

Shipham First School

Special Educational Needs Information Report 2016-17

Response to regulation published with the children and Families Bill 2014

1. Information about the kinds of Special Educational Needs for which provision is made at Shipham First School

The school has supported pupils with a range of SEN during the Academic Year 2016-17 including dyslexia, emotional and social difficulties and speech, language and communication needs.

We have provided day to day support and followed the advice of external agencies.

2. Information about identification and assessment of pupils with SEN

Teacher observations and assessed pieces of work are used during the first half term to identify any pupils who were considered to be having difficulty with their learning. Teachers used continual assessment and monitoring throughout the year, in all year groups, to identify any children who were having difficulties either with their learning or their social and emotional well-being. Any children who showed cause for concern were referred to the school SENCo for further assessment and if necessary advisory teachers from the learning support service were consulted. Reading and spelling progress of children receiving additional support for their literacy skills was tracked regularly, at least twice a year. At the end of the term pupils in Years 1 – 4 were tested using the Salford Reading Test and Single Word Spelling Test.

Termly Individual Learning Plan meetings or parent meetings were held for pupils at SEN Support.

3. Information about provision for pupils with SEN including evaluation of provisions, reviewing the progress of each pupil, approach to teaching, adaptation of the curriculum, support for learning, additional activities and support for well being

Pupils with Special Educational Needs were supported in a variety of different ways during 2016-17.

Some children received 1:1 support for literacy skills using the Individual Learning Intervention (ILI).

Groups of children took part in coordination and handwriting programmes and their progress was monitored.

Throughout the school day all lessons were tailored to suit the needs of the pupils in the individual classes. All teachers and support staff understand the needs of the pupils in their classes and differentiate the lessons accordingly.

4. Name and contact details of the SEN Coordinator (SENCo)

Mrs Joanne Dodd is the school SENCo. She can be contacted via the main school office by phone or email.

5. Information about the expertise and training of staff

Various members of staff have received training related to (SEND) These have included sessions on:

- How to support pupils with literacy difficulties (Individual Literacy Intervention ILI)
- Whole school training in Dyslexia
- SENCO Conference
- Somerset Dyslexia Association Conference
- Cheddar Valley Federation SENCo training sessions held regularly on a variety of SEN topics.

The school accesses a range of expert support when needed from the agencies listed in the school offer document. Consultation meetings held twice a year are a good opportunity for the SENCo to get specialist advice from the educational psychologist and Learning Support Services regarding pupils and their potential need for external agency involvement.

6. Information about how equipment and facilities to support pupils with SEN are secured

The schools have been adapted to cater for pupils with a range of physical difficulties. Adaptations include:

- Toilets adapted for disabled users
- Wide doors in some parts of the building including operation by an electrical switch
- Ramps at exit doors for wheelchair access

7. Arrangements for consulting parents and involving them with the education of their child

All parents have been encouraged to contribute to their child's education. This has been through discussions with the teacher either at parents' meetings or at meetings arranged at another time, by telephone and email, and during discussions with professionals from external agencies.

Pupils who are at SEN Support have had termly meetings with the SENCo to which their parents have been invited to take part. At this meeting their Individual Learning Plan was written and reviewed. Parents and pupils have had the opportunity to suggest targets and ways of achieving them. Termly meetings have proved very successful and popular with everyone involved.

8. Arrangements made by the Governing Body relating to complaints from parents regarding provision

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCo or class teacher. If the concern remains, then contacting the Head teacher via the school

office may be appropriate. Finally the governors can be contacted through Debbie Andrews the clerk to Governors.

9. How the Governing Body involves other bodies, including health and social services, local authority support services and voluntary organisations in meeting the needs of students and supporting families

At times it has been necessary to consult with external agencies to receive their more specialized expertise. The agencies used by the school include:

- Educational Psychologist
- Integrated Therapy Services (Speech & Language/Occupational Therapy/Physiotherapy/Hearing)
- LSS (Learning Support Service)
- PFSA (Parent Family Support Worker)

10. Contact details of support services for parents

Somerset Parent Carer Forum has website:

<http://www.SomersetParentCarerForum.org.uk> and their phone line is 01458-259384

Many areas of SEN have associated charities and some services like Integrated Therapy (OT and speech and language) have helplines. Please contact the SENCo if you have specific queries. GPs are also a good source of advice and provide links to other services.

Arrangements for transferring between phases of education

Many strategies are in place to enable the pupil's transition to be as smooth as possible. Discussions have taken place between the previous and receiving schools. All pupils have attended transition sessions where they have spent some time in their new school. Additional transition meetings at Fairlands Middle School were arranged for a small number of pupils. Transition Plans have been completed with some pupils including photographs of the new environment and personnel involved. Members of staff involved have met with parents/carers of

some children joining the school. Jo Dodd liaised with the SENCo at Fairlands to pass on information regarding SEN pupils.

Some pupils took part in taster days.

11. Information on where the local authority's local offer is published

Somerset County Council's Local Offer can be found at:

<https://www.somersetchoices.org.uk/>

Shipham First School follows the Somerset Core Standards for all Children and Young People, which includes guidelines for supporting pupils who require SEN Support and those with High Needs.

Available at: <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>