

SEN report to Governors

2022-2023

Name of School: Hemington Primary School

SENCo: Sally Campbell

Date of report: October 2022

SEN Governor:

At Hemington Primary School, we strive to support all our children and enable them to reach their full potential. We believe that it is important to provide students with a balanced, yet challenging, curriculum and we are committed to making sure that all students, including those with Special Education needs and disabilities, are supported to this aim. In order to do this, many steps are taken to support the students through their learning journey, including both the development of academic knowledge and life skills to support them in future years.

Hemington Primary School SEN 2022-23:

Sally Campbell (SENCo)	Jade Luxford (TA KS2)	Vicky O'Hara-Hunt (TA KS2)	Lizzie Burge (TA KS1))	Shelley Allen (PFSA)
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The Role of the SENCo:

The SEN Co-ordinator (SENCo), in collaboration with the Headteacher and governing body plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies.

The SENCo also provides related professional guidance to colleagues with the aim of securing quality first teaching for all children, including those with SEND.

The SENCo, with the support of the Head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of student's achievements, as well as by setting targets for improvement.

The SENCo collaborates with subject leaders so that the learning for all students is given equal priority, and available resources are used to maximum effect.

The responsibilities of the SENCo (Code of Practice 2015) 6.90):

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with Early years' providers, other schools, Educational Psychologists, Health and Social care professionals and Independent or Voluntary bodies
- Being the key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up-to-date
- Managing learning support assistants
- Contributing to the in-service training of staff

How do we support students at Hemington Primary School?

At Hemington Primary School we aim to develop student independence allowing each individual to develop the skills required to allow them to be successful in both academic and social environments in preparation for adulthood.

The priorities for TA deployment are:

- Firstly to meet the needs of students with Educational, Health, care plans
- Secondly to provide interventions for a range of pupils
- Thirdly to support a wide range of other pupils on the SEN register across the curriculum.

The range of support offered:

The SEN staff team, composed of the SENCo and a team of experienced Teaching Assistants, offer a cohesive and balanced range of support: literacy and English, Number work, social and emotional support. The Midsomer Norton Partnership Trust now have provided its schools with a SEND offer, enabling us to purchase support services.

In-class support

The TA's work alongside the classroom teacher in the classroom to support children with their learning or social needs. Support may include individual withdrawal from the group, small groups or whole-class support.

Small group and 1:1 withdrawal interventions

A range of support is offered to children outside of the classroom environment. The types of interventions offered vary on an annual basis according to student needs but may include programmes to support literacy, numeracy, social needs, speech, language and communication, ASD, study skills and issues affecting social, emotional or mental health needs.

Differentiating resources

An important aspect of the work of the SEN department is to liaise with subject teachers and curriculum departments to enable all students to access the learning environment appropriately. The SENCo and TA's offer advice and support across the school to differentiate or personalise resources for children to use. This ensures that all students have appropriate work and resources available to support their learning in all subjects.

The SENCo regularly audits the effectiveness of SEN support and works with departments or individuals to develop good practice and help teachers with their responsibility to deliver high quality teaching.

Mentoring

The PFSA or the SENCo may provide mentoring for individual children who need 1:1 support for a specific difficulty which they are facing in or out of school.

Assessment

The assessments carried out by the learning support department are additional to and complementary to the usual range of assessments carried out across the school to monitor and ensure progress of all children in all subject areas.

School trips & educational visits

The TA's and/or the SENCo often accompany children on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all children to participate in trips and visits is an important part of the school's inclusive ethos.

Communication between school staff, parents and students

Hemington Primary School recognises the importance of effective dialogue between teachers and parents.

Parents are invited to meet with the SENCo at various times throughout the academic year to encourage their involvement in establishing provision plans and in reviewing targets and support strategies. The school aims to provide at least three opportunities during the school year for parents to meet with key staff in school to discuss the needs, provision and progress of their child.

Parents are encouraged to contact the SENCo by telephone if there are any SEN concerns or queries regarding the support of their child.

Children with an EHCP have a mandatory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork relating to the meeting is sent by post. Whenever children's provision plans are reviewed copies are sent home to parents via post.

Transition support

The school has a well-established and successful transition programme for children with special educational needs.

Those children identified as needing additional transition support, participate in a transition programme tailored to their needs which may include additional visits to secondary school prior to the September they start. Additional visits to the school to meet key staff or to become familiar with the routines and layout of the school can usually be arranged during the summer term. This is done in liaison with the secondary school and the parents and is tailored to meet the individual needs of the student.

External Professional Agencies

The SENCo works closely with a wide range of external professionals. Most of these agencies form part of the Somerset and/or B&NES local authority Children's Service or Primary Care Trust. The SENCo and Head teacher has regular contact with the following agencies:

Somerset Local Authority services

Learning Support Service
Educational Psychology Service
Social Care Services
Looked After Children Support Team & Virtual School for LAC
Specialist Family Intervention Service
Multi Agency Identification and Support in Early Years – MAISEY

Primary Care Trust (Health Authority services)

Child and Adolescent Mental Health Service (CAMHS)
Speech & Language Therapy Service
Autism and Communication Service (CAOT)
Occupational Therapy Service
Physiotherapy Service
Hearing Support Team
Visual Support Team

Services for Parents:

There are a number of support services for parents, either independent or provided by the local authority. These services offer impartial advice, guidance and support to parents who may have a grievance, or require assistance to manage the special education needs of their child. These include:

- SENDIAS (Somerset Special Educational Needs and Disability Information Advice and Support Service)
- PFSA (Parent and family Support Assistant)

Arrangements for Identification and assessment of SEND:

- Liaison with pre-schools and nurseries.
- Information from SATS
- Baseline testing in the first half term which includes a spelling test, reading test and CAT testing.
- SENCo will triangulate all of the information and data regarding students and make a decision about whether to place students on the register.
- Parents are informed if their child is placed on the SEN register.
- Referral from staff using the school referral form
- Parental concerns expressed about progress and difficulties
- SENCo will observe children in class
- SENCo will arrange for any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register

Children with identified needs are regularly re-assessed to track progress

Behavioural needs are mainly managed by the SENCo in school. If a child's placement becomes 'at risk', additional support strategies, alternative curriculum arrangements or the use of a **Pastoral Support Plan (PSP)** may be put in place in negotiation with parents and other professional agencies

The SENCo regularly updates the Special Educational Needs Register. All students on the Register have an 'SEN Stage' with a specific PLASC code.

SEN register: % SEN per year group & whole school September 2022

Year group	Number on roll	% SEN			
		SEN Support 'K'	EHCP	Total	% of total
Pre			0		
R	4	1	0	1	25%
1	4	1	0	1	25%
2	6	4	1	1	83%
3	4	0	1	1	25%
4	6	4	0	4	66%
5	3	1	0	1	33%
6	5	3	0	3	60%
Totals	32	14	2	16	53%

The table above indicates an SEN population of **53%**

National Picture:

The Children and Families Act 2014 is clear that children and young people with special educational needs (SEN) should be educated in mainstream schools and other mainstream provision unless their SEN require more specialist provision¹. 14.4% of school pupils in England are identified as having SEN.

Comparing the national picture in England to Hemington Primary School (Reception - Y6):

- Hemington Primary School has more than the national figure for SEN within school when considering the children 53%.
- Number of children with EHCP is higher than the national figure at **6%** compared to 2.8% nationally.

Breakdown of need of students at Hemington Primary School (primary need):

Main area of need	Number of students total	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	% of total
SpLD	3					2		1	9%
SLCN	7		1	4	1	1			21%
ASD	2			1	1				6%
MLD									
SEMH	3						1	2	9%
HI									
VI				1					
PD (Med)	3	1		1		1			9%

Areas for development:

- Ensure effective support whilst maintaining access to a broad curriculum.
- Ensure staff receive appropriate CPD/ mentoring to support their role.

Next steps:

- Audit timetable interventions to minimise disruption to class teaching and the learning of individual pupils.
- Work with Somerset skills to ensure effective supervision/ mentoring of apprentice.
- Review training needs of all TAs and teachers e.g. phonics/ early reading.