

TRULL CHURCH OF ENGLAND VA PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

SEPTEMBER 2024



Information for Parents & Carers of Children with Special Educational Needs

SENDCo: Rachel Cerullo

SEN Governor: Mrs Sandie Killick

Contact: 01823 333239 (Tuesday, Wednesday and Thursday)

Dedicated SEN time: 2 days per week

PLEASE NOTE: within this report, we refer to the following terms:

SEND — Special Educational Needs and or Disability

SENDCo — Special Educational Needs Disability Co-ordinator (A nominated teacher within the school responsible for overseeing SEND provision)

LSA — Learning Support Assistant (An adult that works within each class, alongside the teacher, offering additional support)

EHCP — Educational Health Care Plan (This is for children and young people between 0 and 25 years, in education, who have additional needs. The plan co-ordinates a child's educational, health and social needs and sets out any additional support they may need.)



First and foremost, Trull Primary School and its staff are fully committed to supporting and nurturing all of the pupils who come through our doors, regardless of any additional needs that they may have. We appreciate and understand that everyone is different and has strengths and weaknesses across a range of areas, therefore we aim to develop all children's potential to its full.

We aim to provide high quality first teaching to ALL children, alongside additional targeted interventions for those that require extra support. Through regular teacher and pupil progress meetings, we embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

As a school, we adhere to the 'Somerset Core Standards to ensure that all children are supported in the appropriate way, whether this be at the 'Universal' level (all children), 'SEN support' level (children with additional needs) or the 'High needs' level (children with complex and long term difficulties).

Somerset's Graduated Response Tool now replaces the Somerset Core Standards. This has been co-produced with stakeholders from education, health, social care, parent carers and support service teams.

You can find Somerset's Graduated Response Tool here: [The Graduated Response Tool \(somerset.gov.uk\)](https://www.somerset.gov.uk)

How does the school know if my child needs extra help?

Trull Church of England VA Primary School has a system in place for identifying pupils who may have additional needs. Our class teachers and support staff are trained to identify specific needs; these pupils are referred to our Special Educational Needs Co-ordinator (SENDCo). We believe that early intervention is always in the best interest of the child. The SENDCo will complete an initial assessment of your child in order to identify barriers to learning and the area in which your child is struggling. Each year, we hold two pupil progress review meetings where we look at each pupil's progress and the progress of groups of children. There are times when additional children or groups are identified as underperforming so strategies are discussed and put in place and this/these pupils are monitored regularly. If a child has indicators of a specific need then the school will seek advice from relevant professionals, e.g. Educational Psychologist, Speech Therapist and all other specialist provision available both within the local authority and beyond the local authority.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

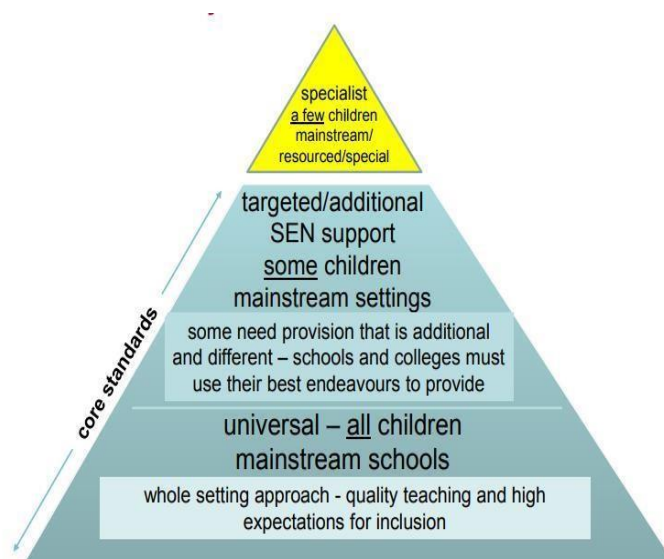
1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

If your child has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

SEND identification and process

The school will use Somerset's SEND pathway <https://choices.somerset.gov.uk> and follow a graduated approach to your child's learning; this is a process which will identify whether your child needs SEN support. During this process, class teachers, SENDCO and other professionals involved, will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.



Who do I contact if I have questions or concerns about my child?

Your child's class teacher should always be your first point of contact. Your child's teacher should be able to answer most of your questions, however if there are things they are unable to answer then they will talk to the relevant members of staff and get back to you.

If you need to talk to a member of staff about a more specific special need and support on offer for your child then our school Special Educational Needs Co-ordinator is available to meet with you and go through any issues or concerns you may have. This person is also available to support you in supporting your child's learning at home.

The head teacher or Deputy head teacher are available to talk through any issues or concerns you may have, they are at the main gate every morning so can be approached directly. Alternatively, the school office will be able to make appointments for you to meet the SENDCo.

How are children with autism spectrum condition (ASC) or attention deficit hyperactivity disorder (ADHD) assessed?

You may have concerns that your child has autism or attention deficit hyperactivity, or in some cases your child's class teacher may have identified some symptoms of ASC and/or ADHD. The SENDCo will meet with you to discuss any concerns and ask you to complete some checklists so that your child's strengths and needs can be identified. The SENDCo may feel that it is appropriate for your child to be referred for an assessment. Referrals are now made via the Neurodevelopmental Pathway.

https://somerstcc.sharepoint.com/:b:/s/SCCPublic/Eay3dGd_esVGp-nbLjRuPaIB6ZVMZZ19SDooncEop107Jw?e=8Zwyle

https://youtu.be/D31mVEWDDEI?si=JqJM49t8_jAKGdM3

How will I know how you are supporting my child?

Your child's class teacher is responsible for the education of your child. However, we work as a team where the SENDCO, teaching assistants and other teachers in the year group support each other to help your child achieve the best that they can. The SENDCO oversees the support and progress of any child requiring additional help across the school – working collaboratively with the child's class teacher. Support and intervention varies and will be based on your child's individual needs.



Additional adults will be placed in classes if required and provide additional support for pupils who need it. We hold termly parents meetings for all pupils. This is an opportunity for you to meet your child's class teacher and discuss their progress. We also send out termly reports at these meetings so that you are able to monitor your child's progress.

The SENDCO will also have regular meetings with you if your child has an Individual Education Plan (IEP), a Language Support Plan (LSP) or an Education Health Care Plan (EHCP). Updates on any of these documents will follow on from a pupil progress meeting. The SENDCO will talk you through how your child is doing and what further steps need to be taken in order to support your child to achieve further.

For children with EHC Plans there will also be an annual review of the

plan which you will be invited to. Professionals who are supporting the child, their family and the school will also be invited to this meeting. Your child is at the centre of all that we do, so where possible your child will also be made aware of their targets and learning goals, they will also have time to talk about their progress and where they feel they will need extra help.

How will the school judge what impact the support has had on my child?

As a school, we measure children's progress in learning against national age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including assessment under the National Curriculum and some standardised tests, as appropriate.

Children who are not making expected progress are identified through the termly Pupil Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress. The impact an intervention has had is recorded and used to make decisions about where to go next.

When a child's Learning Support Plan (LSP) is reviewed, comments are made against each target to show what progress has been made. If the child has not met the 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 the child does make progress.

If my child has medical needs, how will they be supported?

We would initially meet with you and gather as much information as possible; we would liaise with medical professionals who are working with your child in order to follow direction and advice. If staff members require additional training in order to support your child, where possible, we would try to accommodate this request e.g. epi-pen training, diabetes training etc.

We have an 'administration of medicines' policy and we are able to administer certain prescribed medicines.

Have any staff received specialist training for children with Special Educational needs?

Children who have mild/moderate learning difficulties are very well supported in class by teachers and teaching assistants.

If we have children who have other difficulties and/ or disabilities then we always look for additional training opportunities for the staff members working with the child/group of children.

We currently have a number of support staff who have been trained to support and deliver specific speech and language group activities and social skills groups.

How are the schools' resources allocated?

There is a commitment to monitor every child's progress and direct resources according to the level of support. If your child has an Education Health Care Plan, you will be invited in to discuss provision and see for yourself what the school has on offer for your child.

The provision for your child will be based on the recommendations outlined in the Plan. The school will also consider provisions beyond the Local Authority and take feasibility into consideration. Your input and support is valuable to us and you will be consulted throughout the Plan being implemented

How will my child be included in activities at school, after school clubs and on school trips?



Where possible we will make every attempt to ensure that every child has access to everything that is on offer. However, there are times when certain events and activities may not be suited to individual pupils. The school will always carry out a risk assessment of an activity or a class trip which is in addition to everyday classroom activities.

Based on the outcome of the risk assessment and the best interests of your child, a decision will be made. This will be with parent consultation and will result in a number of available options. If an additional adult is required, the school will provide this, however in

certain instances it may be that we require parental support on trips.

If a child's behaviour or need is a cause for concern and safety is an issue, it may be decided that it is not in your child's interest to attend a trip or workshop. The school has to take into consideration the education and the safety of all the other pupils and staff as we have a duty of care to everyone not just pupils with identified needs.

The same risk assessment will apply to afterschool provision and other extended day activities. Where it is safe and possible the school will do its best to accommodate and support parents.

How are the school Governors involved, and what are their responsibilities?

The SENDCO reports to the governors to inform them about the progress of children with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

One of the governors is responsible for SEND and meets with the SENDCO. This 'SEN link governor' also reports to the governing committee, to keep all governors informed.

How will the school prepare my child when joining the school or when transferring to a new school?

We have many robust transition systems in place. If your child is joining us from another nursery or pre-school setting and coming into Reception, the minimum transition will include a telephone conversation with the previous nursery to gather information about how your child is doing.

There will always be induction meetings and opportunities for you to visit the school with your child prior to starting school. In some instances the class teacher and the SENCO will visit your child in their Early Years setting. We believe in making transitions run as smoothly as possible and understand that change can be challenging for some children.

Staff are always available to talk to you about any concerns or issues you may have. If your child is moving onto secondary school, we work very closely with the Local Authority and we will provide secondary transfer information.

If your child has additional needs then the SENDCO will set up transition meetings for you and your child in advance of your child moving on.

How will you help me to support my child's learning?

We are always available to meet with you and go through strategies that may help you support your child. It is always best to start with a meeting with the class teacher together with the SENDCO. We can also direct you to training providers in the County and different support groups and our website holds a wealth of information.

Where can I find further information on services available?

There is a commitment to monitor every child's progress and direct resources according to the level of support required by individual and groups of children. If your child has an Education Health Care Plan, you will be invited to discuss provision and see for yourself what the school has on offer for your child. The provision for your child will be based on the recommendations outlined in the Plan. The school will also consider provisions beyond the local authority and take feasibility into consideration. Your input and support is valuable to us and you will be consulted throughout the Plan being implemented.

We will always make every effort to direct you to other organisations and services available to help you. If we get new information we will always display this on our website, we will text you and send you any leaflets with information.

We believe that the best provision for our children will come with quality provision and a fantastic working relationship with parents.

Somerset also has a webpage which outlines the support they offer at:

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information, their views and experiences of the children's / young person's services (0-25 yrs) they already use or would like to use in the future.

Phone: 01278 699397 email: Help@SomersetParentCarerForum.org.uk

Somerset SENIDAS is an organisation that provides independent advice and support for families

Phone: 01823 355 578 email: info@somersetsend.org.uk



<https://somersetsend.org.uk>