




Staplegrove Church School

SEN INFORMATION REPORT



'That they may have life, life in all its fullness' John 10:10

Written by	Samantha Thorn SENDCo
Ratified by	Local Governing Committee
Last Reviewed	02/05/23
Date of Next Review	02/05/24
Signed- Chair of Governors	<i>Rob Crocker</i>
Signed- Headteacher	

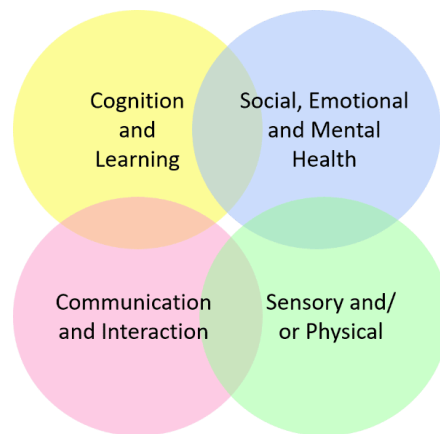
Our job is to help your child achieve the very best they can at Staplegrove Church School. You know your child best and you may feel that they need some additional help or support for some or all of their time at school. This report will help you to understand who can help and how this support can be accessed.

This is linked to Somerset’s Graduated Response Tool- a framework which sets out the provision that is ordinarily available in Somerset schools at Universal, Targeted and Specialist support levels.

This can be accessed via the Local Offer at [What to expect from education \(onyx-sites.io\)](https://www.onyx-sites.io)

What needs are provided for?

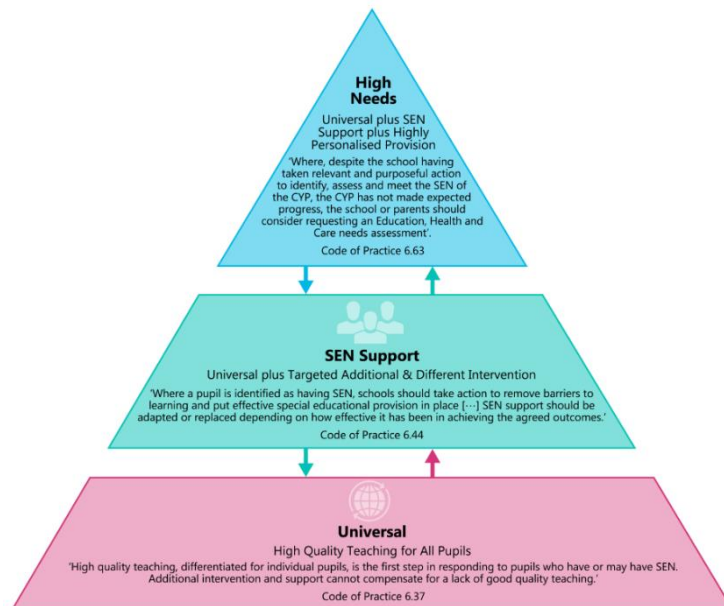
We are a wholly inclusive school and provide for all Special Educational Needs and Disabilities (SEND) under the four categories:



We acknowledge that many children will have needs which fall across two or more areas of need. Furthermore, we recognise that children who have medical needs, are looked after by the Local Authority and have English as an additional language (EAL) with SEN may also require additional support.

How do you know if a child needs extra help?

All children at Staplegrove Church School are monitored closely by their Class Teachers. This is done through regular monitoring, assessment and termly Pupil Progress Meetings to discuss individual needs and progress. We follow a graduated response to identifying children with needs.



Most learning needs can be met by the Class Teacher within Universal Support through high quality teaching and implementing strategies. The class teacher will complete some initial assessments at this point to identify any area of need.

If a child still isn't making the required progress, despite strategies used, they will be discussed with the Special Education Needs Co-ordinator (SENCo) at a Pupil Progress Meeting or before if necessary. Further assessments may be carried out and, if necessary, referrals made to external agencies with the consent of the Parents/Carers.

If Parents/Carers have any concerns, they should see the Class Teacher in the first instance. Teachers are available for brief discussions at the end of the day. An appointment can be made if a more detailed discussion is needed.

How will the school support my child?

The Class Teacher is responsible for your child's education. They will oversee, plan and work with each child with additional needs in the class to ensure that progress in every area is made. Our SENDCo co-ordinates all support and progress of any child on our SEN register. You should know if your child is on this register. Any intervention/support that your child is receiving will be explained to you at your parent consultation meetings. Three times a year, you will also receive an individual pupil passport detailing interventions and support your child is receiving that term.



Samantha Thorn
 SENDCo

There may be a Teaching Assistant (TA) working with your child either individually or as part of a group. If this is above the normal support given in the class, these sessions will be explained to

the Parents/Carers when the support starts or during parents/carers evenings (an additional appointment can be made with the SENCo for one of the evenings).

If your child is requiring additional support above Universal Support, they will have an Individual Learning Passport (ILP) and be placed on the SEN register. You will be informed of this. Your child will be asked about what they enjoy and feel they are good at as well as the areas they find challenging. They will also be asked about what helps them with their learning. Each half term, you will be consulted on the targets your child is working on and the progress they are making towards these targets.

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

All work within class is pitched at an appropriate level so that all children are able to access it according to their needs. Typically, this might mean that in a lesson there would be different levels of work set for the class, however, on occasions this can be individually differentiated. Groupings of children are flexible and can change regularly according to needs and understanding

How will I know how my child is doing?

The school uses Scholarpack which tracks children's progress in the core subjects of Reading, Writing and Mathematics. Interventions are also tracked and monitored for impact and how successful they are by the SENCo. There are Parents' evenings in the autumn and spring terms and reports are written in the summer term. In addition to this, children with complex needs, higher needs funding or in receipt of an Education, Health and Care Plan (previously known as a Statement) will have an Annual Review meeting to inform and plan for next steps.

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

In addition to support received for academic subjects, there is a range of pastoral support available. We have trained Wellbeing Ambassadors who work alongside our Wellbeing Committee to consider how to support wellbeing in school. This programme is supported by our Mentally Healthy School's Team (MHST). This team also offers support and training to parents as well as supporting groups or individual children with their mental health needs over a six week period.

If your Child's Teacher feels you child needs support with their mental wellbeing a referral can be made to our Emotional Literacy Support Assistant (ELSA). An area of focus will be agreed upon in partnership with you and a programme delivered over a 6 week period where skills are taught. If you feel your child would benefit from ELSA support please discuss this your child's teacher.

We are also able to refer families for support from a Parent and Family Support Advisor (PFSA) who can work with children and families in a variety of different ways. This can include:

- Parenting support
- Financial advice/support
- Housing advice/support
- Links between home and school

The Parent and Family Support Advisors for our school is **Mary Wooding**.

If you feel your family would benefit from support, please email the school office and someone will get back to you for an initial discussion.

Specific support plans will be put into place for children experiencing social, emotional or mental health difficulties and those needing medical support or intimate care. All children have access to

a trusted adult who they can talk to. Children's views are expressed through pupil questionnaires, school council meetings and 1-1 interviews.

What are the specialist services that the School can access?

In addition to those already mentioned, when a child has a specific need, we can access the County's services such as Educational Psychology, Learning Support Services and the Physical Impairment and Medical Service (listed below). We can refer pupils to Speech and Language Therapists, School Nurse service and Occupational Therapists via the NHS when needed and whilst on their caseload, these therapists will review the child in school and liaise with school staff. We are fortunate to have a Speech and Language Therapist who works in school for an afternoon every week.



Claire Morris

Speech and Language Therapist

How accessible is the School environment?

Our school site is wheelchair accessible. We have two accessible toilets, an adjustable therapy bed, a low-level toilet and a hoist. All children have the right to access class trips wherever it is safe for them to do so. For children with additional needs, alternative provision can be made eg: additional adult support, alternative travel arrangements, or alternative arrangements for the administration of medicines. For more information, please see our separate Accessibility Plan on the School's website.

How will the School support my child's transitions to a new setting?

Prior to starting in Reception, children identified as having Special Educational Needs will have a School Entry Planning meeting. This will be attended by Parents/Carers, pre-school staff, school staff and any external professionals involved in supporting your child. It plans out how all concerned can make the transition to school as smooth as possible. For children with medical needs, this will include identifying staff training to ensure your child's needs are fully met. All families will be invited to new Parents/Carers meeting to gather information. The Reception class teachers, and at times, the SENCo, will also visit pre-schools to meet the children in a familiar setting. All children will be invited to attend transition afternoons to ensure they are familiar with the staff and the setting in advance. Home visits are also carried out in the autumn term by our Reception class staff.

On moving to secondary school, children in Year 6 with additional needs are discussed with the SENCo at the Secondary School once places have been allocated. Additional visits are organised with the new school for our more vulnerable pupils. If your child is in receipt of higher needs funding, an Annual Review meeting will be held once the secondary school placement is confirmed and a representative from that school will be invited to attend, together with you and any

outside professionals involved. The SEN policy provides further information. This can be found on the School's website.

What training is provided for support staff who work with children with SEN?

All adults who work with individuals or groups of children on specific interventions will have received training to deliver the sessions. These sessions are overseen by the Class Teacher and SENCo to monitor the progress of the children. Where additional specific training is required to address a child's individual needs, the School brings in external trainers to deliver this. On-going training and updates are delivered by the SENCO through regular meetings.

How are the School's resources allocated and matched to children's SEN needs?

We ensure that children with additional needs are supported to the best of the School's ability with the funds available. This may include specialist equipment and/or facilities. We have a team of Teaching Assistants (TAs) who are funded from the SEN budget and deliver programmes to meet groups and individual needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

Who do I see if I am worried?

- Speak to your child's teacher
- If you are still concerned, you can make an appointment to meet the SENCo (Miss Thorn)
- If you feel matters are still not resolved, you can make an appointment with the Head teacher to discuss your concerns
- If you still have concerns, you may contact our SEN Governor Mr Robert Croker

Who might work with my child?

A range of outside professionals might be called in to support the School in providing the best opportunities for every child. These include:

- Learning Support Services
- Educational Psychologists
- Social, Emotional and Mental Health Advisory Teachers
- Physical Impairment and Medical Support
- Hearing Impairment Advisory Teachers
- Visual Impairment Advisory Teachers
- Speech & Language Therapists
- Occupational Therapists
- Physiotherapists
- Autism, Language and Communication Advisors
- Paediatric services (accessed via child's GP)
- Child and Adolescent Mental Health Service

Further Support

For further information, contact details for these services and to access the Local Offer, please look at the Choices website for further SEND information: www.somersetchoices.org.uk

For more information Contact the SENDCo, Sam Thorn via the School Office on 01823 337313 or at sendco@staplegrave.bwmat.org