



High Ham Church of England Primary School: SEN Report

Our Philosophy

For children/ young people reading this, or if you just want a quick bit of information, read the PURPLE statements at the start of each section!

We want our pupils to join in with everything that goes on in our school. We want you to do well and we'll help you as much as we can.

At High Ham Church of England Primary School we believe all children should be happy and reach their full potential. We guide, encourage and support children to become reflective and thoughtful learners. We want all children to be able to recognise their own strengths and yet be aware of how to support and help themselves through the use of appropriate resources when required. Our aim is for children to become confident and independent individuals, living fulfilling lives; we want them to be prepared for adulthood. We use different teaching approaches and resources throughout the school to facilitate this aim. We were awarded Inclusive Dyslexia Friendly Status in 2018, recognising our commitment to the children in our care.

1. How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs (SEN)?

Everyone in school has the right to universal good or quality first teaching; some pupils need a bit of extra help and will be on the SEN register needing SEN Support, a few pupils will need a lot of support and they are described as having High Needs. Some of the High Needs pupils will have an Education and Health Care Plan. We'll follow the 'Assess, Plan, Do, Review' cycle for pupils on the SEN register to make sure we put the right things in place to help you at school.

At High Ham C of E Primary School, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social and emotional skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Any of these may indicate that further investigation is required.



Some pupils may have a temporary lapse in progress due to outside circumstances. This is currently very relevant due to the impact of the COVID pandemic.

How does the school know how well my child is doing?

Our school's Assessment Policy, which is available on request in school, outlines the range of assessments used throughout the school. All pupils at High Ham Church of England Primary School are regularly assessed to measure their attainment and progress. For core subjects this includes reading age and spelling age, English and Maths testing, to assess comprehension, skills and understanding. All subjects are assessed against Age Related Expectations (ARE) for the programmes of study.

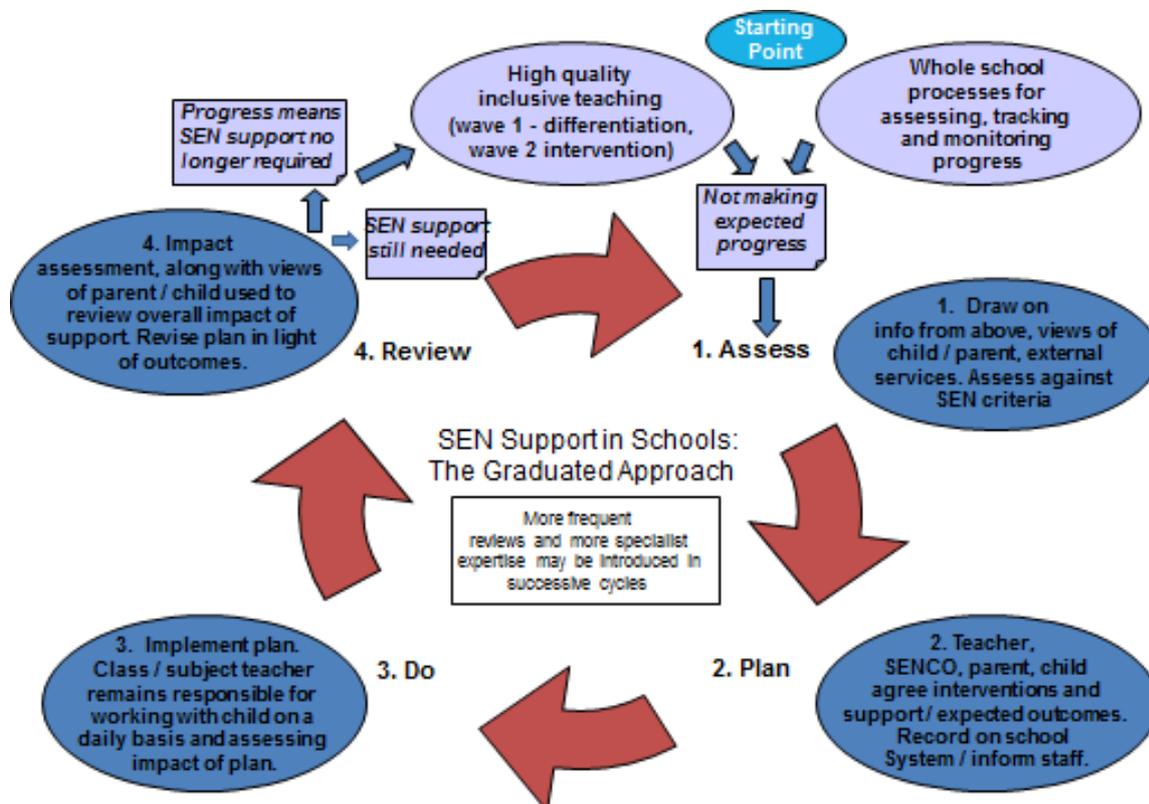
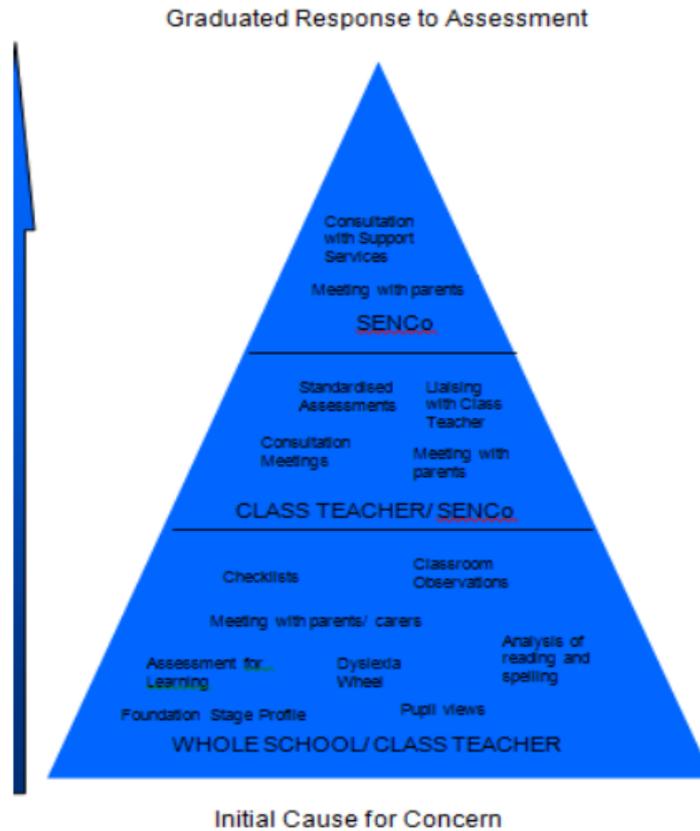
As a school, we track children's progress from entry through to Year 6. We consider and review any discrepancies that there may be in progress made and take action accordingly. Children who are not making expected progress are identified through termly review meetings (Pupil Progress Meetings) with the Class Teacher and Assistant/Head teacher/ SENCo. In this meeting, a discussion takes place regarding why individual children are experiencing difficulty and what further support can be given to aid their progression.

We usually know what you find tricky because we've spoken to the teachers at your last school or pre-school or your last class teacher. We'll be checking to see how you get on at High Ham Church of England Primary School and finding ways to help you make progress.

At High Ham Church of England Primary School, children are identified as having SEN through a variety of ways including the following: -

- Liaison with Pre-School/ previous school. (This could include a pre-entry meeting.)
- Child performing below age expected attainment despite quality intervention.
- Concerns raised by parent, both verbal and written.
- Concerns raised by class teacher.
- Liaison with external agencies.
- Health diagnosis through paediatrician.

As a result, some children will be placed on the school's **SEN Register**. As a school, we follow a graduated response; see the diagrams on the next page for more information.





Children have different types of difficulty when they are learning which might be to do with the way they think, how they understand things, how they feel, or because they have a medical condition.

We can help you in school with any of these needs.

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction – Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC)
2. Cognition and Learning – which includes moderate learning difficulties (MLD), Severe Learning Difficulties (SLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
3. Social, Emotional and Mental Health Difficulties – which manifest themselves in many ways such as becoming withdrawn or isolated or may result in challenging, disruptive or disturbing behaviour. Attention deficit disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiance Disorder (ODD) and attachment difficulties or disorder fall under this category of need.
4. Sensory and /or Physical needs – including hearing or visual impairment, sensory processing difficulties, mobility restrictions or a physical disability which requires additional support and equipment in school and any other conditions diagnosed by medical professionals.

We use the Somerset Core Standards to ensure that our provision meets the needs of all learners. The Core Standards (2017) outline the expectations and responsibilities on educational settings in Somerset for all children and young people.

How will I raise concerns if I need to?

- Initially speak to the class teacher or write a note in your child's planner if appropriate.
- If further support is needed an appointment can be made with the Special Educational Needs Coordinator (SENCO Miss Peach) or the Head teacher (Mrs Rosser).
- We want to build positive relationships with parents. We are happy to arrange appointments to discuss any concerns you may have. We are open and honest with parents and hope you are able to be the same with us.

2. How will the school support my child?

Who will oversee, plan, and work with my child and how often?

- Our SLT (Senior Leadership Team), analyse progress data and highlight areas, both academic and social and emotional, that need additional support throughout the school.
- The SENCO, in consultation with the class teacher, parents and specialist advisor, if necessary, will come up with a plan for progress.
- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made.



- We have Teaching Assistants who work with children at different times throughout the day. There are also intervention programmes, which are delivered by other members of the school team.

-The school will liaise closely with parents to ensure good communication and teamwork. Class teachers will let parents know the strategies and/or resources that work well for your child. We encourage you to have a dialogue with your child regarding strategies that they feel are working well for them.

Who will explain this to me?

The class teacher will meet with parents on a termly basis during parent evenings and/or at Pupil Learning Passport review meetings to discuss your child's needs, support and progress.

How are the Governors involved and what are their responsibilities?

It is the Governor's responsibility to ensure that the school fulfils its SEN requirements in accordance with the DFE regulations and Somerset Core Standards. Currently the SENCO reports to the Governors every term. This report is added to the website. It does not relate to individual children and confidentiality is maintained at all times. Our SEN Governor (Mrs Roy) works alongside the SENCO and receives regular updates via appropriate training. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

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

What are the school's approaches to differentiation and how will that help my child?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This is often termed as 'quality first teaching' where each pupil is supported according to his or her need. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions learning can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. The class teacher is responsible for differentiation, however the Teaching Assistant in the class can deploy resources as necessary, encouraging independence. We have many resources available to all children in the classroom. These include; iPads, which can be used for photographing, voice or video recording, button boxes for voice recording, programmes, such as Google Docs which convert voice to text, help trays/ learning journals/privacy screens containing high frequency word lists, number lines, hundred squares etc., A4 coloured overlays and reading rulers, pencil grips, "fiddlers", specialised scissors to aid cutting, practical, concrete resources for maths throughout KS1 and KS2, metacognitive prompts encouraging independent thinking. Children are encouraged to consider their preferred learning style and use whatever helps them to become successful, independent learners.

4. How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

We hold parents' meetings in the autumn and spring term, but should you have any concerns at other times then please contact the class teacher. We believe that your child's education should be a partnership between parents and teacher, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. If your child has a Pupil Learning Passport you will be invited to termly meetings to review progress and set targets for the next block of learning. Comments are made against each target to show what progress has been



made. If your child has not met their target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure your child does make progress towards the target.

There are spaces in the planner where messages from parents and teachers can be shared and responded to when needed. If you have written a message for the class teacher please ensure that your child places their planner in the yellow communication box on the teacher's desk for his/her attention.

Children on the register will have a Personal Learning Passport (PLP), which will have individual targets. Targets are discussed on a termly basis and parents and children are given a copy of the PLP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) with the expectation that the child will endeavour to achieve the target by the time it is reviewed.

If your child has complex needs, they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

5. What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school?

If you find getting on with other people difficult, or if something worries or upsets you, we can help you. All of the adults at High Ham C of E Primary School will listen to you and find ways to help you.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. 80% of staff have recently completed a course Understanding children and Young People's Mental Health (Summer 2020). This year, the whole school has started using The Zones of Regulation as a tool to assist children in the recognition of their emotions and self-regulation.

The class teacher has overall responsibility for the pastoral, medical and social care of all children in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, the Parent and Families Support Advisor (PFSA), and /or the SEMH Team.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day. A form needs to be filled in and signed before medicines can be left in school for staff to administer. A Medical Care Plan will be created if appropriate.

On a day-to-day basis the Office Staff generally oversee the administration of any medicines. As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a pro-active approach to all types of behaviour with a clear reward system that is followed by all staff and pupils – Class dojo.

If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have



happened outside of school. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists (ABC Checklists) may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change the behaviour.

Attendance of every child is monitored on a daily basis by the office staff. Lateness and absence are recorded and reported termly.

How will my child be able to contribute their views?

If you're on the SEN register, you'll be involved in creating your Personal Learning Passport and an adult will help you. If there are meetings about you - you'll be invited or you can tell us what you think - your views are important to us. Your parents/ carers will also be involved.

The pupil is at the centre of the provision we offer. Pupils on the SEN register have a Personal Learning Passport (PLP). The PLP outlines their needs, provision, what they enjoy and what they find difficult, ways to help, data over time and targets. These are created and updated (termly) in consultation with the pupil and members of staff. Pupils retain a copy, copies are sent home and teachers/ support staff have access to the most recent versions.

There is an annual pupil questionnaire where we actively seek the viewpoints of children. There are communication boxes in each classroom that the children can add to and the staff will discuss and share as part of circle time. Circle time has a dedicated weekly slot in all classrooms, however it can be used as and when necessary and appropriate.

During the summer term, all children complete a One Page Profile as part of their transition activities. Each child is encouraged to reflect on their strengths and weaknesses and where possible, to talk about their preferred learning style.

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

Miss Peach is our current SENCO and holds the PG Cert. National SENCo Award (2012). Mrs Rosser, the Head teacher also has a SEN qualification and was a SENCO when she was Deputy Head in another Somerset primary school. Similarly, Mrs Edwards has been a SENCO in another Somerset primary school.

There are lots of people who visit school to help pupils with SEN and the adults that support them.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:-

- Social, Emotional and Behaviour Support Services
- Learning Support Services, including dyslexia specialist advice
- Health including – Physical Impairment and Medical Support Team, GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists; occupational therapists;
- Social services including social workers
- Educational Psychologist Services.

6. What training have the staff supporting children with SEN had?



All of our school staff are well-trained to help pupils that have SEN. Teachers and Teaching Assistants have had lots of training and experience in helping pupils with different needs. If you have a condition that's new to us, we will find out about it, get training and work with you to make things work in school.

Staff regularly receive training updates. These can be from external advisors or internal training, using resources such as the Inclusion Development Programme. All of our teaching assistants have had training in delivering phonics and numeracy. Most staff have received training in Numicon, a numeracy resource and intervention. One member of staff has had training in Learn to Move. Most staff and two governors have a certificate in Somerset Total Communication (induction level). The SENCO has certificates for the 2nd level and STC co-ordinator, meaning that new staff can be trained to induction level here at High Ham. A TA always accompanies children who have speech and language reviews, and thus is able to learn and obtain relevant advice from a qualified Speech and Language Therapist. We have recently achieved Inclusive, Dyslexia Friendly Status. As part of this process we received training in dyslexia and dyslexia friendly approaches. Last summer 80% of staff undertook a course in Understanding children and Young People's Mental Health

7. How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

How accessible is the school environment?

If you use a wheelchair, have mobility, vision or hearing difficulties, our school is well set up to help you.

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school buildings are all on one level; all fire exits are wheelchair accessible. The school field is only accessible by steps, however if required this could be addressed.

8. What happens with regard to Children Looked After?

If you are a Child Looked After, we will help you in the same way as other SEN pupils but you may get extra support and your carer/ social worker will be involved in what happens at school.

Children who are Looked After by the Local Authority who have SEND are offered the same provision in school as any other pupil with SEND. Such pupils may be in receipt of additional funding due to their care arrangements and this will be used to support their requirements in school. Where a parent is not involved, carers or the child's social worker will be invited to attend school meetings for discussions about the child's education.

9. How will the school prepare and support my child when joining the school and transferring to a new school?

As a pupil with SEN we will do a bit extra when you first start at our school and when you leave to move to your next school. We want you to feel confident and excited about the change, so you can have extra visits with adults you already know. You'll get to look round the new school a few times and meet helpful adults that will be looking out for you when you start.



Parent meetings are held in the summer term to welcome all parents of children starting in the Reception Class. The Reception Class Teacher explains the induction program and answers any questions or queries parents may have. Parents can also arrange a confidential meeting to discuss their child's needs in more detail if they wish.

We encourage all children transferring from other schools to visit prior to starting with us. During this visit they will meet their buddy and be shown around the school. For children with SEND, we would encourage further visits to help them settle into their new surroundings. In these circumstances we would also visit them in their current setting.

We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits as appropriate.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork and information is passed on and all needs are discussed and understood. This will involve staff and children meeting together and possibly observations if appropriate. Parents, along with any outside agencies that are involved, will be invited to meetings to ensure that the transition for the child will be successful. In Year 6 we hold transition meetings for children on the SEN register, during which we will invite parents, staff from both schools and any outside agencies to attend.

10. How are the school's resources allocated and matched to children's SEN needs?

We ensure that the needs of children who have Special Educational Needs are met to the best of the school's ability with the funds available. We have a team of assistants who are funded by the school and complete intervention programmes to meet groups of children's 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. We have many practical resources available in the classroom which children are encouraged to use independently to support their learning.

High Needs

A FEW pupils require additional support for complex and long-term difficulties, this includes children/ young people with an Education and Health Care Plan (EHCP). Pupils sometimes receive High Needs Top Up (HNTU) funding which is discretionary from the Local Authority (LA) and allocated to individuals. This is allocated under 'Bands' from 1 – 7 depending on the level of need for the pupil, with Band 7 being the highest level of support and Band 1 acknowledging a greater level of need than SEN Support but not providing any additional funding for the pupil. Additional funding such as pupil premium/CLA funding may also apply to some children. The SENCo will be involved with pupils requiring High Needs Support and they will be named on the school's SEN register.

Provision for children/young people with high needs will be highly specialist and personalised. Support for these children/young people will include, but will not be limited to:

- a multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services
- plans clearly detail outcomes for the individual child/young person alongside strategies and resources designed to support the achievement of these outcomes
- children/young people and their families are involved in target-setting and decision-making



- formal transition planning and review processes are in place.

The Assess-Plan-Do-Review cycle is followed whereby:

- All aspects of provision detailed in an individual plan are delivered and monitored.
- All staff delivering specific programmes receive appropriate and relevant training and support programmes.
- A regular schedule for reviewing plans in collaboration with children and young people, their families, and relevant professionals.

How is the decision made about what type and how much support my child will receive?

The class teacher, alongside the SENCO will discuss the child's needs and what support would be appropriate. Children will require different levels of support in order to bridge the gap to achieve age expected levels. The level of support required can depend on whether the child has received any intervention previously and, if they have, their response to it. It can also depend on external factors that can temporarily influence or affect a child's ability to learn. The level of support will be discussed between the class teacher, parents and the SENCO.

How do we know if it has had an impact?

-By reviewing PLP SMART targets, which focus on the areas of discrepancies, ensuring they are being met.

-The child is making progress academically against national/age expected achievement and the gap is narrowing between themselves and their peers or age expected levels.

-The child is making progress in terms of social, emotional and psychological development.

-Verbal feedback from the class teacher.

-Verbal feedback from parent.

Children may move off the SEN register when they have made sufficient progress.

11. What challenges have we had over the last year?

Challenges for our school have included decreasing budgets. This has resulted in some split year group classes and fewer teaching assistants to support larger classes. We have several members of staff who are still fairly new to the school/ their role. Reduced budgets have meant that training and CPD opportunities have been fewer. Although we are now back at school, COVID has been a challenge for all.

We intend to address this through strategic planning, including in-house training where possible. We are also very mindful of any mental health issues that may occur. Our move towards The Zones of Regulation aims to support any issues.

12. What are the areas for further development?

Our strategic plans for developing and enhancing SEN provision in our school this year include:



Ensure that pupil voice is at the forefront of all our actions in school.

A real focus on target setting, ensuring that targets are as SMART as they can be.

Training for our newer members of staff – Inclusive Communication.

Continue to develop TA peer support for staff development.

Development of maths intervention to support SEN children.

Develop the use of our tracking programme, Educater, as a tracking tool and a means of analysing the performance of SEN children.

13. What school policies underpin this SEN Information Report?

Accessibility Plan

SEN Policy

Supporting Medical Conditions Policy

Assessment Policy

14. What relevant legislation and guidance has been taken into account in the writing of this report?

Children and Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

SEND Code of Practice 2015

15. Are there any Support Services for Parents?

These are places where your parent carers can ask for help.

Somerset a county-wide and independent (not linked to any school) support agency where parent carers can seek information and support regarding their child's Special Educational Needs. The contact details are:

SENDIAS Special Educational Needs Information, Advice & Support

Website: <http://www.somersetsend.org.uk/welcome/>

E-mail: info@somersetsend.org.uk

Telephone: 01823 355578

16. What is the Local Offer?

This is where you can find out about all schools in Somerset and what they can offer to pupils with SEN.

As part of the SEN Code of Practice, local authorities must publish a 'Local Offer' which gives information about provision they expect to be available across education, health and social care for



children and young people in their area who have SEN or are disabled, including those who do not have an Education and Health Care Plan. The Local Offer should give:

- Clear, comprehensive, accessible and up to date information about the available provision and how to access it
- Make provision responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review

The Somerset Choices website details the Local Offer and can be found at:

- <https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

17. Who should I contact if I am considering whether my child should join the school?

Please contact the school office to arrange to meet the Head teacher, Mrs Rosser who will discuss how the school could meet your child's needs.

November 17th 2021: We consulted with parents regarding the contents within this document. This process started with a Parent Meeting on the 3rd November, followed up with a 10 day online consultation using Google Forms. No comments or questions were received.