

Shillingstone CE Primary School

SEND Information Report - November 2019

Shillingstone CE Primary School is proud to be an inclusive school.

Staff and children embrace children with additional needs and we encourage children to understand each other's differences and celebrate diversity and individuality.

<p>Kinds of Special Educational Needs that are provided for at Shillingstone CE Primary School</p>	<p>We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014, updated 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>There are two levels of SEND support</p> <ul style="list-style-type: none"> • SEN support • Education Health Care Plan (EHCP) <p>If staff and /or parents are concerned, a child may be monitored for a period of time before any decision is made about the level of support.</p>
<p>How we identify children and young people with SEND</p>	<p>Pupils are identified as having SEND, and their needs assessed, through :</p> <ul style="list-style-type: none"> • Using prior information from previous settings • Talking to parents and the child • Observation and feedback from staff • Analysis of teacher assessments • Interventions not showing impact • Referrals from parents/carers • Formal test results • Key Stage results • EYFS Data
<p>The name and contact details of SEND Co-ordinator and the name and contact details of SEND Governor</p>	<p>SENDCo Mrs Annie Dowling Email senco@shillingstone.dorset.sch.uk SEND Governor Ms. Sally White Both may also be contacted via the School Office Tel. 01258 860446 Email office@shillingstone.dorset.sch.uk</p>
<p>The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes :</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate differentiation in place • Extra adult support in classrooms where appropriate • Personalised provision through time limited intervention programmes • Personalised provision through adapted resources.
<p>How a child with Communication and Interaction needs may be supported</p>	<ul style="list-style-type: none"> • Additional speaking opportunities • Pre-teaching of vocabulary • 1:1 Speech and Language support following a programme written by a speech and language therapist
<p>How a child with Cognition and learning needs may be supported</p>	<ul style="list-style-type: none"> • Additional learning opportunities such as extra reading • Small group support • 1:1 specialist support
<p>How a child with Social, emotional and Mental Health difficulties may be supported</p>	<ul style="list-style-type: none"> • Additional opportunities to develop self-esteem/confidence within the school day • Staff have received training on 'Attachment' and we are working towards becoming an 'Attachment Friendly' school. • Reward charts/incentives • Time with our Emotional support assistant-ELSA • Referral to outside Specialists (e.g. CAMHS/BSS)

<p>How a child with Sensory and/or physical needs may be supported</p>	<ul style="list-style-type: none"> • The provision of accessible facilities • By having a programme of exercises delivered by a TA • By having outside specialist advice/support (e.g. Physio therapy/OT) • A programme devised to aid sensory difficulties • Enlarging resources
<p>How a child with an EHCP may be supported</p>	<p>These children will have an individually tailored programme of support which could include:</p> <ul style="list-style-type: none"> • Having a programme of learning tailored to their individual need(s) • Having the support of a TA if and when required (1:1 or group) • Having a person centred Annual Review
<p>The arrangements for assessing and reviewing children and young people's progress towards outcomes</p>	<ul style="list-style-type: none"> • Individual support plans are written by class teachers with support from the school SENDCo, as required. Plans are written for all children on the school's SEN register. • Plans are shared with children and what they will do to support themselves as learners is identified and recorded on the plan. • Plans are shared and reviewed with parents at parent consultations. How parents will support their children at home is identified on the plan. In this way a joint method of working between school, child and home is ensured. • The SENDCo carries out learning walks and other formal monitoring arrangements, such as book trawls and in class observations on a termly basis.
<p>Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> • Interventions are monitored by the SENDCo, who reports to the headteacher. Class teachers remain responsible for the progress of all children in their class. • Parent questionnaires • A report is submitted termly to the Governing Body.
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>We have an open door policy. Parents are welcome to make an appointment with the class teacher or SENDCo to discuss the education of their child. In addition to this:</p> <ul style="list-style-type: none"> • There are Termly Parent consultations with the class teacher. At these times Individual Support Plans (ISPs) are shared and reviewed. • Referrals to outside agencies will be made following discussion with parents.
<p>The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<ul style="list-style-type: none"> • ISP targets are shared with the children and how they will support themselves as a learner is recorded. • Annual Reviews • Pupil questionnaires
<p>Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>All children are taught by well qualified teachers and teaching assistants. A child may receive support from other adults in school rather than their class teacher or teaching assistant:</p> <ul style="list-style-type: none"> • Teaching Assistant who has training in emotional support - ELSA. • Teaching Assistants and Teachers with additional medical training. • Other specifically trained adults. <p>All teaching staff have attended training in Attachment and we are working towards becoming recognised as an 'Attachment Friendly' School. Children may also receive support from outside agencies:</p> <ul style="list-style-type: none"> • Speech and Language therapists/ therapy assistants • Community nurse • Occupational therapist • Physiotherapist • CAMHS worker • Locality Team

How we support SEND children with transition	<ul style="list-style-type: none"> • Discussions with staff from the new school • Additional transfer visits if required • Detailed transition plan • Creation of a transition photo book.
Information about Dorset's local offer	This can be found at: www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx
What to do if you are not happy about the provision for your child.	Parents are encouraged to speak to the class teacher in the first instance and then the SENDCo. If needed the complaint will be passed to the Headteacher. Representation in writing can be made to the Chair of Governors. Please see the complaints policy which can be found on the school website

Annie Dowling 18.11.19