



# Primrose Lane Primary School inc. Little Learners Pre-School

## *SEN Information Report: for Children and Young People with Special Educational Needs/Disabilities (SEND) 2019/20*

This SEN Information Report should be read in conjunction with our SEND Policy and our leaflet 'Supporting Pupils with Additional Needs', all of which can be found on our website. You may also find it helpful to refer to our Behaviour Policy and Policy for Administering Medicines in School.

This report has been co-produced with students, parents/carers, governors and members of staff – October 2019.

**Annie Sherrard**  
(Head of School)

**Phil Noone**  
(Chair of Govenors)

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## How do we identify pupils that require additional help or have special educational needs (SEN)?

We constantly monitor the progress of all pupils in school. If a child struggles to make expected progress academically, socially or emotionally, we may decide to look into this further so we can identify the barriers to their learning. This will be discussed with you and some additional provision may be put in place – the impact of this will be monitored.

Some pupils have been identified SEN before they come to our school so we use the information already available to identify how they need to be supported in our school setting. Parents may think that their child has SEN - we will discuss this with you and carry out assessments, we will share our findings with you and come to an agreement about what should be done next and what you can do to help your child.

There are a number of children within school that require some kind of additional provision and support – this is often provided through normal classroom differentiation and does not mean that your child has SEN. The new Special Educational Needs (SEN) Code of Practice (2014) advocates a graduated response. Schools have a duty to support children with additional needs—much of this can be done without them being classified as SEN. If your child's needs are more significant and complex, they may be identified as a pupil with Special Educational Needs (SEN).

## What does SEN mean?

SEN stands for Special Educational Needs.

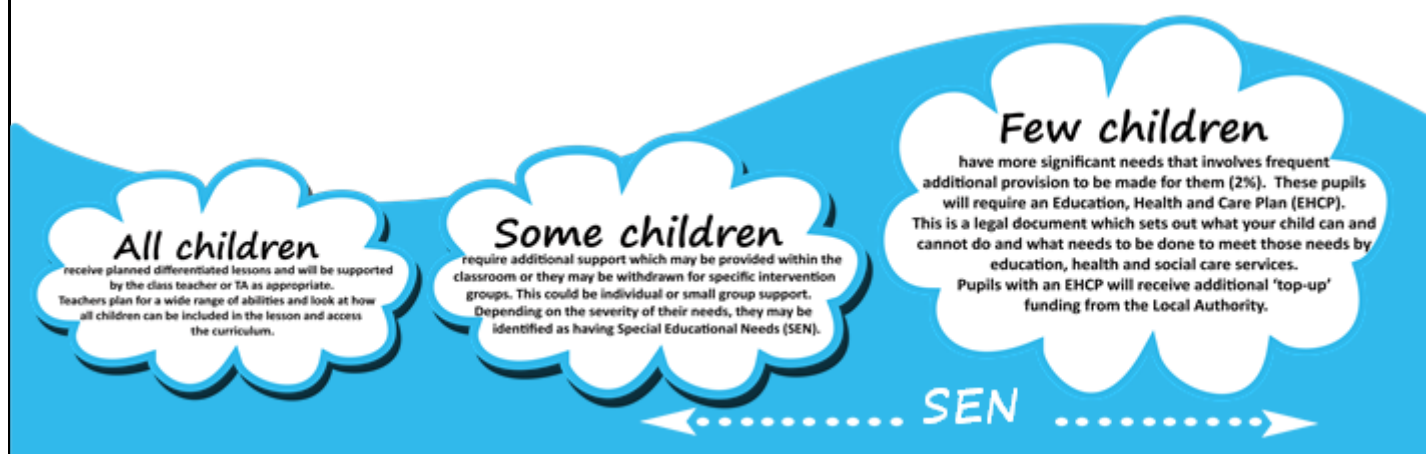
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a **significantly greater** difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day today activities. (*Section 6*), *Equality Act 2010*

The abbreviation **SEND** refers to children who have **Special Educational Needs** and/or a **Disability**.



## Who can I contact if I am concerned about my child?

Talk to us – we pride ourselves on building positive relationships with parent carers and aim to be open and honest and hope that you are able to do the same with us.

Your child's class teacher or key person at Little Learners is the first point of contact regarding your child's learning – please make arrangements at the school office to see them at a convenient time. The class

teacher/key person is responsible for:

- 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, booster groups, interventions) and letting the SENCO know as necessary.
- Ensuring any specific targets, strategies and recommendations are incorporated into their weekly lesson planning/differentiation
- Ensuring that all staff working with your child in school are supported to deliver 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 within their classroom.

Laura Moore is our Huish Academy Trust SENCO (Special Educational Needs Co-ordinator). She is responsible for SEN across all our schools. Lauren Miles is our Assistant SENCO and she is based at Primrose. Lauren Miles is usually in school on Monday and Tuesday mornings and all day on Wednesday and Thursday, although she can be contacted any day through the school office. Amanda Jones is our Early Years SENCO for Little Learners Pre-School.

For children with additional needs the SENCO may:

- Assess your child to identify any difficulties they may have
- Ensure the right support is put in place for your child
- Advise other staff on how to help your child
- Work with you regarding your child's needs and listen to any ideas or concerns you might have
- Work with other professionals (if necessary) who may be able to help your child e.g. speech & language therapist, educational psychologist, Parent and Family Support Advisor, Early Years Area SENCO

The Head of School, Annie Sherrard, is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. This may be delegated to the SENCO/class teacher/key person but she is still responsible for ensuring that your child's needs are met.

Mrs Sarah Foster is the SEN Governor for Primrose Lane Primary School and she has completed all relevant governor training. Mrs Foster meets termly with the SENCO and they sometimes attend relevant training together. She can be contacted via the school office.

### How are pupils with additional needs/SEND supported?

**All children** receive planned, differentiated lessons and will be supported by the class teacher or Teaching Assistant (TA)/Learning Support Assistant (LSA) as appropriate. Teachers plan for a wide range of abilities and look at how all children can be included in the lesson and access the curriculum. This is known as Quality First Teaching. Within Little Learners, all children participate in planned adult led and child-initiated activities which are based on their next steps which are monitored by the Early Years SENCO and key worker.

**Some children** require additional support which may be provided within the classroom or they may be withdrawn for specific intervention groups. This could be individual or small group support, led by a teacher or TA/LSA/KW. Support may include:

- Additional visual prompts/reminders
- Additional processing time
- Story maps
- Writing prompts
- Flashcards
- Number lines/100 squares
- Use of symbols
- Forest School

- Speech & Language Programmes
- Numicon
- Occupational Therapy Care Plans
- ELSA intervention (Emotional Literacy Support Assistant).
- Talk Boost

At Little Learners, children receive individually planned support and one to one time to meet their needs.

Depending on the severity of needs and the amount of different provision made for them, pupils may be identified as having a Special Educational Needs (SEN). These children will be recorded on the school's SEN Register as receiving **SEN Support**.

A very small minority of pupils (2%) have an Education, Health and Care Plan (EHCP). This means that they have significant needs that require frequent additional provision to be made for them. An EHCP is a legal document which sets out what your child can and cannot do and what needs to be done to meet those needs by education, health and social care. These children would be known as having Special Educational Needs (SEN) and will be recorded on the school's SEN Register. This level of support and provision is known as **EHCP**.

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

As a school, we measure children's progress in learning against National expectations and age-related expectations, and Early Learning Goals in pre-school. Every term, the class teachers have a meeting with the Senior Leadership Team, and the SENCO, to discuss any pupils that are not making expected progress and what further support can be made for the child. Any concerns will be shared with you at a parents meeting.

If your child has an identified Special Need and is on the SEN Register they will have a Personal Learning Plan. This contains targets specific to them to help them progress and records their views about what helps them learn best and how they think they are progressing at school. There is also a section for you to share your views. A copy of the Personal Learning Plan will be sent home for you to keep. Learning Plans are reviewed three times a year and new targets may be set.

For children with complex SEND, they may receive additional top-up funding from the Local Authority. In this case, they will have an annual SEND Support Review meeting which you and your child will be part of. This meeting will identify what is working well and what is causing concern and we will set short and long term targets together to help your child make progress. If your child has an Education, Health and Care Plan (EHCP), an annual review of the EHCP will be held, similar to the SEN Support Review. Children with complex SEND will also have a Personal Learning Plan, as above.

### **What support will there be for my child's overall well-being?**

The class teacher/key worker has overall responsibility for the pastoral, medical and social care of every child in their class/key children. If further support is required, the class teacher/key worker may liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health Visitor (School Nurse, Physiotherapist etc), Social Care and/or South Somerset Partnership School (social, emotional and mental health support and medical support team).

We are currently securing a Parent and Family Support Advisor (PFSA). He/she will work with families in the home and children at school to help improve emotional, social and behaviour difficulties and provide parenting support. He/she also offers practical help such as filling in benefit applications and signposting to other services. Parents and pupils can make a referral themselves to the PFSA in order to access support, however all referrals are triaged and dealt with in order of need and there may be a waiting list. The PFSA can be contacted via the school office. Please speak to the SENCO or your child's class teacher if you would like more information.

The school has a policy regarding the administration and management of medicines in school. Parents

need to complete a form which is available from the office if their child needs to take medication in school. If a pupil has long term medical needs, e.g. diabetes, epilepsy, the SENCO will liaise with health professionals to ensure the school follows appropriate procedures and staff receive the necessary training.

Attendance is monitored by the school office on a daily basis. Lateness and absence are recorded and reported and monitored by the Local Authority's Education Safeguarding Service. If your child's attendance falls below 95% or if they miss 6-8 sessions within a twelve-week period, you may be sent a letter or requested to attend a meeting to remind you of the importance of being in school and the impact poor attendance can have on your child's education.

### **What specialist services and expertise are available to the school?**

At times, we may require further advice to help meet your child's needs. We work closely with a range of external agencies and your consent would be requested before your child's needs are discussed or a request for involvement is made using a EHA (Early Help Assessment). It is good practise for parent/carers to meet with any specialists and discuss their child's needs and provision with them. Initially, the specialist may discuss your child with us and make recommendations for us to help them. Following a graduated response, it may be appropriate at a later date for the specialist to work directly with your child to carry out a formal assessment.

Specialist Services regularly accessible to the school are:

- Educational Psychology
- Learning Support Service (including specific learning difficulties such as dyslexia)
- Integrated Therapy Service (Speech & Language Therapy, physiotherapy, occupational therapy)
- Autism and Communication Service
- South Somerset Partnership Service (social, emotional and mental health support service, medical support services)
- CAMHS (Child and Adolescent Mental Health Service)
- PFSA (Parent and Family Support Advisor)
- Early Years Area SENCO (pre-school)
- Portage (pre-school)
- Children's Social Care
- Health care professionals e.g. consultant paediatricians, school nurse, diabetic nurse

### **How are staff trained to support pupils with SEN and disabilities?**

Mrs Jones and Miss Miles both attend regular training, conferences and support group meetings and the information acquired is cascaded to staff where appropriate. They support staff in planning for children with SEND, ensuring their needs are met and that they receive appropriate provision. Staff attend training courses appropriate to the needs of the children or expertise may be brought in to lead training within school such as:

- Numicon
- Phonics
- Speech and Language development
- Person Centred Planning
- Talk Boost KS1
- Early Years SENCO training
- SENCO training
- Termly Early Years SEN workshops
- Termly Yeovil Federation SEN Network meetings
- Any relevant medical training

The HAT SENCO, Laura Moore, holds a Level 5 Certificate for Teachers of Learners with SpLD (dyslexia)

The pre-school SENCO, Amanda Jones holds a Level 3 NVQ Early Years Care & Education L2 (autism)

### **How accessible is the school?**

All entry points to the school are wheelchair accessible. There are two accessible toilets within the main school and a hoist/changing table. Little Learners also have their own accessible toilet. As a new build, the school is accessible for people with visual or hearing impairments.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Parents will be involved in the decision making about school trips and activities.

### **How do we support pupils in their transition into and from our school?**

#### **When joining Little Learners:**

- Information is obtained from parents and a personal pre-school entry plan can be completed together.
- Additional visits to the pre-school may be arranged and a home visit.
- The SENCO/Keyworker may visit your child's current setting or if they are dual placed liaise with the other provision.

#### **When joining our school in Reception:**

- We will contact the pre-school to discuss any specific needs your child may have and what support is required
- The Class Teacher and TA will visit the child at home with their parents during the Summer Term prior to them starting school
- Pupils with funding or complex needs may have a School Entry Plan meeting during the Summer Term before they start school – parent/carers and other professionals involved with your child will be invited to attend
- Pupils without funding may have a Transition Meeting during the Summer Term before they start school – parent carers and other professionals involved with your child will be invited to attend
- The Reception Class teacher and/or SENCO may visit the pre-school setting to see your child
- Additional visits to school may be arranged
- There are a number of play visits and transition sessions for all children to attend during the Summer Term before they start school to help them settle in

#### **When joining our school/pre-school at other times:**

- The SENCO will contact the previous school/setting to discuss any specific needs your child may have and what support they require
- Records from the pupils previous school/setting will be sent to us and key information shared with relevant staff
- We will speak to you about your child's needs and the provision they have been receiving

#### **If your child is moving to another school/setting:**

- We will contact the new SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

#### **When moving class each year**

- Information about your child will be shared with their new teacher and support staff
- Photo booklets of staff in each new class are shared with pupils before the Summer holiday, if appropriate, to help familiarise themselves with key adults and reduce anxiety
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.

### **What is top-up funding?**

The school budget, received from central government, includes money for supporting all children with SEND. This is used to provide support according to the complexity of their need (including equipment, staffing and resources). If your child has significant needs that require them to have a large amount of adult support or specialist equipment, they will need an Education, Health and Care Plan. All children with an EHCP are 'banded' to determine the level of top-up funding the school receives using a banding system from 1-7 (1 being the lowest amount). The band allocated for funding will be based on the evidence gathered over a period of time to show what provision, progress and strategies have been put in place to meet the child's needs. This band could change, if the child's needs change.

### **What is an Education, Health and Care Plan?**

The highest levels of need are met through an EHCP (Education and Health Care Plan), previously a Statement of SEN. This is a process where a child's significant needs are supported by school and outside agencies to meet that child's complex difficulties. An EHCP is a statutory document that sets out the child's strengths and needs and what provision they require to enable them to make progress. All children with an EHCP will have external professional advice and recommendations written into their plan and usually receive a significant amount of additional support to meet this advice. Children's progress is continually monitored and reviewed at an EHCP Annual Review meeting. Any changes to support will be detailed and implemented, as necessary. Progress will be measured against termly targets and reviewed outcomes. Approximately 2% of pupils have an EHCP. An EHCP entitles the pupil to additional top-up funding using a banding system from 1-7 (1 being the lowest amount). All pupils in specialist provision (e.g. special school or specialist base attached to a mainstream school) need an EHCP.

Through a graduated response, as specified in the new SEN Code of Practice (2014), there are many steps that should be explored first, such as further changes to the provision in the school, or links with specialist providers to gain advice and support. However, if all those interventions are not working well enough, then you as parent, the school or other agencies may apply for a Statutory Assessment which may lead to an EHCP.

### **How does my child get an EHCP?**

You and the school either independently or in partnership can request that the Local Authority carry out a Statutory Assessment of your child's needs. After the request has been sent to the Local Authority, they will decide whether they think your child's needs (as described in the documentation provided), are complex enough to require Statutory Assessment. If this is the case, they will ask you and the professionals involved with your child to write a report outlining your child's needs and the provision in place following the graduated response. If they do not think your child meets the criteria for a Statutory Assessment, they will ask the school to continue with the support in place.

After the information has been collated, the Local Authority will decide if your child's needs are severe and complex. If so, they will call a meeting of all professionals involved with your child and an Education, Health and Care Plan will be written to describe their learning difficulties or disabilities and the help they will get to meet these needs. If this is not the case, they will ask the school to continue with the support they are providing following the guidelines of the Code of Practice.

**Where can parent carers get extra support and advice?**

Somerset SENDIAS (*Special Educational Needs and Disability Information, Advice and Support*) provide free, impartial, information, advice and support to parent carers, children and young people (up to the age of 25) about Special Educational Needs and Disability. Their web address is: <https://somersetsend.org.uk/>

Somerset Parent Carer Forum is an independent group of parent carers united by their experiences, passion and commitment to ensuring that parent carers are invited and empowered to participate in decision making in the Local Authority, Health Service and ultimately Government. They can be found at: <https://somesetparentcarerforum.org.uk/>

**What can I do if I am not satisfied with a decision or what is happening?**

Firstly, make an appointment to speak to your child's class teacher or key person. Sometimes problems arise through a lack of communication and can be resolved by talking to the teacher to find out exactly what is happening. Having spoken to the class teacher/key person, your next point of contact would be the SENCO, Lauren Miles or Early Years SENCO, Amanda Jones. You can make an appointment through the school office or leave a message for Lauren or Amanda to contact you.

If speaking to the class teacher, key person or SENCO has not satisfied your concerns, you will need to speak to Mrs Sherrard, the Head of School or Mrs Clark, Little Learners Manager. We very much hope that we would be able to resolve any concerns you have before getting to this point. However, you are entitled to make an official complaint to the school governors following the schools formal complaints procedure.

**Who should I contact if I want my child to attend Primrose Lane Primary School or Little Learners Pre-School?**

Please contact the school office to make an appointment to look around the school. If your child has SEN or a disability, you can request that the SENCO or Early Years SENCO is available to meet you and show you around the school. She will be able to discuss your child's SEND with you and how the school/pre-school may be able to support them.