or mainstream  post-16 institutions |
| 3.2  What is SEND provision? | Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. |

| Section 4: Roles and Responsibilities | |
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| 4.1  Who is the SENCo and what are their responsibilities? | The SENCO is Gemma Smith ([gemma.smith@leighonmendipschool.co.uk](mailto:gemma.smith@leighonmendipschool.co.uk))  They will:  • Work with the headteacher and SEN governor to determine  the strategic development of the SEN policy and provision in  the school.  • Have day-to-day responsibility for the operation of this SEN  policy and the co-ordination of specific provision made to  support individual pupils with SEN, including those who have  EHC plans.  • Provide professional guidance to colleagues and work with  staff, parents, and other agencies to ensure that pupils with  SEN receive appropriate support and high-quality teaching.  • Advise on the graduated approach to providing SEN support.  • Advise on the deployment of the school’s delegated budget  and other resources to meet pupils’ needs effectively.  • Be the point of contact for external agencies, especially the  local authority (LA) and its support services.  • Liaise with potential next providers of education to ensure  that the school meets its responsibilities under the Equality  Act 2010 with regard to reasonable adjustments and access  arrangements  • Ensure the school keeps the records of all pupils with SEN up  to date |
| 4.2  Who is the SEND governor and what are their SEND responsibilities? | The SEN governor is Catherine Farmer .  They will:  • Help to raise awareness of SEN issues at governing board  meetings.  • Monitor the quality and effectiveness of SEN and disability  provision within the school and update the governing board  on this.  • Work with the headteacher and SENCO to determine the  strategic development of the SEN policy and provision in the  School. |
| 4.3  Who is the headteacher  and what are their SEND responsibilities? | The executive headteacher is Dan Turull. The head of school is Louisa Phillips. They will:  • Work with the SENCO and SEN governor to determine the  strategic development of the SEN policy and provision within  the school  • Have overall responsibility for the provision and progress of  learners with SEN and/or a disability |
| 4.4  What are the class teachers’ responsibilities for SEND provision? | Each class teacher is responsible for:  • The progress and development of every pupil in their class  • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.  • Working with the SENCO to review each pupil’s progress and  development, and decide on any changes to provision  • Ensuring they follow this SEN policy |
| 4.5  Who is planning the  education programme for my child? Who is working with them? What is their role? | The class teacher has overall responsibility for every child in their  class. Specific interventions are overseen by the Special Needs Coordinator (SENCo), and usually run by Teaching Assistants (TAs) TAs  report to teachers and the SENCo on the progress children are  making. |
| 4.6  Who should I contact for further information? | In the first instance you should speak with your child’s class teacher  to request a meeting/discussion about your child’s needs.  For further advice please telephone the school on: 01373 812592 and  ask to speak to the Special Needs Co-ordinator or the Head of school. |
| 4.7  What training have the staff had to support children with SEN or disabilities? | Staff have been trained in High Quality teaching, Social, emotional and mental health. Cognitive and learning and Understanding what young children's behaviours are trying to tell us. More training opportunities will be available throughout the year. |

| **Section 5: Initial Concerns** | | |
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| 5.1  What should I do if I think my child needs help? | Talk to your child’s class teacher if your child appears to be making  little progress, or seems to have mismatched skills (may be verbally  very knowledgeable, but can’t transfer to paper for example), this  could show a need for intervention or support. The teacher will work with your child to find out where they are having difficulties. | |
| 5.2 How will I know if my child’s teacher has a concern? | If your child’s teacher has a concern about your child’s progress, they will let you know at the earliest possible opportunity. Minor concerns might be expressed in an informal, verbal way in the first instance. However, if concerns persist and progress is not being made, the class teacher will invite you to meet with them to discuss their concerns and discuss adjustments that they plan to make to your child’s provision. If these interventions do not prove to be successful, then the class teacher will request support from the school’s Special Educational Needs Coordinator (SENCo). | |

| Section 6: Support for my Child | |
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| 6.1  What kinds of SEND do you  provide for? | Our school currently provides additional and/or different provision  for a range of needs, including:  • Communication and interaction, for example, autistic  spectrum disorder, Asperger’s Syndrome, speech and  language difficulties  • Cognition and learning, for example, dyslexia, dyspraxia  • Social, emotional and mental health difficulties, for example,  attention deficit hyperactivity disorder (ADHD)  • Sensory and/or physical needs, for example, visual  impairments, hearing impairments, processing difficulties,  epilepsy  • Moderate/severe/profound and multiple learning difficulties |
| 6.2  How do you identify  children with SEND? | We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:  • Is significantly slower than that of their peers starting from  the same baseline  • Fails to match or better the child’s previous rate of progress  • Fails to close the attainment gap between the child and their  peers  • Widens the attainment gap  This may include progress in areas other than attainment,  for example, social needs.  Slow progress and low attainment will not automatically mean a  pupil is recorded as having SEN.  When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. |
| 6.3  How are children and  parents involved? | We will have an early discussion with the pupil and their parents  when identifying whether they need special educational provision.  These conversations will make sure that:  • Everyone develops a good understanding of the pupil’s areas  of strength and difficulty  • We consider the parents’ concerns  • Everyone understands the agreed outcomes sought for the  child  • Everyone is clear on what the next steps are  Notes of these early discussions will be added to the pupil’s record  and given to their parents.  We will formally notify parents when it is decided that a pupil will  receive SEN support. |
| 6.4  How will school support my  child? | Firstly, the class teacher will differentiate target specific areas for the child and monitor closely. The child will have access to in class resources such as word mats, practical maths equipment and phonics mats. If the child is still not meeting the targets, a more specific intervention will then be put in place by the class teacher and this will be monitored by the SENCo and the teacher. If a child still does not achieve their targets then the SENCo will co-ordinate an individualised programme of support. |
| 6.5  What is differentiation and  how does the sc | Differentiation is the process of taking a specific skill and creating an activity that fits a child’s current level, with an achievable amount of challenge built in. This is achieved through careful planning by the class teacher. |
| 6.6  How do you adapt the  curriculum and environment for children with SEND? | Below are some examples of common adaptations which ensure all  pupils’ needs are met:  • Differentiating our curriculum to ensure all pupils are able to  access it, for example, by grouping, 1:1 work, teaching style,  content of the lesson, etc.  • Adapting our resources and staffing  • Using recommended aids, such as laptops, coloured  overlays, visual timetables, larger font, etc.  • Differentiating our teaching, for example, giving longer  processing times, pre-teaching of key vocabulary, reading  instructions aloud, etc.  We make use of Somerset’s Graduated Response tool in order to  identify further strategies to children’s specific barriers to learning.  This document provides many example strategies which can be  discussed and planned for in relation to each child’s needs.  Please see the following link for more detail:  <https://beta.somerset.gov.uk/the-graduated-response-tool/> |
| 6.7  What support is there for  my child’s medical needs? | If a child comes into school with a specific medical need, the staff working with that child are given appropriate training to support the child. Plans are created with parents and all staff in school are made aware. Medications are administered by specific staff who may need to be trained e.g epi pens, insulin. Inhalers and epipens are stored in class and administered by classroom or lunchtime staff as appropriate. All children who have specific medical needs will be considered for a Medical Care Plan. The Medical Care Plan will detail the child’s specific needs and any interventions that might be necessary. The development of this plan will include parents, office staff, SENCo as well as other key adults and agencies where necessary. |
| 6.8  What support is there for  my child’s well-being and  pastoral needs? | Teachers create a supportive and caring environment in their classes and staff are watchful for children who may be withdrawn or tearful and need someone to chat to. Sometimes, children benefit from having a key adult that they can check in with each morning. Nurture provision is in place to support children with on-going social and emotional difficulties. Where appropriate children can access therapeutic interventions which offer children a space in which they can express and work through difficult feelings and experiences. We are also able to offer ‘Wren woods’ sessions for children who would benefit from smaller, outdoor group activities. |
| 6.9  What specialist services and  expertise are available or  accessed by school? | If a child with a specific need comes into the school, or a specific  need is diagnosed during a child’s time at school, we are able to  access professional support. This may be through Visual Support  teachers, Hearing Support teachers, the Physical and Medical  Support team, or the Autism & Communication Service. We also  access support from Speech and Language Therapists (SALT) and Occupational Therapists. If we feel a child needs support from an Educational Psychologist or Learning Support, we are able to request involvement through our  annual EP and SSID meetings. |

| Section 7: My Child’s Progress | |
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| 7.1  How does the school measure my child’s progress? | All children’s progress is tracked against Age Related Standards (ARS), including children with SEN. Children who are working below age-related expectations will be assessed against the pre-key stage standards. Children who are following specific interventions have their achievement measured at the beginning of the intervention, and then again at the end to see how much progress has been made. This is in conjunction with termly teacher assessments by looking at the work done over the period, and assessed writing or maths tasks at the end of a theme. Children identified at SEN Support are tracked against a series of individually set outcomes and actions. We also have NFER tests 3x per year to assess children’s attainment in reading and maths. |
| 7.2  How do you set outcomes  and assess against them? | We follow the graduated approach and the four-part cycle of assess, plan, do, review.  The class teacher will work with the SENCO to carry out a  clear analysis of the pupil’s needs. This will draw on:  • The teacher’s assessment and experience of the pupil  • Their previous progress and attainment or behaviour  • Other teachers’ assessments, where relevant  • The individual’s development in comparison to their peers and national data  • The views and experience of parents  • The pupil’s own views  • Advice from external support services, if relevant  The assessment will be reviewed regularly.  All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil’s progress.  We make use of Somerset’s Graduated Response tool in order to  identify strategies to children’s specific barriers to learning. This  document provides many example strategies which can be discussed and planned for in relation to each child’s needs.  Please see the following link for more detail:  <https://beta.somerset.gov.uk/the-graduated-response-tool/> |
| 7.3  What opportunities will I  have to discuss my child’s  progress? | All parents are invited to parents’ evenings twice a year, and are also given a written report every year. Children at SEN Support are set regular review meetings (usually three per year in addition to parents evenings) which are agreed, at point of review, with parents. Children with high level needs are invited to an annual review each year which is run by the SENCo with input from class teachers and TAs that work with the child. Parents would normally meet informally in between the Annual Reviews (6 times per year) with both the class teacher and the SENCO as appropriate. If at any time a parent wishes to discuss their child’s progress, they are welcome to make an appointment to mutually suit school and parent. This could be with the class teacher, the SENCo, or both. |

| Section 8 Inclusion | |
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| 8.1  How will my child be  included in activities outside the classroom including school trips? | Each child’s needs are looked at individually and trips are adapted to suit the majority. A risk assessment may be carried out to see if the child will be safe and enjoy accessing the trip. Parents will be involved in these discussions. If a child has a specific need that cannot be accommodated easily, then parents may be asked to support them during the trip, or a trained member of staff may accompany them on a one to one basis. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Children are also welcomed to join the wider part of the school community, such as, school council, eco club, house leaders and after school clubs. |
| 8.2  How accessible is the  school? What adaptations  have been made? | Our school is generally accessible with all classrooms on the ground floor. We have handrails on the stairs leading up to the outside classrooms and an alternative wheelchair access. |
| 8.3  How does the school  prepare my child for  starting school, changes in  school and transfer to other  schools? | Children with high level needs are inducted into school with a School Entry Plan meeting which involves all professionals currently working with the child, and all those planned to work with them. This is then reviewed in their first term in Reception. If a child joins us during the school year, then meetings are held with the previous school (if possible) and paperwork is sent to accompany the child. This will detail previous support given to that child, and the SENCo and Headteacher will arrange appropriate support in conjunction with parents. When children move on during their school time, paperwork will be sent on, and meetings held if possible. At the end of Year 6 the SENCo will discuss with the SENCo from the secondary school the children’s needs and to develop a School Entry Plan for high need pupils where necessary. Paperwork is shared with secondary school staff and vulnerable children are given extra opportunities to visit their new schools. |

| Section 9: Funding and Budgets | |
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| 9.1  How is the school’s special  needs budget allocated? | The SEND budget fluctuates year on year, depending on the needs of the children in the school. The budget has been supplemented from other sources to ensure the needs of the children are met. The majority of our SEN budget is spent on staffing to support special needs children, with a small contingency for required resources such as specialist equipment for disabilities or learning needs. Children with high needs are allocated an individual budget, which is usually spent on staff to support them, or to enable them to integrate into a mainstream class. |

| Section 10: Support for Parents and Complaints about Provision | |
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| 10.1  What do I do if I want to  make a complaint about  SEND provision? | Complaints about SEN provision in our school should be made to the class teacher, SENCO or headteacher in the first instance. They will then be referred to the school’s complaints policy.  The parents of pupils with disabilities have the right to make  disability discrimination claims to the first-tier SEND tribunal if they  believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:  • Exclusions  • Provision of education and associated services  •Making reasonable adjustments, including the provision of  auxiliary aids and services. |
| 10.2  How can I get further  support for myself and my  family? | **PFSA**  <https://www.frometowncouncil.gov.uk/directory/frome-learningpartnership-family-support/>  If you feel that you need support as a family to manage the needs of your child at home, it is possible for us to make a referral to the  Frome Learning Partnership for support from a Parent and Family  Support Advisor (PFSA). A PFSA will work with you at home and with your child at school to identify strategies to support you. They can help with attending SEN meetings, finding other avenues of support or finding solutions to everyday difficulties at home.  **Somerset Parent Carer Forum**  <https://somersetparentcarerforum.org.uk/>  Somerset Parent Carer Forum is an independent not for profit  Community Interest Company formed by parent carers in 2016. The  forum feels passionately about ensuring all our children have the  best chance in life and receive the correct support and services in  order to achieve their full potential.  **Somerset’s Local Offer**  <https://beta.somerset.gov.uk/education-and-families/the-local-offer/>  The Somerset Local Offer website can help you to find the support  that you need for children with SEND. The information and services  on this website are for all children and young people with SEND that the local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions. Somerset’s Local Offer is also an important resource for professionals to support understanding of the range of services and provision for children and young people with SEND across the county.  **Somerset Big Tent**  <https://www.somersetbigtent.org.uk/>  Somerset Big Tent is a partnership of Charities, Charitable  Incorporated Organisations and Community Interest Companies.  These are organisations that provide a range of services including  positive activities, therapeutic services and specialist support to  increase positive wellbeing and improve mental health within  children and young people aged 5-25 in Somerset.  All services on the Somerset Big Tent website have gone through a  quality and safety assurance process\*, this means that Somerset Big Tent has met with each organisation and are satisfied with the key documents and information that they have provided us with.  **SENDIAS**  <https://somersetsend.org.uk/>  Somerset SENDIAS provides information, advice and support about  special educational needs and disability (SEND) for parent carers,  children and young people (up to the age of 25).  The service is free, confidential and impartial. We encourage  partnership working with schools, colleges, early years providers, the Local Authority and other statutory and voluntary services, so that children, young people and parent/carers can be part of decision making.  **Somerset Graduated Response Tool**  <https://beta.somerset.gov.uk/the-graduated-response-tool/>  This tool guides users through how barriers to learning could be  identified, and the strategies that might support children and young  people with SEN in overcoming barriers.  Somerset’s Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear ‘what to expect’ in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families. |

**Monitoring arrangements**

This information report will be reviewed by the school SENCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board and will consider the views expressed by parents.