

Vernham Dean
Gillum's Primary
School

SEN Information
Report

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What is this document about?

This document has been created to inform parents and agencies working with SEND pupils about the SEND provision in place at Vernham Dean Gillum's Primary School.

This Local Information Report was developed by a governor working party and the Headteacher. The Headteacher of a local Special School was consulted and parents were invited to contribute to this report. Several parents took the opportunity to comment on the report before it was shared with stakeholders, parents, and families.

All information is correct at the time of printing and will be reviewed on a yearly basis, at the end of every academic school year.

A glossary is available for all underlined words at the end of this document.

The School's SEND policy is to be reviewed annually, to ensure it reflects the statutory requirements and the actual practice of the school in line with SEND Code of Practice 2014 regulations.

Vernham Dean Gillum's Primary School is a small mainstream village primary school in Hampshire. We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children.

How does the school know if children/young people need extra help?

At Vernham Dean Gillum's Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with nursery/preschool or previous school
- Child performing below age expected related expectations
- Concerns raised by parents
- Concerns raised by the teacher, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies, e.g. health diagnosis through a paediatrician
- An existing Education and Health Care plan (EHC Plan) being in place
- School screening tests for Dyslexia and Speech and Language difficulties, standardised Reading and Spelling age tests

A concern would be raised if the child:

- Is working below age related expectations,
- Is showing signs of difficulty in developing literacy or maths skills,
- Is making slow or little progress,
- Has physical or sensory problems,
- Has communication or interaction difficulties,
- Is presenting persistent emotional, social or behavioural difficulties.

The evidence sources we use are:

- Assessments and report from previous schools,
- Specific Reading and spelling tests – Salford Reading and Vernon Spelling test
- Dyslexic screening tests –DEST
- School tracking assessment – each half term
- Monitoring the child's work
- Monitoring the child's behaviour
- Assessments and records from external agencies.

What should I do if I think my child may have special educational needs?

Firstly talk to your child's class teacher who will pass your concern to the Special Educational Needs and Disabilities Coordinator (SENDCo) or Headteacher. We pride ourselves on building positive relationships with parents; talk to us.

If necessary the SENDCo will seek further advice and support from external agencies. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school.

For a formal diagnosis, we will make a referral to an Educational Psychologist or we may advise you to seek a referral through the NHS.

For children identified as having SEND they will be put on the school SEND register for 'SENSupport'. An Individual Support Plan will be written with individual or group targets. Each child will have a one page profile stating their strengths and how they are best supported.

How will I know how my child is doing?

Success in the education of children greatly depends on the involvement of their parents. If a child sees their parents are enthusiastic about education, they are far more likely to view their schooling in a positive light and be more receptive to learning.

We believe that your child's education should be a partnership between parents and teachers. Therefore you are welcome to talk to us informally or make an appointment at a convenient time.

We operate several systems to improve the link between home and school. We use homework diaries, reading records, termly parent meetings and have a regularly updated blog which details the activities happening in your child's class. Parents receive progress reports during the year and an Annual Report in the summer term.

If your child is on the SEND Register then they will have a Personal Intervention and Support plan. This will have specific individual targets for your child to work on. These will be discussed with you each term and you are given a copy. The targets are SMART (Specific, Measurable, Achievable, Realistic and Time-scaled) targets; the expectation being that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have or be assessed as needing an EHC plan and this will mean that outside agencies are also involved in supporting your child's learning. There will be a formal meeting once a year and a report written.

For pupils with Personal Intervention and Support Plans, meetings between SENDCo, Class Teachers and Learning Support Assistants look at the progress and attainment of pupils. Attainment and progress of pupils is through on-going teacher assessments and planned formal assessments throughout the year.

How will the school staff support my child?

Our SENDCO oversees all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

There may be a Teaching Assistant (TA) working with your child, if this is seen as necessary by the class teacher. This may include:

- 1:1 or small group support
- Small focused Maths or English work
- Reading in school at least 2 times a week (1:1)
- Different learning materials, for example; reminders, checklists, pencil grips, slant boards, wobble cushions, depending on the needs of the child
- Implementing specific advice from external agencies
- Pastoral Care Team (PCT)

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

We use the National Curriculum to plan for all children. In order for all children to participate fully, work within class is pitched at an appropriate level. Typically this might mean that in a lesson there would be three or more different levels of work, set for the class, this would also include mastery. However on occasions this can be individually differentiated.

We identify special needs as early as possible and seek specialist help from external agencies and ensure that parents are involved in supporting their child's education.

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

The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve the age related expectations.

Decisions are taken with regard to on-going discussions with parents, balanced against what resources are available and where the school considers these resources might best be deployed.

When pupils are taking public examinations, some children with SEND may be allowed more than the standard time allowance to enable them to access the end of Key Stage tests. For some children with SEND this will be an automatic entitlement, but the school will complete an application to administer additional time if appropriate. There are some circumstances where children will not be taking the tests, even with additional time. Those circumstances are where children are working below the level of the tests or are working at the level of the tests but are unable to participate, even using access arrangements.

The school evaluates the effectiveness of provision through termly Pupil Progress meetings. Where resources allow, meetings involve the Head Teacher, SENDCo, teachers and Learning Support

Assistants (LSA). In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Where pupils have very specific needs we will seek guidance from the local SEND school outreach Support.

Intervention programmes are reviewed regularly to evaluate their impact and Personal Support Plans are updated. This is shared with staff through staff meetings.

The Head Teacher reports to governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. A Governor is responsible for SEND and meets regularly with the SENCo. They also report to the Governor Body to keep all informed. The Head Teacher and Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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 in school trips. We will endeavour to provide the necessary support to ensure that this is successful.

Risk assessments are carried out prior to any off-site activity to ensure that everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas, will be provided in school.

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

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and so this is the first point of contact for parents. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may lead to the school working alongside external agencies such as Health and Social Services, Child and Adolescent Mental Health Services (CAMHS) and/or the Behavioural Support Team. There is a pastoral care system in the school where the children are supported on a weekly basis by an HLTA.

The school manages behaviour through a very positive approach based on an embedded system of rewards that is followed by all staff and pupils. On the rare occasions where there is poor behaviour, the Head teacher will become involved.

The school has a very strong ethos that is built around values. Pupils are taught and encouraged to develop skills and behaviours around the school's ethos values of; Love, Hope and Courage; and the school's learning values of independence, collaboration and perseverance. These skills and behaviours, when taught and referenced constantly ensure that children's overall well-being is addressed.

Attendance is monitored on a daily basis by the Admin team. Lateness and absence are recorded and reported on to the Head Teacher. Daily breakfast club is offered to help families.

Where there are questions over mental health difficulties, we will undertake a Strengths and Difficulties Questionnaire (SDQ) to help give an overview and to help make a judgement about whether a pupil is likely to be suffering from a mental health problem.

How does the school manage the administration of medicines?

The school has a policy and paperwork to complete regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is required. On a day to day basis, the Admin Staff generally oversee the administration of any medicines.

Key members of staff have received specific training on supporting children with medical needs in school and these staff are available throughout the school day to support staff and children where there is a medical need. All staff have first aid training. Photographs and relevant information of any children with medical conditions are kept on display in the staffroom so that these children are known to all staff.

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

The school SENDCo is Mrs Caron Hitchen, who currently works 1 full day a fortnight in the dedicated SENDCo role.

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

- Behaviour Support Service;
- Health including – GPs,
- school nurse,
- visual and hearing advisors,
- clinical psychologist,
- paediatricians,
- speech & language therapists;
- occupational therapists;
- social services including - Locality Teams, social workers
- CAMHS
- Educational Psychologists.

What training have the staff supporting SEND had or what training are they having?

- The SENDCo has achieved the National Award for SEN Co-ordination.
- Two members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists.
- A member of staff has Dyslexia support training
- All of our LSAs have had training in delivering phonics programmes.
- Key staff undertake online training for Mental Health and behaviours when needed.
- Key staff undertake online training through the DfE's Inclusion Development Programme (IDP) when specific areas of need arise (e.g autism)

- Regular training from our Educational Psychologist (EP)

How accessible is the school both indoors and outdoors?

An Accessibility Plan is in place and arrangements and adaptations to building space are done within a time frame that is as reasonable as is possible.

The school will seek out innovative technologies and additional equipment to support children with specific difficulties through discussion with parents and other outside agencies.

Vulnerable person risk assessment plans and a personal accident emergency plan are completed where necessary.

How are the parents involved in the school? How can I get involved?

You are vital partners in your child's education and we are determined to engage and work with you to provide your children with an excellent education.

There are a number of ways in which we will engage with you including;

- Meet the teacher sessions
- Information sessions
- New parents' visits
- Parents' evenings
- Progress reports
- An annual report in the Summer Term
- Additional meetings to discuss your child's progress each term. These meetings will be in addition to and different from other children in the school.

In addition, there are other ways in which you can participate in school life. These might include;

- Helping in school with reading or sharing any other talent you have
- Joining the Friends of the School committee
- Becoming a parent governor

How will the school prepare and support my child to join the school, transfer to a new school?

We encourage all new children to visit the school prior to starting so that the class teacher can settle the children in at the earliest opportunity.

Children are given a social story to help them settle into the school, if required.

For our new Reception children we run an excellent Year 6 buddy scheme which helps children settle into school. For children with SEND or other difficulties we encourage further visits to assist with the

acclimatisation of the new surroundings. We also visit your child in their pre-school setting and do a home visit if appropriate.

We have excellent partnerships with our Feeder Schools, Harrow Way and The Clere. The Head Teachers from the other primary schools that feed into these schools meet regularly and a number of taster days and transition activities are planned into the school year. Where there are particular concerns over transition, pupils will be discussed at a multi-agency meetings.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood

Where pupils have an EHC Plan, discussions with potential secondary schools begin at the earliest opportunity.

Who can I contact for further information?

- The first point of contact should be your child’s class teacher to share your concerns.
- You could also arrange to meet the school SENDCo, Mrs Caron Hitchen.
- Look at our SEND policy on our website
- Contact Support4SEND (formerly Parent Partnership) – www.hants.gov.uk/support4send
- Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk/
- Barnardos

The school’s local offer is referenced to the Local authority’s local offer. For information on this visit <http://www.hantslocaloffer.info/>

Glossary

Annual review	A once a year meeting around an EHCP pupil to discuss needs, progress and targets- Parents, pupil and all adults working with the child outside of school are invited to contribute to the meeting
Primary Behaviour Support Service (BSS)	A service available to pupils with challenging behaviour at primary school
CAMHS	Child and Adolescent Mental Health Services- an NHS service
Educational Psychology services (EP)	A team of trained psychologists who come to school for advice and training purposes
Personal Plans	An individual Personal Plan- a document about your child’s needs and their targets
Intervention programme	Sessions within school offered to pupils when their needs are beyond those of others. Programmes vary from reading, spelling, social skills, speech and language, anger management, counselling to name a few. These are delivered by trained teachers and trained TAs
IPA	Inclusion Partnership Agreement- a meeting around a pupil with great needs but not severe enough to have an EHC Plan.
TA	Teaching Assistant- a professional supporter who helps to differentiate work in class and boost pupils’ progress and understanding.

Occupational and speech therapy (OT) (SALT)	A service offered by the local authority for pupils with physical or language needs
External agencies	Terms referring to any service outside school, which pupils have access to, like visual advisers or educational psychologist
SENDCO	Special educational needs coordinator- person responsible for pupils on SEND register
SEND	Special educational needs and disabilities- a term referring to pupils with needs greater than others
SEND register	Special educational needs difficulties register- an up to date list of all pupils whose needs are greater than others and who require extra help in school
Education Healthcare Plan (EHCP)	An official document listing the pupil's needs and targets. Only pupils with severe needs will have an EHCP. Most SEND pupils' needs can be met at School SEND support.
Visual and hearing advisers	A service offered by the local authority for pupils with visual or hearing difficulties
One Page Profile	An overview of your child stating their strengths and how they are best supported within school

Reviewed September 2018

Caron Hitchen SENDCo

Cheryl Hawkings Headteacher