

# SEN Information Report for Middlezoy and Othery Schools

(in accordance with section 65(3) of the Children and Families Act 2014)

## 1. What kind of special educational needs provision is accessible for children at Middlezoy and Othery Schools?

*Middlezoy and Othery Schools are fully inclusive schools, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.*

*For further information see whole school provision map (Provision across Middlezoy and Othery) for strategies employed <http://www.middlezoyandotheryschools.co.uk/special-educational-needs/>*

## 2. How do we identify children who may have an SEN need?

*All children at Othery and Middlezoy Primary Schools are monitored closely by their Class Teachers. If the Class Teacher has any concerns about the progress or attainment of a child, they will discuss them with the Special Educational Needs Co-ordinator (SENCo). This discussion will focus on developing strategies to support your child in achieving their potential this may also include carrying out specific assessments or referring to specific checklists to identify any difficulties in more detail. If after this we feel it is necessary we will refer to external agencies with the consent of Parents.*

*In addition 2 meetings are held each term*

*Pupil Progress Meetings from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.*

*SEN Meeting when class teachers and SENCo discuss progress of children already identified as having SEN and strategies for children causing concern.*

*For further information see Defining SEN and the criteria for different levels of support document. <http://www.middlezoyandotheryschools.co.uk/special-educational-needs/>*

## 3. What provision is made for children with SEN; with and without an EHC Plan.-in respect of:

### a) How is the intervention/support monitored as to its effectiveness?

*Those children receiving intervention/support are monitored against the progress they are making. This is reviewed by the SENCo and at termly pupil progress meetings (PPMs).*

### b) What are the school's arrangements for assessing and reviewing progress of children with SEN?

*An initial assessment is carried out prior to the intervention sessions, targets are then set in light of this. Once the intervention sessions have been completed another assessment is carried out to track progress. This is reviewed by the SENCo and at termly PPMs.*

### c) What is the schools approach to teaching children with SEN?

*We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to1 teaching. Your child's education will be overseen by their Class Teacher. They may work with Class Teachers, Teaching Assistants or external advisors. They will deliver specific programmes and differentiated class content. This will be explained to Parents by Class Teachers, but further support and clarification can be sought via the SENCo.*

**d) How does the school adapt the curriculum and learning environment for children with SEN?**

*The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. All class work is differentiated to match the needs of individual learners. Observation, marking and assessment inform planning on a day to day basis to ensure all work is accurately matched to the needs of all children.*

*The School site is all wheelchair accessible. Where there are steps, alternatives are available with ramped entries. There are changing and disabled toilet facilities.*

*All children have the right to access class trips wherever it is safe for them to do so. For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements, or alternative arrangements for the administration of medicines.*

**e) What additional support is available for children with SEN?**

*The school provides various interventions/support that meet the individual needs of the children (see provision map (Provision across Middlezoy and Othery) for strategies employed <http://www.middlezoyandotheryschools.co.uk/special-educational-needs/>). Children who may require higher levels of support have access to appropriately trained support staff.*

**f) What support is available for ensuring the emotional and social development of pupils with SEN?**

*In addition to support received for academic subjects, there is a range of pastoral support available. All the staff in school are here to support your child, opportunities for any child to talk about any concerns or anxieties are part of the daily life of school. We also have a Parent and Family Support Advisor (PFSA) who can work with children and families. Specific plans and support will be put into place for children experiencing difficulties and those needing medical support or intimate care. In addition when necessary nurture groups/activities or interventions to raise a child's self esteem are put into place including sessions with our Emotional Literacy Support Assisstant.*

**4. Who is the named SEN contact?**

*J Daymond  
Othery Village School  
High Street,  
Othery,  
TA7 0PX  
[Tel:01823698464](tel:01823698464)*

**5. What specific expertise is available to children with SEN?**

*All staff delivering interventions and supporting children's learning and development are appropriately trained.*

*A range of outside professionals might be called in to support the School in providing the best opportunities for every child, including:*

*Speech and Language Therapists*

*Educational Psychologists*

*Learning Support Advisory Teachers*

*Social, Emotional and Mental Health Advisory Teachers*

*Physical Impairment and Medical Support Advisors*

*Hearing Impairment Advisory Teachers*

*Visual Impairment Advisory Teachers*

*Occupational Therapists*

*Physiotherapists*

*Autism and Communication Advisors*

*Traveller Education Advisors*

*Child and Adolescent Mental Health service*

*Voluntary Agencies e.g. Ups and Downs, Autism Outreach*

## **6. What specialist equipment and facilities are there for children with SEN?**

*We have access to several local resource bases where we can borrow equipment tailored to the needs of individual children. These are based at Selworthy Special School in Taunton, Elmwood School in Bridgwater and Brookside School in Street.*

## **7. What arrangements are there for consulting and involving parents of children with SEN?**

*Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, parents meetings in the Autumn and Spring terms and yearly written reports in the Summer term. In addition to this, children at Wave 3 (see Defining SEN and the criteria for different levels of support document. <http://www.middlezoyandotheryschools.co.uk/special-educational-needs/>) including those in receipt of an Education, Health and Care Plan, will have an Annual Review meeting to inform and plan for next steps. Children in receipt of a Statement or Educational Health and Care Plan will have a termly meeting to monitor progress against long term outcomes and short term targets linked to the child and family's hopes and aspirations. Children's Individual Education Plan (IEP) is shared on a termly basis, as will the review of the previous one. Parents of children at Wave 2 – those children who have been identified as needing some additional support in an aspect of their learning (see link above) - will be informed of the type of support and the target the child is working towards in a letter. If this support continues for more than a term a review of the previous term will be included in the new letter, otherwise parents will be informed of their child's progress with a quick chat. Home School contact books may be used if appropriate. Parents' information sessions are run occasionally to explain key aspects of Literacy and Maths learning.*

## **8. What are the arrangements for consulting children with SEN about, and involving them in, their education?**

*All children, regardless of SEN, are aware of their next steps and are encouraged to recognise their personal learning styles and how to move forward with their learning.. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.*

## **9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

Parents who are concerned about the provision their child is receiving should initially speak to the class teacher. If there are still concerns an appointment should be made with the SENCo (Jo Blunt) or one of our senior teachers (Jill Quine at Middlezoy, Mary Creed at Othery). If matters are still unresolved please make an appointment with the Head Teacher (Helen Ormerod). If the issue can't be resolved at the schools complaints procedure should be followed.

Follow link <http://www.middlezoyandotheryschools.co.uk/policies/>

## **10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from a variety of professionals (see list above) to support the child's academic and social progress. Other healthcare professionals such as Portage workers, Health visitors, Paediatricians Dieticians, Diabetic nurses, etc are consulted where appropriate. All outside agencies involved with a child are invited or consulted for a child's School Entry Plan meeting and review meeting and their Annual Review meetings. Details of SENDIAS (Special Educational Needs and Disability Information, Advice and Support) or the Parent Family Support Advisor are also shared where appropriate.

## **11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32\*?**

- **Integrated Therapy Services** – Advice line 03030333022 Monday, Wednesday, Thursday and Friday 09:00 – 12:00
- **Physical Impairment and Medical support team** - Phone 01823 334 475 Local Offer link - <https://somerset.local-offer.org/services/255-physical-impairment-and-medical-support-team-pims>
- **SENDIAS** (Special Educational Needs and Disability Information, Advice and Support)- Phone: 01823 355 578 email: [info@somersetsend.org.uk](mailto:info@somersetsend.org.uk)  
Website -<http://www.somersetsend.org.uk/welcome/>
- **Parent and Family Support** – Nicky Buckler - 07825833556 - [nbuckler@somerset.gov.uk](mailto:nbuckler@somerset.gov.uk)
- <https://somerset.local-offer.org/> link to all other services and their local offers including contact details.

## **12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?**

Prior to starting in Foundation Stage, children identified as having Special Educational Needs will have a School Entry Planning Meeting. This will be attended by Parents, pre-school staff, school staff and any external professionals involved in supporting the child. It plans out how all concerned can make the transition to School as smooth and easy as possible. For children with medical needs, this will include identifying staff training needs to ensure children's needs are fully met and any potential difficulties identified and solved. All children will be invited to visit the school on several occasions; class teachers will visit the preschool settings of children and visit parent and child at home if the family would like them to. There is also an information evening for parents. Additional visits to school or for staff to visit the preschool setting are organised as necessary for individual children as are individual resources such as photo books. The children then have a staggered entry into school in September, staying until 12.00 for the first couple of weeks, then for lunch (until 1.00) for another couple of weeks before becoming full time. Again this process can be extended if necessary for individual children.

When moving between sites at Year 3 and 5 additional staff training is undertaken where necessary, if children need additional visits to the new site or to become more familiar with different adults this is arranged. There is very close liaison between parents, child and adults in school to ensure this move is as smooth as possible with additional resources made e.g. Books of photos to ensure your child is familiar with the people and places they will come across, where necessary.

*On moving to Secondary School, children in Year 6 with additional needs are discussed with the SENCo at the secondary schools once places have been allocated. Additional visits can be organised within school time, supported by school staff and additional resources made, e.g. Books of photos to ensure your child is familiar with the people and places they will come across. The Secondary School SENCo will be invited to your child's annual review in Year 6.*

*Consultation with parents/carers teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social emotional needs of the child are the centre piece of all transitions.*

### **13. Where is the Local Authorities Local Offer published?**

<https://someset.local-offer.org/>

\*Clause 32 in the Children and Families Bills sets out the legal requirements of local authorities in relation to special educational needs advice and information, and the provision of services for parents and young people.