



# Somervale School

Midsomer Norton Schools Partnership

## Special Educational Needs Information Report 2022- 2023

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 in the Midsomer Norton local area. Individual schools have personalised the content.

Updated July 2022

Special Educational Needs Co-ordinator: Emily Harris

At SomervaleSchool we strive to support all our students 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 First Teaching is vital; however, for some students there are occasions when further additional support may be needed to help them fully access the learning environment and achieve their targets.

### **Students and Families Bill 2014/ SEN Code of Practice 2015**

The Students and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable students and families. It underpins wider reforms to ensure that all students and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after students, family justice and SEN.

The reform programme is set out in *Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- ☐ Improving cooperation between all the services that support students and their families
- ☐ The Local Authority has responsibility for EHC plans which can run from Birth to 25 in accordance with the **Code of Practice**.



### **Who are the best people to talk to at SomervaleSchool about my child's educational difficulties and/or Special Educational Needs?**

#### **Tutors / Teachers**

- Ensuring that all students have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- 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 SENDCo as necessary.
- Ensuring that the school's SEN policy and disability procedures are followed in their classroom for all the pupils they teach with any SEN / D

### **Special Educational Needs Coordinator (SENDCo)**

- Developing Provision Plans (Single Support Plans) and sharing and reviewing these with parents at least 3 times a year and planning for future provision, at Parents Evenings and agreed review meetings.
- 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.

### **Teaching Assistants**

- A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities.
- The TA supports the classroom teacher to enable teaching and learning and to ensure that work is differentiated appropriately.

### **How can I talk to the school about my child if I need to?**

We welcome regular communication between parents and school. You can contact the SENDCo by telephoning or by arranging an appointment.

The SENDCo email for the School is: [eharris@somervaleschool.com](mailto:eharris@somervaleschool.com)

### **SEND Governor**

The SEN/D Governor is 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 students in the school
- Understanding and monitoring the support given to students 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



The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for students with SEN and/or disabilities. They give responsibility to class teachers and TAs but is still responsible for ensuring that your child's needs are met.
- The SENDCo is responsible for:
- Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all students get a consistent, high quality response to help meet their needs in school.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Supporting staff in following a graduated response appropriate to the needs of the individual child



Ensuring 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 doing
- Part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology
- Updating the school's Additional Needs Register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure 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 SEN and/or disabilities in the school) to achieve their potential
- Writing and reviewing the personalised provision plan that specifies the support provision in place to enable 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.

### **How does SomervaleSchool know if students need extra help?**

We know when students need help if:

- concerns are raised by parents/carers, teachers or the student's previous school
- the student's progress and/or attainment is significantly below age related expectations
- there is a significant or prolonged change in the student's behaviour
- a student asks for specific additional help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning how we can work together, to support your child at home and at school

Sometimes a student may need some short-term help if there is a change in circumstances e.g a bereavement or family breakdown. Please talk to the Pastoral Support Team, the Special Educational Needs Co-ordinator (SENDCO), or the Headteacher. At Somervale School, Emily Harris is the SENDCO. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

### **How will the curriculum be matched to my child's needs?**

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their learning need. The curriculum is designed to set out the knowledge and skills that your child will gain at each stage (Intent) and to support your child to build on their knowledge and apply that knowledge as skills (Implementation). This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential (Impact).

The classroom environment may also be adapted to suit individual needs. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.

Regular meetings also provide opportunities for parents/carers to discuss the curriculum with key staff within the school.

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

Activities and school trips are available to all students. For all activities out of school, a risk assessment is carried out and procedures, or reasonable adjustments, put in place to enable all students to participate. If it is considered that additional 1:1 support is required to support a student, on the grounds of disability, needs or safety, an additional staff member may be asked to accompany a student during the activity/trip.

If, on the basis of the risk assessment, it is considered that a student poses a health and safety risk to themselves or others which cannot be reasonably managed, it may not be possible for a student to access a trip. The head teacher will take this decision, balancing carefully the school's responsibilities to provide reasonable adjustments and fair access alongside health and safety needs.

Where a professional makes a recommendation, parents will be supported to identify services.

### **How will SomervaleSchool staff support my child?**

All students have individual needs. Students in school with SEND will get support that is specific to their individual needs. This may all be provided by the subject teacher or may include:

- other staff in the school including Teaching Assistants
- working in collaboration with staff from dual placements where applicable
- staff from the Local Authority central services such as the ASD Outreach Team (SASS) or Sensory Support Service (for students with a hearing or visual need)
- staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT), or BANES Social Care
- staff from counselling or mentoring support services such as Off the record, Mentoring Plus or Compass
- an assessment by an Educational Psychologist or other specialists
- working in 1:1 or small groups on a specific programme of intervention e.g. numeracy skills, literacy skills
- providing special equipment/resources as required to support your child's learning and development

Staff will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the subject teacher or the SENDCo.

Regular reviews of a student's progress are discussed at Provision Plan or Annual

Review meetings. These will usually follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- 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 targets which will include their specific professional expertise
- involvement in a group run by school staff under the guidance of the outside professional
- recommending additional group or individual work with an outside professional

### **How will I know how well my child is doing?**

In addition to the usual school reporting processes, Subject teachers and the SENDCo are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular Provision Plan meetings. All students have a home/school contact book so that parents/carers and teachers can monitor progress, record concerns, share achievements and communicate effectively between home and school.

All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.



### **What specialist services can the school access?**

We have access to a very wide range of specialist services, including local authority services, as follows:

Autism Outreach Service (SASS)

Bath Area Play Project (BAPP)

Brighter Futures

CAMHS

Children Missing Education Service

Community School Nursing Team Paediatricians and GPs

Compass Project

Counselling Services- Off The Record, Mentoring Plus, Speak Easy

Educational Psychologists

Hospital Education and Reintegration Service (HERS)

Occupational Therapists (OT)  
Parent Partnership Service  
Physiotherapy Services  
Play therapist  
SEN Network- Local Collaboration of Services coordinated by Critchill School  
Sensory Support Services  
Social Care teams  
Speech and Language Inclusion Partnership (SLIP)  
Sporting Family Change

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

The school offers a range of pastoral support for students who are encountering emotional difficulties and to help resolve everyday pastoral issues of concern. This could be through 1:1 discussions with members of the school's pastoral or Inclusion Support teams, regular mentoring meetings, review meetings with parents / carers, small group interventions (e.g. Social Skills support, developing friendships, managing anger or bullying issues) or may include a specific resource or referral to support the student.

The school may request support from an external service, for example the community School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services), the Specialist Family Intervention Team or a counselling service like 'Off the Record' or Cruse/ Winston's Wish.

For some students, it may be appropriate for an EHAF (Early Help Assessment Framework), replace for CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. An EHAF essentially creates a plan for the student and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. This is an entirely voluntary process but is a useful way of accessing overall needs and the type of service or provision that may be beneficial.

For students with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of an Occupational Therapist, Disability Nurse or additional resources being made available at home or at school.

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



**What training opportunities are there for staff supporting students with SEND?**

It is an important part of the SENDCO's role to support subject teachers in planning for students with SEN and provide in-house training where appropriate. The school has a school improvement plan, which includes identified training needs for all staff to improve the teaching and learning of students including those with SEND. Our school is committed to providing high quality continuing professional development to its staff team. This may include whole school training or individualised training on SEND issues or provide a focus on particular issues such as ASD, ADHD or specific learning difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class or their own professional development.

**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.  
For further information please refer to the Midsomer Norton Schools Accessibility Policy and Plan.

**How will Somervale School support my child's transition to and from school?**

The school has a well-established transition programme for students moving from KS2 to KS3. The SENDCO is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs and/or disabilities.

The Primary Liaison Team visit to all the main feeder primary schools, to discuss individual needs with relevant primary staff. This information contributes to the support arrangements for all new students in Year 7.

There are several opportunities for Year 6 transitional students to experience life at Somervale School before the September start date. All students with SEN/D are fully included in this programme, which includes a taster day during the summer term.

Additional visits to the school, to meet key staff or become familiar with routines and layout, can be arranged with the SENDCO or the school's Inclusion Support Manager during the summer term. This is done in liaison with parents and the primary school and is tailored to suit individual needs.

Transitional arrangements for students between KS3 and KS4 are more individually based, to help students with SEN/D plan appropriate KS4 option choices and carefully consider post-16 education and future employment opportunities or interests.

Students with an SEN EHCP create a vocational profile at their Year 9 Annual Review. This meeting is attended by the school's careers officer and includes considerations for KS4 option choices post-16 education or employment-based training.

Students at KS4 who have SEN/D needs or who are Looked After are also prioritised to meet with the school's careers adviser, to ensure that a clear plan is in place to enable them to move on to an appropriate post-16 educational or employment-based training opportunity.

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

#### **How will Somervale School allocate resources to support my child's needs?**

The school's budget includes money for supporting students with SEN, referred to as the 'notional SEN budget'. The school's Senior Leadership Team, in conjunction with the School Finance Manager, decide on the allocation of the total budget for special educational needs in consultation with the school governors.

The Senior Leadership Team discuss all the information they have about SEN in the school to decide the level of resources, training and support required. SEN funding is usually allocated to employ staff and outside specialists and to purchase resources and equipment.

Where a student has significant needs that the school feels it is unable to meet within the available school budget, a local authority Request for a Statutory Assessment may be made for the student.

This may lead to the implementation of an Education, Health and Care Plan (EHC) leading to recommendations for provision, further support and possibly additional funding being provided by the local authority. The local authority SEND team make the final decision over additional funding allocation for pupils with EHCP's.

Parents can also request that the local authority carry out a Statutory Assessment of their child's needs. Where a student has an Education, Health, Care Plan and additional funding, the school will provide support or resources as required to meet the objectives of the EHC plan. The use of this additional funding is monitored and amended if necessary at the student's Annual Review meeting. The local authority also monitors the effective and efficient use of these additional financial resources.

#### **How is the decision made about what type and how much support my child will**

### **receive?**

Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, the support package will be reviewed. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between parents and key members of staff, which may include the SENDCo, Pastoral Support Team, Tutor and/or subject teachers to discuss the student's progress and any additional needs which require support.

If a student joins from another school, information provided by the feeder school, along with our own assessments, will inform the effective allocation of resources/support for the student.

### **How can I be involved in discussions about and planning for my child?**

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

- Discussions with teachers – either formally at Provision Plan meetings, Parents Evenings and other parent/teacher consultations. This helps to make sure we are doing similar things to support them at home, and we can share what is working well at home and in school
- Discussions with other professionals e.g. the SENDCo, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both)
- Maintaining regular liaison regarding everyday information or concerns with your child's tutor
- Some students may have on-going input from various support agencies. For these students, a regular Team Around the Child (TAC) meeting will be convened to discuss and review progress and set appropriate targets.

### **Who can I contact for further information?**

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

- The SENDCo/ Pastoral Staff
- Subject Teacher
- Tutor
- Head Teacher
- The SEN governor

Please contact the school if you have any further questions.

**The School Information report will be reviewed annually:**

**Next review: Term 6 (July 2023)**