

# Upton Noble Church of England VC Primary School



## Special Educational Needs (SEN) Information Report

Welcome to Upton Noble Primary School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and/or Disability (SEND).

At Upton Noble Primary school, we prioritise a personalised approach to ensure that the very best learning opportunities are offered to meet the needs of each child. We are an inclusive school, where all our children are supported to enable them to achieve their potential. All Somerset County Council maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs. We strive to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Mrs Beverley Partridge is our Special Educational Needs Co-ordinator (SENCO) and she holds a nationally recognised Post Graduate Certificate qualification, 'The National Award for Special Educational Needs Co-ordination'. She can be contacted by telephone or email, via the school office. Mrs Partridge also works as part of the Senior Leadership Team to ensure appropriate consideration is given to inclusive provision for pupils.

Working Day- Tuesday

Telephone number – 01749 850375

Email- [uptonoffice@eastsomersetfederation.co.uk](mailto:uptonoffice@eastsomersetfederation.co.uk)

### **How Do We Identify and Assess a Child's Special Educational Needs?**

Prior to starting school, a child may already have been identified with a Special Educational Need or Disability. Where this is the case, we work closely with families and supporting agencies to ensure that transition into school is as smooth as possible, and we plan carefully to allow the child to quickly feel happy and confident in the school environment. This is done through a School Entry Plan.

A child's Special Educational Needs may not become apparent straight away. At Upton Noble Primary School, we rigorously track and monitor children's progress throughout the school year. On a daily basis, teachers are evaluating and observing children to consider their progress as well as their emotional well-being and behaviour. Assessment data is formally recorded at the end of each term and this is analysed by senior leaders and discussed with class teachers at pupil progress meetings.

As soon as we have any concerns, our first step would be to contact the child's parents/carers to gain their perspective and point of view. If as parents/carers, you have any concerns about your child's progress or well-being we urge you to approach the school and arrange a meeting with your child's class teacher. We welcome input from families and parents/carers and understand that by working together we are doing the very best for your child.

Following consultation with parents/carers, we may decide to begin a graduated approach in response to concerns. Additional adjustments to classroom provision will be made and/or appropriate small group or individual intervention will be put in place. The impact of this will be reviewed after a term. If your child has made good progress, it may be felt that no further support is necessary. Alternatively, we may decide that an additional term of support and intervention would be beneficial. Once again this will be reviewed. At this stage, if it is agreed by school and parents/carers that the child will need on-going support, the child may be added to the SEN Register. Parents/carers will be officially informed by a letter. In some circumstances the process can be accelerated if it is felt that a child urgently needs additional support.

SENCO and staff will refer to Somerset's Graduated Response Tool, which is a comprehensive document that supports school staff in achieving highest levels of provision. Please see link below:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

### **Who Will Help?**

*Who are the best people at Upton Noble Primary School to talk to about my child's learning and possible challenges or difficulties?*

#### **Class Teacher**

Your child's class teacher will be your main point of contact and developing a good working relationship with them will be important for you and your child. They are responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need. The class teacher, with guidance from the SENCO, will plan and provide additional classroom support to allow your child to fully access the curriculum and/or interventions to accelerate learning.
- Writing an Individual Education Plan or APDR (Assess, Plan, Do, Review) – these are individual learning plans, which the teacher and in some cases, your child write together. This will contain information about the child, their difficulties and how we can best support them. They will also contain SMART targets which will be reviewed and updated as appropriate and shared with the SENCO and parents/carers at least once a term.
- Ensuring that all staff who work with your child understand your child's specific needs, support strategies and targets. The class teacher, with support from the SENCO, is responsible for ensuring that support staff are informed, trained and equipped to successfully deliver interventions to ensure your child's success.

## **SENCO – Mrs Partridge**

Responsible for

- Co-ordinating the support for children with special educational needs or disabilities and for reviewing and developing the school's SEND policy and approach to ensure a consistent, high quality response to meeting each child's needs in school.
- Ensuring that the child's voice is heard and placed at the centre of planning for support.
- Ensuring that parents/carers are involved in supporting their child's learning and are kept informed about the support their child is receiving and that parents/carers are involved in reviewing the progress their child is making.
- Liaising with other people and agencies who may be coming into school to help support your child, for example, Educational Psychology, Speech and Language Therapy, Occupational Therapy.
- Updating the school's SEND records and making sure that records of your child's progress and needs are kept up to date.
- Requesting specialist support and advice for teachers and support staff in the school, so that they can help children make the best possible progress. This might include offering some more specialist assessment opportunities.
- Being an additional point of contact for parents/carers and meeting as necessary to discuss the progress, Special Educational Needs and provision for their child.
- To plan for successful transitions throughout a child's school career.

## **Head of School – Mrs House and Executive Head Teacher- Mrs Bisset**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the Governing Body are kept up to date about any issues in the school relating to SEND.

## **SEN Governor – Mr Brian Lippitt**

Responsible for:

- Working closely with the SENCO to make sure that the necessary support is made for pupils who attend the school who have additional needs.
- Meeting with SENCO at least termly, to review provision as a critical friend.

## **What Support is Available?**

What are the different types of support available for children with SEND at Upton Noble?

### **High Quality First Teaching**

This provision is available for all children. Research shows us time and time again that children who receive consistently high quality teaching will make the best progress.

For your child that might mean:

- That the teacher has the highest possible expectations for your child.
- That all teaching is based upon an excellent understanding of your child's abilities and builds on what your child already knows, can do and can understand.
- Your teacher has an excellent understanding of the barriers to your child's learning and how to support your child to achieve.
- Different teaching strategies and methods are used so that your child is fully involved in learning in class. This may involve the use of additional resources, multi-sensory approaches, dyslexia friendly environments.
- Specific strategies are used to support your child, which have been recommended by the SENCO or by an outside professional.

### **High Quality First Teaching PLUS**

This will be available to any child who may show gaps in their understanding or who is just not quite making expected progress. It is likely to involve an intervention – either individually or small group. This could be run by the teacher or the learning support assistant. At Upton Noble, we aim for interventions which run little and often, so that children do not miss out on their quality first teach, they do not feel singled out and they do not miss out on their favourite lessons.

### **SEN Support**

This will be available to children on our SEN Register, and offers a more bespoke or personalised approach. A range of strategies and interventions may be used with the aim of accelerating progress. Advice from outside agencies may be sought, to ensure that the school are offering the very best support to your children.

### **High Needs Support**

For children with additional medical funding or an Education, Health and Care Plan (or who are likely to benefit from an EHCP), provision is planned for through an annual review meeting. This will inform our approach to supporting the holistic needs of a child as well as the smaller steps targets. The annual meeting will be attended by the child where appropriate (or the child's views will be brought to the meeting), parents/carers, school staff and other professionals involved.

### **How do we Measure Progress?**

- Your child's progress is continually monitored by his/her class teacher.
- Your child's progress will be monitored termly by senior leaders and discussed at a pupil progress meeting.
- Formal assessments take place at the end of EYFS, Year 1 phonics screening test, end of Year 2 and end of Year 6. If your child is Year 2 or above, we may use a more sensitive assessment tool called the Pre Key Stage Assessment.
- Pupils with SEND will be supported with an Individual Learning Plan (called Assess, Plan, Do, Review) which will be reviewed termly and the plan for the next term is made. This sets clear, achievable targets for pupils to meet and is an effective tool for measuring small but crucial steps of progress made by your child.

- The progress of children with an EHCP is formally reviewed at an Annual Review.
- The SENCO will also check that your child is making progress within any individual or group work interventions, using a range of other assessments, such as reading ages, spelling ages, emotional difficulty questionnaires.

Where outside agencies are involved, they too may assess progress made by your child.

### **Staff Training**

The SENCO will review and plan for training for LSAs and staff on a termly basis. She may deliver training, focusing on a specific area of SEN or visitors may be brought in. In addition, staff may attend external courses or participate in an on-line learning opportunity. The SENCO will endeavour to adapt training to the needs of the children who are currently in school.

### **Transition**

*What arrangements are in place for supporting children and young people moving between classes and moving from the primary phase to the secondary phase?*

We aim to maintain good relationships and communication with all relevant local pre-schools. In the summer before starting school the Early Years teacher will meet and get to know all the children, and works closely with the SENCO to ensure that all children have a great start to their school career.

Our receiving secondary schools run a series of transition opportunities – offering additional sessions for those children who would benefit. In addition, our SENCO will meet with the SENCO at the receiving secondary schools to discuss specific children. For some children, it would be appropriate for the receiving SENCO to attend annual reviews for children in year 6.

### **What support is available to parents/ carers?**

SENDIAS is an organisation that can help parents/carers with questions and concerns around Special Educational Needs.

Follow the link below or telephone **01823 355578** for support or advice.

<https://www.somerset.gov.uk/send/somerset-sendias/>

East Somerset Federation SEN Policy link:

<https://primarysite-prod-sorted.s3.amazonaws.com/bruton-primary-school/UploadedDocument/6c9e1374-3b85-46dc-b299-efeb6548d424/esf-send-policy.pdf>

Local support for children and Young people with SEND can be found on the Somerset County Council website. This offers advice and information that parents/carers/ carers might find useful:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

## **What happens when parents/carers and carers are not happy with our provision?**

It is our hope that dissatisfaction or concern can be addressed swiftly and effectively with the Class Teacher, SENCO (Mrs Partridge) and/or Head of School (Mrs House) and/or Executive Headteacher, (Mrs Bisset) at the earliest opportunity. Where speaking to our school staff has not resolved the issue to your satisfaction, there is a complaints procedure which is available on our school website or from the school office.

<https://primariesite-prod-sorted.s3.amazonaws.com/bruton-primary-school/UploadedDocument/88ff69c6-af82-492e-8e6c-1b8b86bc4d70/esf-complaints-policy-nov-2024.docx.pdf>

We want all children to be the best that they can be. We have high expectations for all children and adopt the philosophy that children with SEND, with timely and effective support, will meet high expectations appropriate to them.

### **Electronically signed by**

Beverley Partridge

**SENCO**

**21st November 2024**

This report will be reviewed and developed with a sample of school staff, parent/ carers and pupils by 21<sup>st</sup> November 2025.