

All staff at Middlezoy and Othery Schools are committed to providing the best learning opportunities for all children. We are an inclusive school, working with Parents and a range of professionals to ensure the best education for all.

Who do I see if I am worried?

1. Speak to your child's class teacher
2. If you are still concerned you can make an appointment to meet with the SENCo (Jen Daymond) or one of our Senior Teachers
3. If you feel matters are still not resolved you can seek an appointment with the Head Teacher to discuss your concerns

Further support

You can also access support from our Parent and Family Support Advisor (PFSA) Nicky Buckler 07825833556

NBuckler@somerset.gov.uk

She can support and advise you in a wide range of situations.

What specialist services are accessed by the School?

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
- Hearing Impairment Advisory Teachers
- Visual Impairment Advisory Teachers
- Occupational Therapists
- Physiotherapists
- Autism and Communication Advisors
- Traveller Education Advisors
- Child & Adolescent Mental Health Service (CAMHS)
- Voluntary Agencies e.g. Ups and Downs, Autism Outreach etc.

For more information please contact

Middlezoy Primary School

Church Road, Middlezoy, TA7 0NZ

Tel: 01823 698465

Email: office@middlezoy.somerset.sch.uk

Othery Village School

High Street, Othery, TA7 0PX

Tel: 01823 698464

Email: office@othery.somerset.sch.uk

Or visit our website

www.middlezoyandotheryschools.co.uk



SEN School Offer
Parents Information

1. How do you know if a child needs extra help?

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. **If Parents have any concerns they should see the Class Teacher in the first instance.** Teachers are available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed discussion is needed.

2. How will School support my child?

Your child's education will be overseen by their Class Teacher. Your child 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.

J Daymond via the School Office

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

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.

4. How will I know how my child is doing?

There are Parents' Evenings in the Autumn and Spring Terms, and reports are written in the Summer Term. In addition to this, children at Wave 3 and in receipt of additional funding, and / or an Education, Health and Care Plan, will have an Annual Review meeting to inform and plan for next steps. All

children at wave 3 will have an Individual Education Plan (IEP) which will be shared with you 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 - 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. Teachers are available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed discussion is needed, including the SENCo where necessary or requested. In Foundation Stage we now use an online system to track your child's progress called Tapestry which can be accessed at home to see what your child has been achieving.

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

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 provide more intensive support with a trained TA when necessary. In addition there is access to the Parent and Family Support Advisor (PFSA) who can work with children and families. Specific plans and support will put into place for children experiencing difficulties and those needing medical support or intimate care.

6. How accessible is the School environment?

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.

7. How will the School support my child's transitions to new settings?

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 you, pre-school staff, school staff and any external professionals involved in supporting your 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 your child'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 your child and visit you and your child at home if you 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. 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, as mentioned previously, when necessary. The Secondary School SENCo will be invited to your child's annual review in Year 6.