



Ashill Community Primary School SEN Offer

Who We Are

Ashill Community Primary School is a small village primary school comprising of two classes.

Our Vision

To ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We will use our best endeavours to support all children to enable them to be successful at school, in order to achieve this we provide high quality first teaching, a wide range of support and interventions and we work with external agencies.

Special Educational Needs (SEN)

In all schools all staff are teachers of children with Special Educational Needs. We are committed to ensuring that all children with SEN learn successfully and achieve the best possible educational and developmental outcomes.

To do this we:

- involve parents/carers and children in the process of identification, support and review and welcome their input
- work with other agencies to provide support for parents/carers and children
- provide high quality teaching and provision to meet the needs of children with SEN
- support children and parents/carers through transitions to new settings
- use [Somerset's Core Standards](#) to identify provision

Head of School Helen Woodhams

Special Educational Needs Co-ordinator (SENCO) Claire Eastwood

SEN Governor TBC

Identification

Ashill Primary School is committed to the early identification of children with needs which are additional or different to their peers. It is widely recognised that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. When a child is not making adequate progress despite quality first teaching we will investigate the reasons for this and identify potential barriers to learning.

<p>How do we identify children with SEN?</p>	<p>There are many ways that children may be identified:</p> <ul style="list-style-type: none"> • Parents/carers – parents/carers may raise concerns regarding their child with the class teacher. These concerns will be recorded and investigated and any outcomes will be reported back to you. • Teachers – teachers may identify children by making observations of the child, analysing half termly assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions with the SENCO. • SENCO – the SENCO will work alongside both the parent and the teacher to identify the child’s needs and to support the teacher in gathering information about the child’s progress, attainment and behaviour. Where appropriate specific assessment tools may be used by the SENCO to identify specific needs. • External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.
<p>Who is involved in the identification of children with SEN?</p>	<p>Parents, Teachers, Teaching Assistants, SENCO, External Agencies.</p>
<p>What should I do if I think my child may have SEN?</p>	<p>If you have concerns about your child, in the first instance you should discuss them with the class teacher. If this is not possible or you feel your concerns are not being addressed then you should contact the SENCO. If you still have concerns regarding your child then you should contact the Head Teacher.</p>

Provision

SEN provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality first teaching. Schools must use their best endeavours to deliver the right provision to meet the child’s special educational needs. [Somerset’s Core Standards](#) are now embedded and are being used to identify, plan and track provision for pupils with SEN.

<p>How will the school support my child?</p>	<ul style="list-style-type: none"> • High Quality First Teaching – this is the teaching that your child will receive every day. This will be differentiated to meet the needs of all children. • High Expectations – all staff have high expectations of all pupils regardless of their SEN. • SEN Support – this can be one or more of a variety of methods and may be delivered within the classroom or in another space on the school site. At Ashill we use a wide variety of interventions these include: small group work, nurture groups, forest school, 1:1 support, care plans, counselling, visual/musical prompts, physical equipment. These are delivered by a variety of people including: class teachers and teaching assistants. • Specialist Support – for some children specialist support from an external agency may be necessary. Any visits by
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	<p>external agencies will require your consent.</p> <ul style="list-style-type: none"> • Education, Health and Care Plan (EHP) – If your child is not making adequate progress despite receiving SEN Support a statutory EHC assessment should be considered. EHP's are designed to bring all agencies involved with the child together to work towards the best outcomes for the child.
Who will oversee and plan my child's support?	The class teacher and SENCO should agree in consultation with you the interventions and support to be put in place. This will be shared with the child and a date for review will be set. The intervention/support may not be delivered by the class teacher and may take place away from the classroom. The delivery and impact of the intervention will be monitored by the class teacher with the support of the SENCO. At Ashill details of interventions/support will be recorded on your child's IEP, copies of which will be given to you, the class teacher, teaching assistants who work with your child and the SENCO.
How are the schools resources allocated and matched to children's special educational needs?	All decisions about resources are made with regard to the needs of the children in the school. Each term pupil progress meetings are held as well as Key Stage Meetings where children who need SEN Support are discussed and the appropriate resources are allocated. Resources include staff, equipment, training and intervention materials.

Reviewing

Reviewing a child's progress is key to being able to provide continuing effective support for a child. The review process will take into account the views of everyone involved in working with the child including the parent/carer and the child themselves.

Who will monitor the progress of my child?	<ul style="list-style-type: none"> • Your child's class teacher is responsible for reviewing your child's progress in all areas of the curriculum. The class teacher will assess your child's progress every half-term and will use this data to inform planning, selection for interventions or to identify barriers to learning. • If your child is receiving an intervention they will be assessed before and after the intervention in order to monitor the impact. This may be done by the class teacher, the person carrying out the intervention or the SENCO. • If your child has an Individual Education Plan (IEP) you will be invited to an IEP Review Meeting with the SENCO and class teacher. Progress against the targets set will be reviewed and new targets will be set if appropriate. • If your child is receiving support from an external agency then they will monitor the impact of any work they carry out with the child. • The Head teacher, along with the class teacher, reviews the progress of all children on a termly basis in a pupil progress meeting.
When will my child's progress be reviewed and how will it be communicated to me?	<p>Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties.</p> <ul style="list-style-type: none"> • All teachers are available to talk to parents during the school week, most are available after school and appointments can be made for more lengthy discussions. • All parents/carers are invited to parents evenings in school twice a year. • Written reports are sent to all parents/carers annually in the Summer Term. • IEPs are reviewed on a termly basis, you will be invited by the SENCO to attend a meeting with the SENCO, class teacher and if appropriate the teaching assistant. You will be given a copy of your child's IEP after every review. • Annual Reviews are carried out for children in receipt of funding for SEN every year. You will be invited by the SENCO

to attend along with anyone else who has been working with your child. You will be given a copy of the Annual Review paperwork.

External Support

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies.

What specialist services and expertise are available to or accessed by the school?

At Ashill we access a wide range of external agencies in order to best support the children in our setting. These include; Learning Support Service (LSS), Social, Emotional and Behaviour Support (SEBS), Educational Psychology Service (EPS), Speech and Language Therapy (SLT), Occupational Therapy (OT), Autism Outreach Team, Speech, Language and Communication Team, Physical Impairment and Medical Support Team (PIMS), Special Educational Needs Information Technology Advisory Service (SENITAS), Child and Adolescent Mental Health Service (CAMHS), GP, Paediatrician, Health Visitor, School Nurse, Social Services, Area Early Years SENCO, Orthoptic Literacy Difficulty Clinic. This is not an exhaustive list. We also work together within the Chard Area Family of Schools (CAFOS).

How are these services accessed?

These services are usually accessed by the school via a referral process or as part of an Early Help Assessment where there are more complex needs for both the child and the family. The referral is carried out by the SENCO and will always be with the consent of the parent/carer. In some instances these services may be accessed directly by the parent via the child's GP.

Transition

How will the school support my child's transition to a new class or setting?

- When moving class the current and new class teachers will meet to discuss the children coming into the class. This will include sharing IEPs, successful strategies, barriers to learning and next steps.
- When moving schools the SENCO will contact the new school's SENCO to share SEN information prior to the move, once the child has moved your child's SEN file will be sent to the school.
- When moving to secondary education meetings will be held during the Summer Term to discuss all children with SEN. All children attend changeover days at some point during the Summer Term. The secondary school may wish to meet your child prior to transition, in this instance you will be informed and your consent will be needed. These meetings may result in additional visits to the secondary school for the child; however this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases.

Accessibility

How accessible is the school site?

Ashill School is on two levels and there are steps to most areas of the school.

This document will be reviewed again during the Autumn Term 2017 to bring it in line with The Redstart Learning Partnership's ways of working.