



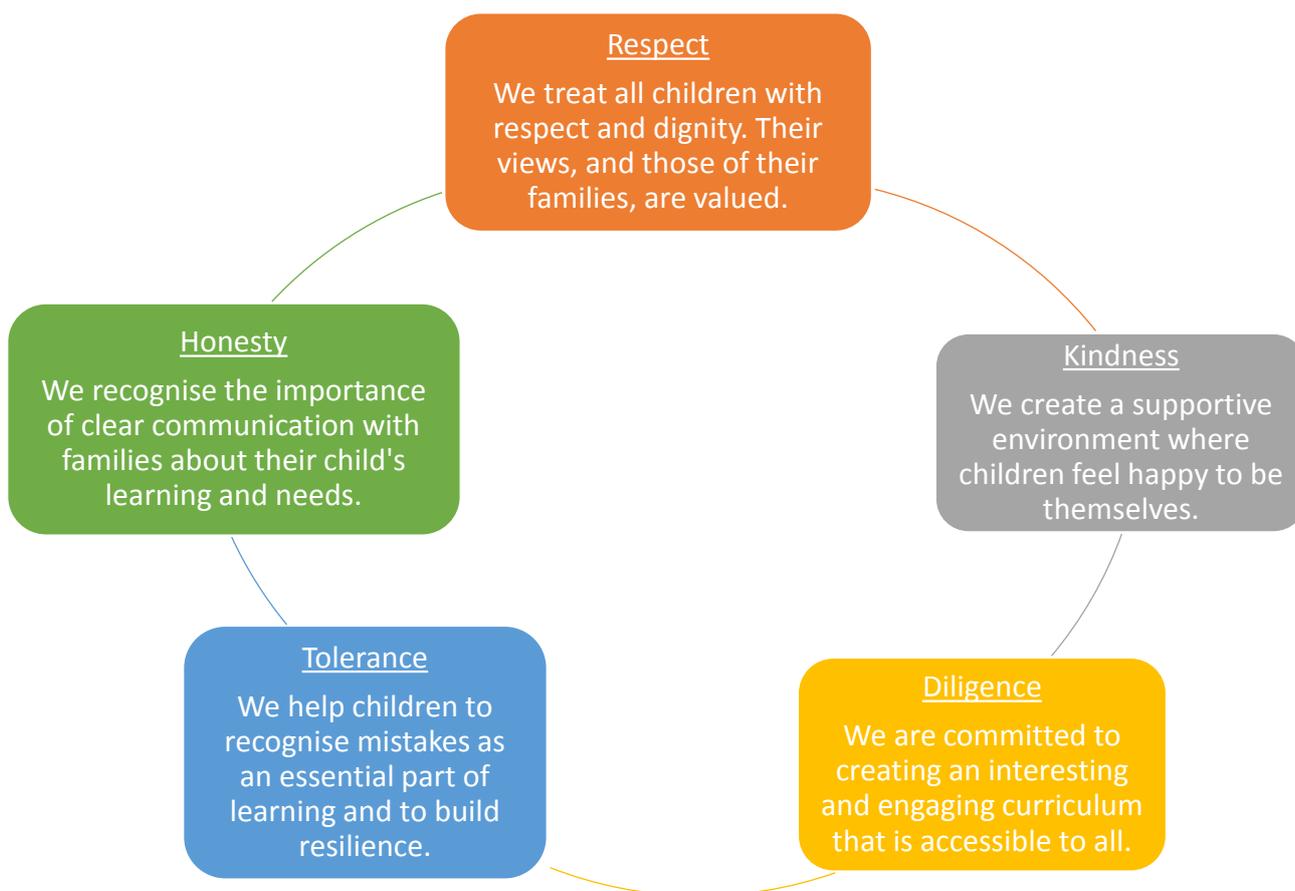
# Seagry C of E Primary School

*Learning, Listening and Laughing together*

## Special Educational Needs and Disabilities (SEND) Information Report 2019 -2020

From September 2014, all schools and academies are required to publish information about their special educational needs and disabilities (SEND) provision. In Wiltshire, this is part of a Local Offer; this is a dedicated website ([www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)) which details all of the support and services provided by Wiltshire Council to support families who have a child with a special educational need or disability.

At Seagry Primary School, we believe that all children deserve to access an education that allows them to reach their full potential. Through a culture of nurture and challenge, we treat children as individuals, recognising that every child's voice is valuable. This is underpinned by our Christian values: respect, kindness, diligence, tolerance and honesty.





## *What is SEND?*

A child or young person has a learning difficulty or disability if he or she:

*Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the educational facilities of a kind, generally provided for others of the same age in mainstream schools. Code of Practice (April 2014).*

The SEND Code of Practice refers to four broad areas in which your child's needs may fall. However, children are individuals and it is expected that their needs will not fit simply into these definitive categories:

- Cognition and Learning needs
- Communication and Interaction needs
- Sensory and Physical needs
- Social, Emotional and Mental Health needs

## *What should I do if I think my child has a special educational need?*

If you are concerned that your child may have a special educational need, we recommend that you first speak with your child's teacher. They will be able to discuss your concerns with you and consider if further action is needed. The class teacher will talk to our Special Educational Need Co-ordinator (SENCo). They are available if you want to discuss your child's need further.

Our SENCO is Gemma Tugwell who is based at Seagry Primary School. Her role is to supervise and monitor the SEN provision in the school. She is also able to signpost you to other services that are available in Wiltshire.

## *How will the school know if my child needs extra help?*

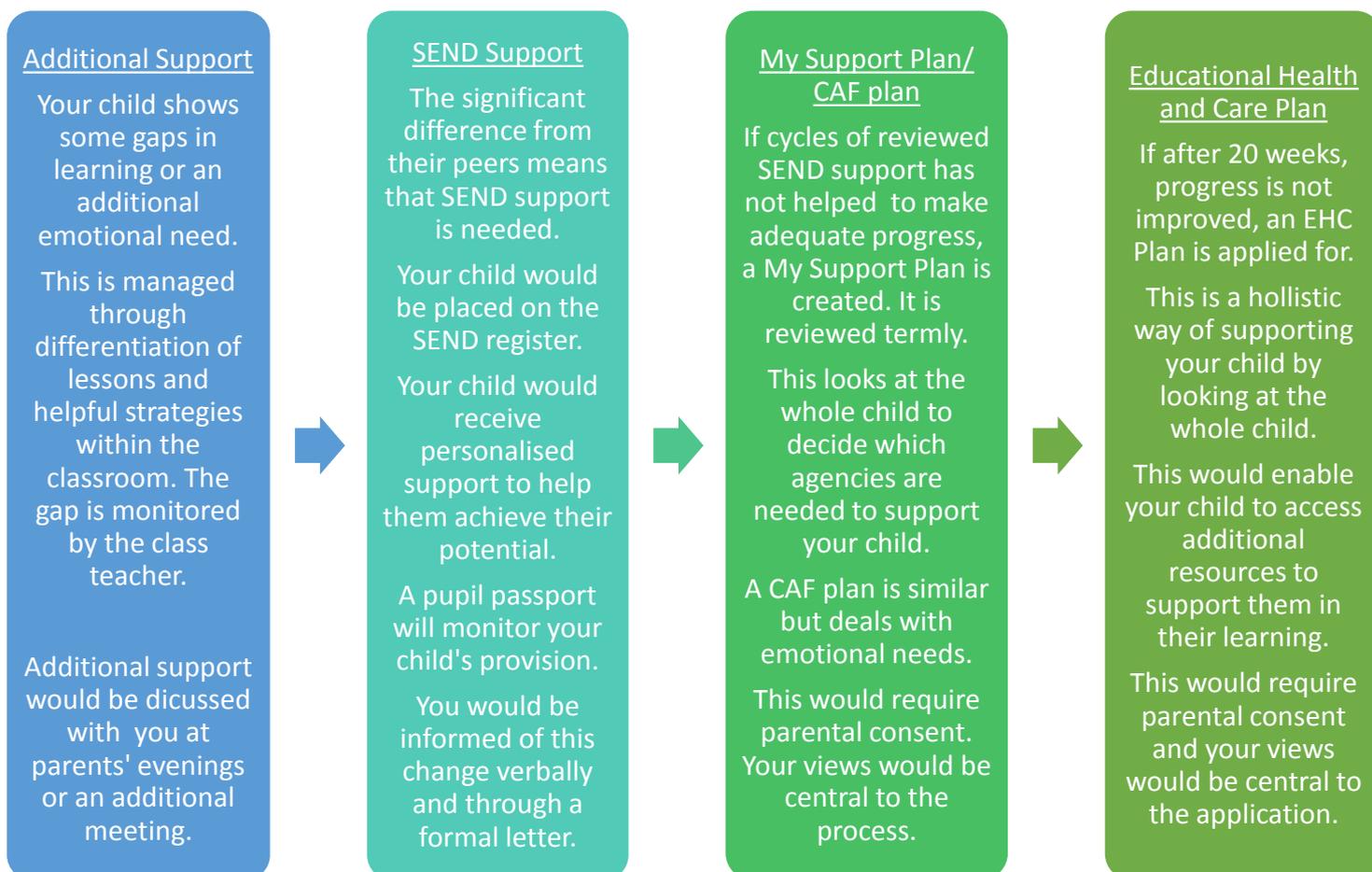
We will know if your child needs extra help by:

- listening to your views and concerns
- listening to your child
- assessing your child regularly
- feedback from staff
- reviewing the impact of additional support in class and boosters
- Monitoring children's emotion, social and mental-health well-being
- Using the Wiltshire checklist for areas of SEND. This is a document which allows professionals to reflect on the whole child and identify their area(s) of need.
- Information from external agencies (e.g. paediatricians).



## What are the different stages to SEND provision?

There are four main stages to SEND provision.



## How will my child be supported if they have a special educational need?

If the class teacher or SENCo feels that your child has a special educational need, you would be informed. This would be followed by a formal letter.

The following things would then happen:

- Your child's needs and requirements will be shared, confidentially, with the relevant staff members and strategies discussed to support their need.
- Your child's name will be added to our SEND register. This is confidential list of children's names and their area of need.
- Your child will receive a pupil passport, which is a personalised document that monitors their individual SEND provision. This will be reviewed regularly and each time a copy will be sent home to help inform you of your child's progress.

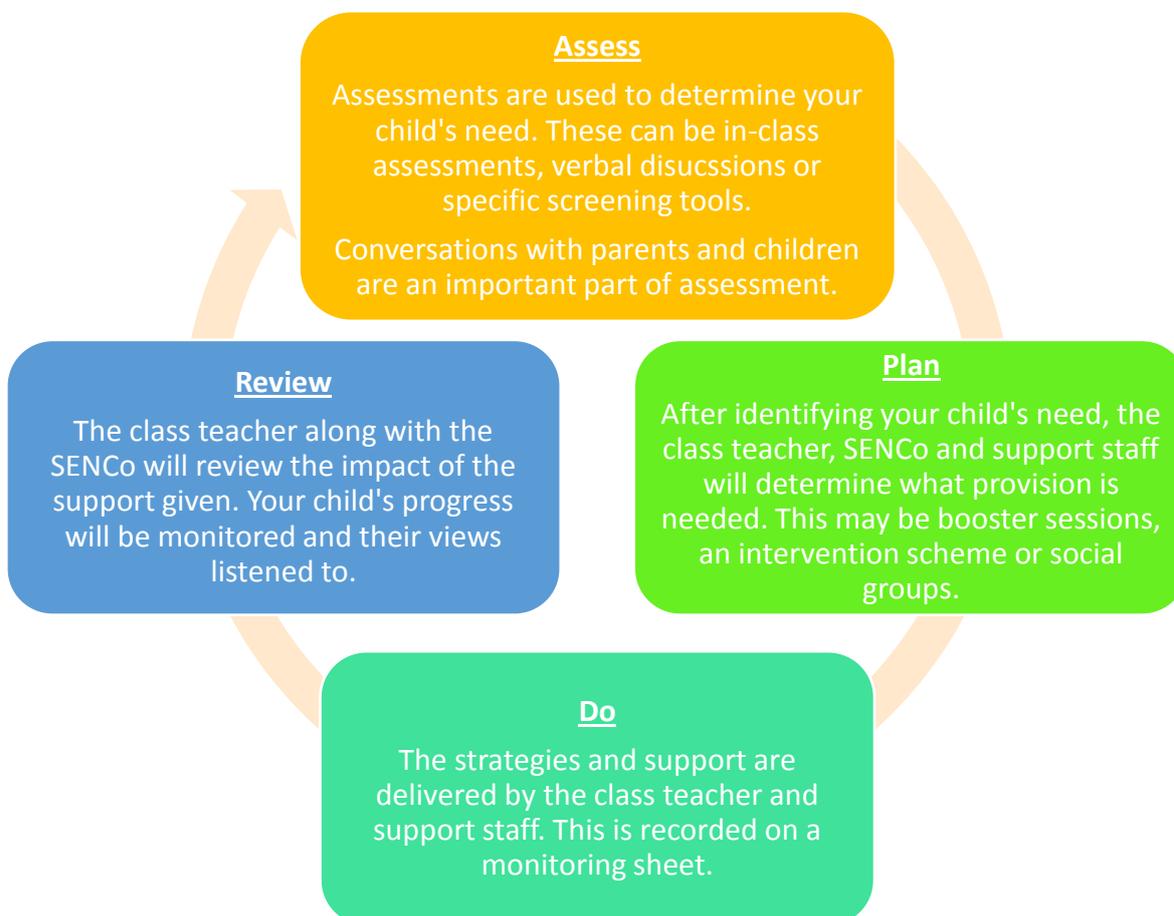


Class teachers and learning support staff are trained to support a wide range of special educational need including ASD (Autism Spectrum Disorder), Asperger's, dyslexia, dyscalculia, physical needs and attachment disorders.

All teachers differentiate the curriculum to enable access for your child. This is achieved through high quality planning and quality first teaching to match the needs of all pupils. Classroom environments are adapted to enable children to be independent. Helpful strategies are woven into everyday practice in our classrooms such as visual time tables so that all children know what is happening throughout the day. Similarly, your child will be able to access helpful resources tailored to their specific needs in subtle ways.

Some children will access booster sessions with teachers and support staff within lessons to help support their area of need. If class differentiation does not meet the learning need, support sessions will be given outside of the classroom to target their learning gaps. Similarly, they may follow an intervention programme with specific outcomes and activities that is tailored to their area of need.

Seagry Primary School believe that every child is an individual and therefore, a 'one-size-fits-all' approach is not the most effective way to help children with special educational needs. We have high aspirations for all our pupils and personalise learning so that all children can achieve. Teaching staff follow a clear cycle of assessment and review: assess, plan, do and review.





This is a continuous process that adapts with your child to tailor provision to their need. If after several cycles of SEND provision, your child has not made adequate progress they will move onto a statutory assessment plan (My Support Plan/Early Help CAF – see page 3).

### *How will you and your child know how they are doing?*

We value pupil voice and children are regularly asked to review their learning and the strategies used. This can be informal discussion during booster groups or interventions or as part of a formal assessment. Their views will be recorded on their pupil passport. Your child will receive positive encouragement and feedback on their progress from staff.

Once your child is on the SEND register, you will be formally notified through a letter. We will meet with you regularly, through parents' evenings and pupil review meetings to discuss academic progress as well as attitude and emotional well-being. We will review your child's next steps and welcome parental feedback. You will receive a copy of your child's pupil passport after each review which details their provision and the areas they are targeting.

If your child is not making expected progress, we may wish to consult external agencies or wish to apply for a statutory assessment (My Support Plan/Early help CAF – see page 3). We will consult you and collect your views in making this application, which may lead to an EHC Plan. If your child receives this, they will have an annual review to discuss their progress towards targets with you, the school and other relevant professionals. At all stages of SEND provision, we seek to involve parents and children and value their opinions and insights.

### *What support is there for my child's overall well-being, including social, emotional and mental health?*

We believe that your child's emotional well-being is central to their ability to be successful learners. As a smaller than average primary school, all staff create personal relationships with children across the school. Children are able to participate in nurture and social groups to develop their emotional literacy. Within our three-school community, Mrs Malia is a trained Emotional Literacy Support Assistant (ELSA) and her expertise and resources are shared across our school community.

All staff are regularly trained in Safeguarding and our safeguarding policy. A copy of this policy can be found on our website.

Where support is needed beyond the expertise of our staff, external agencies such as Educational Psychologists and Relate Time to Talk Counselling service will be contacted.

### *What specialist services are available or accessed by the school?*

We access a number of specialist services to support the school, its pupils and their families:



- Speech and language therapy
- Occupational therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Specialist Educational Needs Support Service (SENS) which includes pastoral support, behaviour support, learning support and social communication needs.
- School Nurse (Health/Medical Needs)
- Wiltshire Outdoor Specialist Provision
- Play Therapy
- Ethnic Minority Advisory Service (EMAS)
- Relate Time to Talk Counselling Service for children
- Common Assessment Framework (CAF)

### *What training have staff received in supporting children with SEND?*

Our staff receive regular training in SEND support. Gemma Tugwell (SENCo) is completing the NASENCO Award at Bath Spa University while Mrs Malia has completed Emotional Literacy Support Assistant (ELSA) training.

Staff have also accessed training in the following areas:

- Safeguarding
- PREVENT
- Speech and Language
- Reading Recovery
- Narrative Therapy
- Autism Specialist Teaching
- Pastoral Support/Social Skills
- Dyslexia

Training is also provided through our academy trust: Bristol Diocese Academy Trust (DBAT). Our SEND team attend regular training organised by our trust's inclusion lead.

### *How will my child access activities outside the classroom including school trips?*

We believe that all children should feel valued members of the school community and participate in activities beyond the classroom with their peers. We help children with SEND to access extra-curricular activities by:

- including parents in any relevant decisions about their child.
- where appropriate using additional adult support.
- following advice from other professionals/advisory services.
- completing risk assessments.



## *How accessible is the school environment?*

The school is on one level and is wheelchair accessible. Within our facilities, we have a disabled toilet that is close to all classrooms. As a rural village school, we have excellent outside resources and learning areas which can be easily accessed. Our playground has both tarmac and grass areas and is flat. It can be accessed from all classrooms via a slope.

## *How will the school prepare and support my child during transitions?*

Children may join our school community whose SEND need has already been identified by previous professionals. It is important that they are helped to have a successful transition to their new educational setting.

- We communicate with the SENCo from their previous setting as well as other professionals involved.
- For Early Year settings, we can hold transition meetings which include the parents, the primary school, the Pre-school and other professionals. Visits to the Pre-school and transition days are also arranged. Home visits can also be helpful.
- For those children moving onto secondary school, the SENCo and class teacher contact their new educational setting. They discuss their special educational need and those strategies that are already being used successfully. If necessary, the SENCo will meet with the SENCo in the new setting. A transitional annual review will be held for those children with an EHC Plan where all professionals will discuss how to create a successful transition and the view of the parents and child will be heard. Additional transition meetings can also be arranged.

For transitions between classes and key stages, we also offer the following support:

- meetings with class teachers, SENCo, parents and child.
- the child and family may be supported through transition booklets for the summer.
- pupils will spend time at the end of the academic year with their new teacher ready for September.
- Where needed additional support staff may complete additional activities to support change in routine and expectation.

## *What do I do if I am not happy with the provision for my child with SEND?*

At Seagry Primary School we value parent feedback. There are times when parents may disagree with the provision provided by the school for their child. If you have a concern, the first person we recommend you speak to is your child's class teacher. If you are not satisfied with this discussion, then you should refer your concern to the Assistant Headteacher (Christina Brugger) or the Executive Headteacher (Andrea Kaye). Should the matter remain unresolved you can contact the Governing Body or finally the Local Authority.



You have the right to access all of our school policies which can be found on our website.

## *Useful Contacts*

Miss Gemma Tugwell (SENCo)

Tel: 01249 720213

Email: [senco.seagry@dbat.org.uk](mailto:senco.seagry@dbat.org.uk)

## Useful links

Please find below some links for further information.

**Wiltshire Council- Local Offer:** <http://www.wiltshire.gov.uk/local-offer>

**SEND Code of Practice:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**SEND Guide for Parents and Carers:** <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Published: September 2020