



Special Educational Needs and Disabilities Information Report

Sommerby Primary School is a mainstream primary school, and is part of the Mowbray Education Trust family of schools.

At Sommerby, staff are committed to working in partnership with parents and carers to enable pupils with SEND to have their needs met, in order to:

- Take into account the views of the pupils with SEND
- Encourage good communication with parents of children with SEND
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum for pupils with SEND
- Curriculum for the foundation stage and the national Curriculum for pupils with SEND

To attain this, members of staff at Sommerby Primary School will:

- Recognise the needs of the individual
- Differentiate teaching methods to suit individual needs
- Differentiate the curriculum content so that it is attainable by all
- Take consideration of the *SEND Code of Practice 2014*
- Acquire appropriate specialist support whenever possible
- Provide suitable and adequate resources
- Observe Sommerby's SEND Policy (found on the school's website)

Who is Sommerby's SENDCo? (Special Education Needs and Disabilities Co-ordinator)

Mrs Sarah Moulds is our SENDCo, and Key Stage 2 class teacher.

The types of SEND provided for are:

- Communication and interaction
- Cognition and learning.
- Emotional, social and mental health difficulties or Sensory and physical difficulties.

How does the school know if children need extra support and what should I do if I think my child has special educational needs?

Sommerby Primary School is committed to inclusion and is respected in the community for being a highly inclusive school.

Part of the school's strategic planning for improvement is to ensure all learners access quality first teaching. The school aims to engender a sense of community and belonging and provide a stimulating and positive environment.

This does not mean that staff will treat all learners in the same way, but that the school will respond to learners in ways which take account of their varied life experiences and needs.



Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, attainment and background.

At Somerby Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with pre-school providers
- Child performing below age expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher - through observation and assessment of work and behaviour
- Liaison with external agencies i.e. Educational Psychology, Specialist Teaching Service, School Nurse
- Health diagnosis through a paediatrician

How will I raise concerns if I need to?

First of all, it is really important that you share your concerns with your child's teacher. At Somerby we believe that parents know their child best of all and all our staff will always listen to and understand when you have concerns about your child.

How will school support my child? Who will oversee, plan, work with my child and how often?

- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made
- We hold termly pupil progress meetings. This provides an opportunity for the class teacher to discuss progress with a senior colleague.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group under the direction of the class teacher. The regularity of these sessions will be explained to parents when the support starts.

Who will explain this to me?

- The class teacher will meet with parents twice per year as part of Parent's Evening to discuss your child's needs, support and progress. There may also be other opportunities to meet more regularly with your child's class teacher and have a structured conversation around your child's needs where we, or you as the parent/carer, feel this is necessary.
- For further information the (SENDCo) is available to discuss support and provision in more detail.

How are the Governors involved and what are their responsibilities?

The (SENDCo) works with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for pupils with SEND.



How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

- The school recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity
- The school is particularly aware of the needs of children in the Early Years Foundation Stage and Key Stage 1, for whom maturity is a crucial factor in terms of readiness to learn
- The SEND Policy and Local Offer outline the ways the school meets the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school
- All learning within class is carefully planned and differentiated in order that all children are able to access the curriculum according to their specific needs
- If your child has complex needs, the recommendations from an Educational Psychologist, Specialist Teaching Service or Occupational Therapist will also be taken in to account, as your child's learning is planned

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home
 - We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs
 - Suggestions will be given to allow you to support your child's learning at home
- If your child is on the SEND Support Record they will have individual/group targets. This will be discussed at Parent's Evening and parents are given a copy of the Targets. The targets set are SMART; (Specific, Measurable, Achievable, Realistic and Time scaled) Targets with the expectation that the child will achieve the target by the time it is reviewed
- If your child needs are complex and long term, they may have a Statement of SEND or Education Health Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National expectations and age related expectations
- Children who are not making expected progress are picked up through Pupil Progress meetings with the Class teacher and a teacher from the Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed and their views sought
- When the child's targets are reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?



- We are an inclusive school; we welcome and celebrate diversity. Staff believe that a child having high self-esteem is crucial to that child's well-being and learning. We have a caring, understanding team looking after all our children
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the (SENDCo) for further advice and support. This may involve working alongside outside agencies for example, Health and Social Services, Hearing Impaired Service, Visually Impaired Service and Autism Outreach

How does the school manage the administration of medicines?

The school follows the statutory guidance 'Supporting pupils at school with Medical Conditions' Sept 2014

- The school has a policy regarding the administration and managing of medicines on the school site (Attached to this document)
- Parents need to contact the class teacher and school office if medication is recommended by Health Professionals to be taken during the school day
- On a day to day basis the Admin Staff generally oversee the administration of any medicines
- Staff have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have very high expectations and a positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils
- If a child has behavioural difficulties a Report Card is co-produced with the child and parents/carers to identify specific issues; put relevant support in place and set targets. This is reviewed with the child, class teacher and the Headteacher
- For children with persisting emotional, social and mental health difficulties we seek further advice and support from outside professionals e.g. School Nurse team, Family Steps. A small minority of children require a higher degree of personalisation and may have an individual behaviour plan (IBP)
- Attendance of every child is monitored on a daily basis by the Headteacher. Lateness and absence are recorded and reported to the Headteacher. Good attendance is actively encouraged throughout the school. Poor punctuality and non - attendance at school will result in a meeting with the EWO (Education Welfare Officer)

How will my child be able to contribute their views?

- We have a School Council consisting of class representatives for any issues or views
- Children discuss and set their targets with their class teacher
- There is an annual pupil questionnaire where we seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry
- If your child has a Statement of SEND or EHCP then child centred reviews will be held.

How does the school consult parents of children with SEND and involve them in their child's education?

- Somerby School produces parent questionnaires regularly to listen to parent(s)/ carer'(s) views



- Surveys are distributed to gather parent(s)/carer'(s) views for children who have been identified as having SEND.
- Parent(s)/carer(s) views are gathered when developing the SSP's which we regularly review
- Annual reviews – where parent(s)/carer(s) views are sought to update their child's information and opportunities given to assess progress towards set outcomes

What specialist services and expertise are available at or accessed by the school?

- As part of a larger team (the MET) we at Sommerby have access to a large number of specialists who provide excellent advice and support. In particular the SENDco works collaboratively with Marian Wiggin (SENDco at Brownlow School) while she is undertaking her training and Accreditation.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: school nurse, paediatricians, speech and language therapists; occupational therapists; social services including - Locality Teams, Social Workers, Educational Psychologists and virtual school teams

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of our school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school

How accessible is the school environment?

Sommerby School is committed to providing an environment that allows children to access to all areas of learning. The school's Access Plan aims to minimise access difficulties around the school campus.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their class and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school where possible
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. We give parents an opportunity to meet with the SENDCo from the high school
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- For pupils with an EHCP or a Statement, a child centred Annual Review will be used as a transition meeting and we will invite staff from both schools to attend

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



- We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available
- An Allocation of Special Educational Needs Resources is given to a child if they meet the Leicestershire criteria for placement on the SEND record. Children's SEND and requirements fall into the following four broad areas: Communication and Interaction, Cognition and learning, Emotional, Social and Mental Health Difficulties, Sensory and Physical Difficulties
- The budget is allocated on a needs basis. This is called the graduated response. This approach recognises that there is a continuum of SEND. The children who have the most complex needs are given the most support

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the (SENDco) will discuss the child's needs and what support or interventions would be appropriate
- The most effective form of support is Quality First Teaching in the classroom with learning well matched to the children's needs
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels

How do we know if it has had an impact?

- Supporting pupils is a dynamic process, and continuous evaluation of support allows teachers to ensure the greatest impact for each pupil
- Through monitoring and assessment
- The child is making progress academically against national expected levels and the gap is narrowing – they are catching up to their peers or their expected age levels.
- Verbal feedback from the teacher, parent and pupil
- Children may move off the SEND Record when they 'catch up' or make sufficient progress

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns
- You could also arrange to meet Mrs Moulds (SENDco) or the Headteacher via the school office
- Look at the SEND policy and local offer on our website
- Contact Parent Partnership – www.leics.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

Contact the school Admin Office to arrange to meet the Headteacher, Mrs Plant, who would willingly discuss how the school could meet your child's needs.