



<b>Policy name:</b>	The Mead School SEN Information Report
<b>Author(s):</b>	Kate Seviour
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## **The SEN Information Report - what is it?**

The SEN information report helps to meet the needs of pupils with SEN in the school as determined by school policy and utilises the LA Local Offer to ensure the provision can meet those needs.

## **How does the school know if my child needs extra help with learning?**

We identify and assess children with SEN as early and as thoroughly as possible using the revised [SEN Code of Practice \(2014\)](#). We work in partnership with parents and involve them with establishing any new strategies to help with consistency at home and school.

At The Mead Primary School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEN in a variety of ways, including the following:

- Liaison with any previous school or Early Years setting
- Children performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g., physical health diagnosis from paediatrician

If a child is identified as having SEND then they will be added to the SEN Support register, but we recognise that children's needs may change over time and provision needs to reflect this. The aim of any additional provision is for the child to achieve age-related expectations, so once they reach this threshold, they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

There are four areas of Special Educational Needs and Disabilities (SEND) described in the SEN code of practice:

- Cognition and Learning
  - Communication and Interaction
  - Social, Emotional and Mental Health Difficulties
  - Sensory and Physical Needs
- Children's needs may be in one or more of these areas

## **What should I do if I think my child may have SEND?**

If you have concerns relating to your child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a consultation with the school Inclusion Lead. Parents may also contact the Inclusion Lead directly if you feel this is more appropriate. We value the opportunity to work closely with parents as your views and aspirations for your child will be central to the assessment and provision that is provided by the school.

## **How will the school support my child?**

### **In the classroom**

The class teacher has the highest possible aspirations for your child and all pupils in their class and is responsible for providing Quality First Teaching to all children. All teaching is built on what your child already knows, can do, and can understand. Your child's teacher regularly checks on your child's progress against age related expectations and will have assessed whether your child has a gap, or gaps, in their understanding/learning and needs some extra support to help him/her make the best possible progress.

### Additional Support

As well as Quality First Teaching, some children require additional support to help them make progress across the curriculum. Once needs are identified, these children often participate in small intervention groups, either as an individual or a small group of children. This might include the following:

- Different ways of teaching put in place, so that your child is fully involved in their learning in class
- Specific strategies (which may be suggested by the Inclusion Lead or other professionals) to support your child to learn
- Monitoring and managing emotions, mental health, wellbeing, and behaviour closely and involving outside agency support where necessary
- Ensuring that all supporting adults who are involved with pupils with SEND are well briefed as to their needs and targets
- Monitoring attendance closely and liaising with parents to ensure this is managed in line with attendance guidelines
- Working in partnership with parents/carers and involving them with establishing any new strategies to help with consistency at home and school;
- Additional support in the classroom
- Sessions out of class for specialised one to one or small group for support e.g., handwriting, reading, mathematics, social skills, etc.
- Ensuring continuity for all pupils when transferring from class to class, and school to school, through carefully planned transition and clear arrangements for transfer of paperwork
- Involving the child in the identification and review of targets through verbal feedback, tickled pink marking and small group work
- Group or individual work that is planned in a targeted way by school staff from their own assessments, or on advice from outside agencies. This usually takes place both in and out of the classroom and may be led by a teacher or a teaching assistant (TA) or other specialist staff from within school, The Academy Trust, or an external agency, such as 'Behaviour Support Service' (BSS)

### Specialist advice

You may be asked to give your permission for the school to consult with/refer to a specialist professional, e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively. The specialist professional may meet with teachers, yourselves, or work with your child to understand their needs and make recommendations as to the ways your child is given support. You will always be asked for permission for this level of intervention, and you will be involved in the outcomes.

### What areas of SEND does your school provide support for?

Children and young people with SEND have different needs, and children with SEND but without an Education, Health, and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

We provide support for children with a range of needs including Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties, Sensory and Physical Needs in line with the SEND Code of Practice 2014 and we strive to be a fully inclusive school. All

children are treated according to their needs in line with the school's policy for equality of opportunity.

### Specific Needs and Disabilities

Where a child has a particular need, e.g., wheelchair access, the school makes reasonable adjustments to ensure that the barriers to learning are addressed and the child's needs are suitably met. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments carefully before a final decision on placement is made. Parents of a child with an EHCP also have the right to seek a place at a specialist placement if they consider that their child's needs can be better met in specialist provision.

### Adapted curriculum / provision

At times it is appropriate for the curriculum to be adapted to meet a child's needs. A child may spend time away from the classroom when it is considered that this will support their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs.

### How are the school's resources allocated and matched to the children's SEN?

There are a range of resources within the classrooms for a wide variety of needs and effective interventions available for a range of identified needs. Examples of these include Number sense, WESforD and Read, Write Inc. interventions.

Class teachers and Teaching Assistants develop resources for specific children to use (these should be handed to the next teacher during transition meetings at the end of each academic year). Breakout rooms and corridors provide areas that may be used for intervention groups and are in constant use by teachers, teaching assistants, voluntary helpers, and outside agencies.

Teachers and Teaching Assistants work together in teams to ensure effective responsive teaching for all children. The deployment of adult support is planned in liaison with the Inclusion Lead, during weekly planning sessions, cohort reviews and Inclusion surgeries.

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

The school liaises closely with the Local Authority Education and Health Services and routinely involves a range of professionals to provide advice for pupils who need additional support. The services we have access to include:

- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy, Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Behaviour Support Service (BSS)
- Educational Psychology (EP)
- Specialist SEN Service (SSENs) - which includes the Physical and Sensory Impairment Service
- Community Paediatrician

- Learning Disability Nurse
- School Nurse
- The Harbour Programme

We also have access to training to provide alternative methods of communication and interaction where appropriate e.g., Picture Exchange Communication System (PECS), Makaton and British Sign Language (BSL).

We have developed an Inclusion Team of specialist staff across The Mead Trust, which enables all our schools to access high quality specialist advice, assessment, or teaching. Currently the team includes:

- Inclusion Leads who either hold or are attaining the National Award for SENCo
- Deputy Head for Inclusion with specialist school background
- Parent Support Advisors (PSA) who are available to support families
- Higher Level Teaching Assistants (HLTAs) / Teaching Assistants
- Emotional Literacy Support Assistants (ELSA) who support children with their Social, Emotional & mental health (SEMH) needs
- Thrive Practitioners

### **What training do the staff supporting children with SEND have?**

There are members of staff who have a range of qualifications and experience in supporting, assessing, and teaching children with additional needs. They are deployed as appropriate in a range of ways including:

- Direct teaching or support
- Identification and assessment
- Supporting planning
- Providing staff training and development
- Working with parents/carers

All staff access a wide range of training and development opportunities. The content depends largely on the needs of children with SEND in the school at the time. Training may be led by the Inclusion Lead, other staff members or an appropriate outside agency.

Each year the training for Teaching Assistants focuses on different areas depending on the school's priorities. This may include:

- Safeguarding
- Reading
- Mental health & well-being
- Oracy
- First Aid
- Read Write Inc
- Interventions
- Thrive
- Number sense

### **Medical training**

Designated teachers, Teaching Assistants, Midday Supervisor Assistants (MDSAs) and admin staff have undertaken first aid / paediatric first aid training and administering medications in line with

the medical policy. Additionally, there are designated TAs who have undergone specific training regarding gastronomy feeding and diabetes.

### **How will the curriculum meet my child's needs?**

We firmly believe that class teachers are responsible for teaching all children in a way which meets their needs. In line with the Code of Practice, there is an expectation that Quality First Teaching is the first response to meeting the needs of all children and that all children are entitled to a broad and balanced responsive curriculum that provides for the development of the knowledge, understanding and skills that they will need in order to become active and responsible citizens.

#### **Examples of responsive teaching could include:**

- Pre-teaching topic vocabulary or concepts and processes
- Adapting language
- Questioning
- Visual prompts and task cards
- Multi-sensory teaching and learning
- Ensuring that children are challenged in a safe way allowing their strengths and successes to be celebrated
- Resources including ICT
- Targeted adult support

Teaching Assistants are trained in a variety of types of additional needs and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills.

#### **Personalised learning**

We consider children's individual needs and make reasonable adjustments and offer flexibility to the curriculum and learning environment. For example, for short periods of time some children benefit from learning breaks away from the busy classroom, part-time hours,, or alternative provision. When personalising learning we may target the following areas:

- Learning how to learn
- Assessment for learning
- Teaching and learning strategies
- Curriculum choice
- Mentoring and support
- Social, emotional, mental health and well-being

#### **Adapted curriculum**

At times it is appropriate for the curriculum to be adapted to meet a child's needs. A child may spend time away from the classroom when it is considered that this will support their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs.

### **How will the school prepare and support my child to join your school or transfer to a new one?**

We work in close partnership with all parents and carers, including those of children who have SEND. We offer flexible support and adaptations to our environment and curriculum to allow successful inclusion of children with particular needs.

Continuity for all children while transferring either from class to class or school to school involves carefully planned transition programmes and transfer of paperwork. We liaise closely with former schools of the children, secondary schools, and nurseries, to ensure a smooth transition occurs for new children starting or leaving the school.

If Special Needs resources have been created for individual children, these are then handed to the next teacher during transition meetings at the end of each academic year. Where appropriate, transition booklets are made including photographs of designated staff, the layout of each class, corridors, toilet, and coat areas, etc. to ensure visual support is provided to cater for the child's needs.

We encourage the use of buddies to support social inclusion when children first arrive in school and for some children who require additional support with out of class routines, there are a range of personalised strategies available.

### **How will I know how well my child is doing? And how will you help me as a parent, to support my child's learning and development?**

The class teacher has two parent / carer conversations during the year to discuss and share any achievements, progress, attendance, academic outcomes and to review individual targets.

In addition, school reports are sent home each year and additional review meetings are held for children with a My Support Plan in order to discuss and review the outcomes and make any changes as appropriate. Children with Education, Health, and Care Plans (EHCPs) are invited to attend yearly, sometimes biannually, Annual Review meetings to discuss the progress of their child and review the outcomes and targets in their EHCPs.

In addition, parents may receive telephone calls from teachers, Inclusion Leads or PSA (Parent Support Advisor). If parents are concerned about the provision for their child, they can first discuss this with the class teacher. Following this, advice could be sought from the Inclusion Lead.

### **What cultural background does the school cater for and how?**

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of their creed, race, physical ability, or academic attainment.

#### **Gypsy, Roma, and Traveller Community**

We welcome children from the traveller community and engage with the Traveller Service for additional advice and support.

#### **English as an Additional Language (EAL)**

Children with English as an Additional Language (EAL) may require additional support within school for them and their families. We have access to specialist trained staff to provide advice, resources, or individual group activities in order to help them to develop as confident English speakers. Where possible, we provide translators for non-English speaking parents and try to ensure that school communications, such as newsletters and leaflets, are accessible to families with English as their additional language.



### **What support will there be for my child's well-being?**

We offer a holistic approach to understanding and meeting the needs of our children. The health and welfare of our children is paramount. We offer:

- A strong PSHE curriculum to all children
- A wide variety of activities and high levels of staff on duty, especially at play and lunchtimes
- Supported play and lunchtimes and some small group areas
- ELSA (Emotional Literacy Support Assistant) support for individual or small groups of children
- Thrive
- Nurture Breakfasts and Lunches
- Nurtured Learning Provision
- Enhanced provision

We also work with parents / carers to find suitable support outside school for the child and/or family if that would be helpful.

### **What percentage of the school has SEND needs?**

The percentage of children with SEND needs will fluctuate throughout the year, reflecting the needs of the children at any one time. Some children may only require short term intervention, while others require SEND support on a long-term basis.

### **How will the school communicate with me?**

We use a range of tools to communicate with parents and carers, including;

- Arbor
- Seesaw
- Text messages
- Our website
- Parent Conversations & Workshops
- Newsletters
- Parent Support Advisor

However, we encourage you to talk to your child's class teacher in the first instance should you have any concerns.

### **Who are the best people to talk to in this school about my child's difficulties with learning or SEND?**

In the first instance, please talk to your child's class teacher.

Email:	<a href="mailto:office@themead.wilts.sch.uk">office@themead.wilts.sch.uk</a>
Tel:	01225 759273
Inclusion Lead:	Mrs Kate Seviour
Parent Support Advisor:	Mrs Kerry Morgan
SEN Academy Advisor	Mrs Lucy- Kate Ridewood

### **What support do we have for you as a parent / carer of a child with SEND?**

We are fully committed to working in partnership with all our parents and carers. We are constantly reviewing what we do and would welcome suggestions from you. If you have any thoughts or ideas, please let any of the following know:

- Your child's class teacher or Teaching Assistant

- The Inclusion Lead

We can also offer translator services for parents with English as an Additional Language or signing support during parents' consultations for parents / carers with Hearing Impairments.

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council whose website [http://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page) includes many useful links to other resources and a great deal of information and support guidance.

Additionally, [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk) has very helpful information on SEND and local services.

### **How will my child be included in activities outside of the classroom, including school trips?**

The Mead Primary School is a fully inclusive school. All pupils are enabled to participate in all activities throughout the school day. The playground has a wide range of accessible equipment. A peer buddy system operates during playtimes as well as other adult supervised activities to support children who may need a quieter, more structured environment in which to socialise.

### **What social / out of school opportunities are there?**

There are a range of after-school clubs for all children from Y2 onwards, some of which are chargeable. Details of these are available from the school office. All children are encouraged to take part in such activities.

Each year the group participates in off-site school trips (virtual if necessary) to support the rich curriculum we offer, and we include all our children in these activities. Extra planning can be arranged for any children who may need more detailed information including social stories, photographs, or adult support. Residential trips are planned for Key Stage 2 children and parents are welcome to attend to provide additional care for children with special education needs. Please do talk to us about any concerns you may have so that we can work together to support your child.

We recognise that extra-curricular activities, clubs and off-site visits place particular demands on pupils and staff and we work in close partnership with parents to provide practical solutions that safely meet children's needs.

### **How accessible is the school environment?**

The Hilperton site is accessed by residential road with limited spaces in a nearby parking area which has two disabled parking spaces. There is a one-way road around the car park to the front of the school which allows for drop-offs.

The school is a modern building and as such fully accessible to all pupils, staff, and visitors. It is a single storey building with a few steps as well as different access points to enable full access to all areas.

We have experience of supporting children with a range of physical and sensory needs and sensitivities and are able to adapt to the learning environment wherever possible to support them. Please see our Accessibility Plan on the website.

### **How can you accommodate my child's special dietary requirements?**

We can accommodate any child's dietary requirements as long as we have been made aware. Please phone the school office to arrange a time to discuss any special requirements.

### **How are the children with SEND involved in their education?**

All children create and review their One Page Profile each year; this includes sections on learning and what best helps the child to learn well.

Some children may have My Support Plans which include further details of a child's needs, aspirations and the support required. EHCPs are statutory and children are involved in their reviews.

### **How do I make a complaint about the provision for my child with SEN?**

If you are a parent of a child with SEN and would like to make a complaint, details of how to do this can be found in our complaints policy [here](#).