

Long Sutton C of E Primary School local offer for SEND

School SEND Information Report 2024

Type of School	VA Church of England Primary School
Specialist Provision on site	None

Somerset schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

School based information	Staff	Summary of responsibilities
Who do I go to for support and to discuss my child's needs or difficulties based around their learning /Special Educational Need	The SENCo (Special Educational Needs Co-ordinator) Mrs Julie Moseley	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all the support for children with Special Educational Needs (SEN) • Supporting staff to assess whether a child needs additional support • Developing the SEN policy to ensure that all children get a consistent, high quality response to meeting their needs in school • Working alongside staff to ensure each child is making progress and aiming to achieve their full potential • Ensuring that you (parents/guardians) are: <ul style="list-style-type: none"> ➤ 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 ➤ Making appropriate referrals to relevant outside support eg Learning Support • Liaising with all the other people who may be involved with helping and supporting your child's learning eg the occupational therapist (OT) Speech and language therapist (SLT), Educational psychologist (EP) etc...

	<p>Teachers</p>	<ul style="list-style-type: none"> • Providing specialist support to teachers and support staff to ensure your child is being provided with the best possible support available, to enable them to achieve the best possible progress • Updating the school's SEND register (a monitored system to ensure all known SEN children's needs are known) and ensuring well monitored records of progress and needs are maintained and analysed.
	<p>The teaching assistants</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Monitoring and checking on your child's progress. They identify, plan and deliver any additional help your child may need (This could be things like individual targets, additional support, focus group work, links to intervention work) and inform the SENCo as necessary • Liaising with their support staff to ensure that all staff working with your child, in school, are supported to deliver the planned work/programme so your child can achieve the best progress possible. This may involve using additional adults and outside specialist help, specifically planned work and resources • Writing Assess, Plan Do Review plans for children and sharing these with parents. • Ensuring that the school's SEND and other policies are followed in their classroom and for all the pupils they teach with SEND.
		<p>They are responsible for:</p> <ul style="list-style-type: none"> • Following through any plans that have been written by themselves, teachers or other staff/ professionals such as: SLT, OT etc • Evaluating plans to support your child's progression • Recording observations made, progress and attainment. • Informing the class teacher and SENCo of any progress or concerns • Being an understanding and supportive point of contact for pupils

	<p>The Head teacher: Mrs E. Reynolds</p> <p>The SEND Governor Mrs Kate Stent</p>	<p>Mrs Reynolds is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND • She will give responsibility to the SENCo and teachers but will still be responsible for ensuring that your child's needs are met appropriately and best possible progress is made • She must make sure that the Governing Body is kept up to date about any issues relating to SEND <p>They are responsible for:</p> <ul style="list-style-type: none"> • Liaising with SENCo on a termly basis to keep up to date with latest legislation, SEN data and reporting to the Governing Body • Ensure that the necessary provision is made for any child who attends the school with SEND
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B. How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other support staff
- Outside professionals/agencies such as Speech and Language therapy (SLT), OT, Physio, School nurse etc..
- Professionals from the local Authority access to inclusion team who will visit the school to offer support and direction
- Somerset Graduated Response Tool: Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

	Types of support provided that shows the stage of the Code of Practice (the document that schools use to plan SEN input) children will be at when receiving this input	What would this mean for your child?	Who can get this level of support?
What are the different types of support available for children with SEN, in our school?	Quality First Teaching – the excellent targeted classroom teaching being taught by the class teacher	<ul style="list-style-type: none"> • That your child’s teacher has the highest possible expectations for your child and all the other pupils in their class • Ensuring that all teaching builds on what your child already knows, can do and understands • Ensuring that your child is taught in a variety of ways so that they can fully participate in learning with their peers • Using a variety of teaching strategies and resources that aid your child to reach their full potential (this may include advice from the SENCo or outside agencies) and use of Somerset Graduated Response tool 	All children should be receiving this quality of teaching, as part of excellent classroom practice.
	<p>Specific group work within smaller groups of children. This may be run</p> <ul style="list-style-type: none"> • In the classroom or out • Run by a teacher or TA who has had specific training to run these groups <p>Use of Somerset Graduated Response tool</p>	<ul style="list-style-type: none"> • The class teacher/s will regularly assess your child’s progress and hold half termly meetings with the Headteacher and SENCo to discuss that progress. They will analyse where your child has gaps in their understanding/learning and plan ways to support this. • Use of Assess, Plan Do Review documents. • Support may be given in small group sessions, targeting within class or on an individual basis. 	A child who has specific gaps in their learning and understanding. Children at the SEND Code of Practice called SEN Support whereby they have been identified by the class teacher as needing extra support.

		<ul style="list-style-type: none"> • A teaching assistant or the teacher will work with the group either in the classroom or an additional room. • Advice may, at times, be from an outside professional and plans will be written by the person leading the group. They would have been shared with the teacher/SENCo 	
	<p>Stage of SEND Code of Practice: SEN Support – your child has been identified as stated above, by the class teacher, as needing some extra support in school</p> <p>Stage of SEND Code of Practice: SEN Support which means they have been identified by the class teacher/SENCO as needing some extra support in school from a professional outside of school This may be from:</p> <p>Specialist therapists such as the Integrated therapy team eg OT, Physio, SLT)</p> <p>School nurse</p> <p>Local authority professionals eg Access to Inclusion, Educational Psychologist.</p>	<p>Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of, or in addition to, excellent classroom teaching and general class focus groups.</p> <p>The class teacher will approach you and you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.</p> <p>You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them with clear strategies in school.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <p>Making changes to the way your child is supported in class e.g some individual</p>	<p>Children whose needs cannot be overcome purely through quality first teaching and small group focus</p>

		<p>support or changing some aspects of teaching to support them better</p> <p>Support to set clear targets which will include the specific expertise of the outside professional. You will also receive a report (written or oral)</p> <p>A group or individual session run by school staff under the guidance of the outside professional e.g a social skills group or nurture group</p> <p>The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	
	<p>Specialised individual support, for your child. This is usually provided by an Education, Health and Care Plan (EHCP) This means your child will have been identified by the class teacher/SENCO/Headteacher as needing a particularly high level of individual or small group teaching</p> <p>Usually your child will need a variety of support (dependent on their specific need) which could include:-</p> <p>Specialist therapists such as the</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do 	<p>Children whose needs are :- Severe, complex and lifelong</p>

	<p>Integrated therapy team eg OT, Physio, SLT, School nurse</p> <p>Local authority professionals, Access to Inclusion team, Educational Psychologist, etc</p>	<p>not think your child needs this, they will ask the school to continue with the support at SEN Support</p> <p>After the reports have been sent in the Local Authority will decide if your child's needs are severe, complex and possibly lifelong.</p> <p>If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • Education Health Care Plan (EHCP) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. This will be reviewed on an annual basis or before if your child's needs change • An EHCP will remain with the young person until he/she is 25 years old and will be reviewed regularly 	
<p>How can I let the school know I am concerned about my child's progress in</p>	<ul style="list-style-type: none"> • If you have any concerns about your child's progress firstly discuss this with their class teacher. • If you feel that your concerns are not being addressed and you wish to discuss them and the progress of your child in more detail, arrange a meeting with the SENCo and or Headteacher. 		

<p>school? (academic, physical, Social, emotional or behavioural)</p>	<ul style="list-style-type: none"> • Finally, if you still feel unhappy about your child's progress and you have followed all the routes above, you need to follow the complaints procedure
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • Initially you will be contacted by the class teacher to discuss any concerns they may have about your child's progress • Each term the teacher, SENCo and Head meet to discuss progress about each child in school so any concerns will be raised at those meetings and the SENCo may arrange to speak to you. This will likely involve a meeting between you and the SENCO where she:- <ol style="list-style-type: none"> 1. Will listen to your concerns 2. Explain any additional support your child may receive 3. May seek your permission to discuss your child's needs with outside professionals such as the learning support team or an educational psychologist etc • There will also be parent's evenings throughout the school year
<p>How is extra support allocated to children and how do they move between different SEN levels?</p>	<ul style="list-style-type: none"> • The school budget is provided by Somerset County Council, based on the number of children in school. There is an SEND allowance within that budget • The SENCo and Headteacher look at the provision needed to help each child be the best they can be and then discuss all the information they have about SEND in the school including <ol style="list-style-type: none"> 1. Which children get extra support already 2. Which children need additional support 3. Which children are not making expected progress • They then decide where the resources/support or training is needed • This is regularly reviewed around the pupil progress meetings • If your child needs a high level of support the SENCo and Headteacher may decide to apply for an EHCP

<p>Who are the people providing services to children with a SEN in this school?</p>	<p>Directly funded by school</p>	<ul style="list-style-type: none"> • Teaching Assistants • Teachers • SENCo • Headteacher • Additional Educational Psychologist hours
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	Paid for centrally by Somerset County Council	<ul style="list-style-type: none"> • PFSA (Parent Family Support Advisor) • Access to Inclusion • Inclusion Helpline • Funded Educational Psychologist time
	Provided by Somerset Partnership Health trust NHS	<ul style="list-style-type: none"> • Occupational Therapist • Speech and Language Therapist • Physiotherapist • School Nurse • Specialist pediatric nurses
How are Teachers/Teaching Assistants in school supported to work with children with a SEN and what training do they have?		<ul style="list-style-type: none"> • The SENCo supports the teachers/Teaching Assistants with their planning and awareness of the children's needs • Teachers and Teaching assistants are sent on relevant training for specific needs of children • The SENCo, Head, specific co-ordinators or outside professionals train staff through INSET and staff meetings eg phonics, dyslexia awareness, specific medical training etc • The Teaching Assistants have regular staff meetings to update them with training and ways to support SEND children (or all children within school)
How will the teaching be adapted for my child with learning needs/SEN?		<ul style="list-style-type: none"> • Teachers plan their lesson with all children's needs in mind. They will adapt their plans accordingly to cater for your child's needs. • Part of the role of Teaching Assistants, is to ensure that appropriate support is given and strategies are taught to enable your child to be the best they can be and be independent, resilient learners • School resources will be available to support your child's learning
How will my child's progress be measured in school?		<ul style="list-style-type: none"> • Through our-termly Pupil Progress Meetings (PPM) • Through senior Leadership data analysis • Monitoring of specific additional support (interventions) by the SENCo • Through the use of individual Assess, Plan, Do, Review documents (APDR) • Through daily teacher assessment • Through end of term teacher assessment

		<ul style="list-style-type: none"> • Children who have Individual Learning Plan/APDR document will have it reviewed regularly • At times, outside professionals will measure progress based on their visits eg Speech Therapists or Occupational Therapists etc • Through an early identification log
How will we as a school, support you as a parent of a child with a SEND?		<ul style="list-style-type: none"> • We would like you to know that you can arrange a meeting at anytime throughout the year with your child's teacher, the SENCo and/or the Head • The SENCO works one day a week (Monday) but if you need to discuss any concerns or worries on a different day, please speak to the Head. • If your child is seen by an outside professional, you will receive feedback either from them, the SENCo or Head and in addition you may receive a written report • Advice will be given by your child's class teacher at parent's evening, or in further discussion meetings, about how you can support your child at home • Homework may be adjusted for your child but if you have any concerns, please see the class teacher • Your child's individual learning plan will be set with your child and sent home for you to read. If you are happy with it, please send it back signed or arrange to discuss it with the class teacher
How have we made our school accessible to children with SEN?		<ul style="list-style-type: none"> • The physical environment for our school enables children access, with wheelchairs, mobility and visual needs. • We ensure children have resources to access the curriculum regardless of their needs and we encourage independence through teaching strategies and having classroom resources readily available. This may be with the support of outside agencies. • We are supported with other agencies to help ensure we plan appropriately as possible for children with SEND needs • We use signs and symbols across the school where necessary.
How will we support your child when they are leaving our school or going into a new class?		<ul style="list-style-type: none"> • We hold 'moving up' days when children are due to transfer to a new class • Your child may need additional visits so we ensure this happens and make booklets of the people they will meet

		<ul style="list-style-type: none">• When transferring to Secondary school there are specifically planned taster days. In addition the SENCo holds a meeting with the SENCO at the new school and they set a plan of visits and appropriate aids to ensure a smooth transition eg meeting staff, a book to of memories, photos of past and future staff and exciting things ahead etc
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Reviewed October 2024 Next Review September 2025