



'Never discourage anyone from making progress, no matter how slow.'
Plato

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1. Helpful documents

- The intention of **Somerset's SEND Local Offer** is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. The Local Authority Offer is available online at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- With regard to SEN provision within schools, Somerset have produced the Somerset Graduated Response Tool. The [Somerset Graduated Response Tool](#) sets out the provision that is ordinarily available in Somerset schools at Universal, Targeted and Specialist support levels
- This school **SEN Information Report** sets out how our school utilises the Local Authority Local Offer and the Somerset Graduated Response Tool, as determined by the school SEN and Disabilities Policy, and the provision that the school has available.
- This report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The **School SEN and Disabilities Policy** details the roles and responsibilities for staff in school to ensure that we meet the needs of children in school with SEN and Disabilities. This can be found on our school website.
- The **School Accessibility Plan** details the plans in place within school to ensure that all pupils have full access to the school site and their education. This can be found on our school website.
- The **School Behaviour Policy** details how the school ensures all pupils are safe and able to work in a productive and supportive educational environment. This can be found on our school website.

2. Our approach to teaching pupils with SEN and Disabilities

Our school provides support for pupils across the four areas of need, as laid out in the SEND Code of Practice 2014:

- **Communication and Interaction**, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- **Cognition and Learning**, for example, dyslexia, problems with processing speed or working memory.
- **Social, Emotional and Mental Health** difficulties, for example, Attachment Difficulties/Disorder, Anxiety or Attention Deficit Hyperactivity Disorder (ADHD)..
- **Sensory and/or Physical Needs**, for example, visual impairments, hearing impairments, diabetes,



Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We address the needs of pupils with Special Educational Needs and Disabilities by providing:

- High quality teaching, with appropriate, targeted, differentiation in place according to pupil need.
- Additional adult support, where appropriate, to complement the work of the teacher.
- The use of small group work.
- Personalised provision, where appropriate, through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- Inclusive classrooms, where everyone feels welcome and valued and is treated as an equal.

We use Class Teachers, as well as trained Teaching Assistants, to deliver interventions to support children with SEN and Disabilities. Staff receive regular training on common conditions such as dyslexia, autistic spectrum disorder and attachment disorder. We also have specialists come to school to work with individual children or adults, when this is appropriate; examples might include Speech and Language Therapists or support workers, Educational Psychologists, Play Therapists or Diabetes Nurses, when we have children in our care with diabetes.

3. Identifying pupils with SEN and Disabilities, assessing and meeting their needs

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will then make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers

Fails to match or better the child's previous rate of progress

This may include progress in areas other than attainment, for example, social skills or emotional development.

Slow progress and low attainment will not automatically mean a pupil has an identified SEN or Disability, but will highlight a pupil for additional investigation of need and assessment of the barriers that may be impacting their successful learning.

In the first instance, the class teacher will complete the Quick Checker Document, to further clarify the areas of need and will then ensure that their High-Quality Teaching and class-based support takes heed of the recommendations in the Universal Section of the Somerset Graduated Response

Tool, to support the area of need. Strategies and resources used might include: specific seating; visual timetables; differentiation of tasks or expected outcomes; catch-up or booster groups; small group support, or changes to their physical environment to support children with hearing or visual impairments. For the majority of pupils, Universal, High-Quality Teaching will be enough to return them to a position where they are making normal progress.

If a child still fails to make progress, and it is believed that the child requires additional or different support beyond the classroom practice available to pupils of the same age, then the class teacher will refer back to the Quick Checker Document and take guidance from the relevant SEN Support sections of the Somerset Graduated Response Tool, to plan a more personalised, 1:1, and targeted approach for support. In this case, advice may be sought from the SENDCo, Mr Dave Reynolds, and the child will be monitored and assessed using an ASSESS – PLAN – DO – REVIEW (APDR) cycle. In this, focusing on the identified areas of need, interventions are then planned, and targets are set by the classroom teacher, to meet these specific needs. After working on these targets for, typically, 10 weeks in the 1st Round of the APDR cycle, a review takes place to assess whether the targets have been met or not. Additional support during this phase might be in the form of specialist, personalized computer programs, such as Nessy Reading and Spelling, or participation in personalized or small group phonics, spelling, maths, reading, social or anxiety support interventions.

After the assessment of the 1st Round of intervention, if the child is back on track and making normal progress, they return to being supported by High Quality Teaching. If, however, they are still failing to make progress then a 2nd Round of the APDR cycle, using different strategies, is tried. If this has been successful, and has removed the barrier to the child's learning so the child is making progress, they return to receiving High Quality Teaching.

If, after 2 cycles of the APDR process, the child still requires additional support with a specific target, then more specialist professional support may be requested from external agencies, such as the Access To Inclusion Team, The Speech and Language Team or The Occupational Therapy Team. The parents will be consulted and the child will be placed on the school SEN Register.

If any formal assessments are done by an external agency, the recommendations will be shared with the parents and these will form the basis of the next APDR cycle, with the targets set being taken from the assessment report.

The child will then continue to move through further cycles of the APDR process, and remain on the SEN Register, with school constantly assessing their needs, intervening at the appropriate level and obtaining expert, external support where necessary, until such time as they are making normal progress and can do so through the implementation of High-Quality Teaching strategies alone.

The resources required to meet the needs of SEND children in our care, both human and physical, will be funded from the SEND budget.

The attached Flow Chart (Appendix 1) shows how this approach usually progresses to meet learner needs.



4. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND at regular intervals to ensure that the interventions that we are offering in school are evidence-based, are used consistently and in line with training and that they are having the expected impact on pupil progress in education.

Class teachers, the SENDCo and the Senior Leadership Team are all involved in evaluating interventions and provision to support SEN and Disabilities by:

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions after 10 - 12 weeks
- Using targeted pupil assessments
- Monitoring by the SENDCo – e.g. observations, work scrutiny etc.
- Using the Assess Plan Do and Review method to measure progress
- Holding annual reviews for pupils with additional funding or Education Health and Care Plans (EHCP's)



5. Consulting and involving pupils and parents

At Bishop Henderson C of E Primary School, we seek to work in partnership with parents and pupils to create a package of support that enables all learners to reach their potential and both parents and pupils can raise concerns and seek help.

We aim to discuss progress and learning with all parents at regular intervals throughout the school year and we have an 'Open Door Policy' in school, where parents are encouraged to make an appointment to visit with their child's Class Teacher, the SENDCo or the Senior Leadership and Head Teacher if they have any concerns.

Further to this, the following opportunities are available for pupils and parents to voice their opinions and views:

- 'Pupil Passports' are completed by all children receiving SEND interventions in school. This forms part of their APDR documentation. It is a chance for pupils to air their views on what they feel they are good at and enjoy, what they find difficult, what makes learning easier for them and what they want to get better at.
- Formal meetings between the parents and teachers (and/or the SENDCo) will be arranged at least 3 times a year to discuss the progress of SEND pupils. These meetings may be discreet or take place during Parents' Evenings or at an Annual Review Meeting. These parental views are recorded on the child's APDR documents.
- The views of the child about their progress towards achieving their SEND targets are sought after each cycle of the APDR process and their views help to mutually agree new targets for the following APDR cycle, which are recorded on their APDR documents.
- Class-based open sessions and parent workshops (E.g. Phonics or Math's support) give opportunities to talk informally with classroom staff, discuss the support provided and gain a greater understanding of how children learn.
- Regular opportunities for liaison with class teachers to discuss a child's progress, needs and provision in class.
- Meetings with outside agencies – whenever a specialist from an outside agency comes to school to visit a pupil, they will arrange a meeting with the pupil's parents or arrange a time to speak on the phone to hear their views.
- Meetings with, and advice from, outside agencies e.g. Parent Family Support Advisors (PFSA) or Parent Carer Forum. As a school, we can signpost families to a number of different services which provide opportunities and support for parents of children with SEN and Disabilities.
- School entry planning and review meetings.
- Parent questionnaires asking for opinions and views about SEND provision at our school.



Parents can request additional meetings, whenever necessary. Parents are welcome to bring a person to support them to these meetings if they wish. If a parent wishes to bring someone to a school meeting, then the school would be grateful to be told in advance so that they can ensure adequate arrangements for the meeting are made.

6. How to raise concerns about SEN and Disabilities in school and Further Support Services

- Initially, Parents/Carers should raise concerns about their child's progress or other SEN and Disability issues with **class teachers**. Your child's class teacher knows their learning needs best and how they are being met on a day to day basis.
- If you still have concerns, then contact **Dave Reynolds**, our Special Educational Needs and Disabilities Coordinator. He can then liaise with other key members of staff, such as **Kirstin Tesoriere** (Senior Teacher and Wellbeing Champion) or **Chris Lane** (Head Teacher, Designated Safeguarding Lead and Pupil Premium Lead). This team has a range of skills and, between them they will ensure that any concerns you have about your child are addressed in the most appropriate and timely manner.
- The Special Educational Needs and Disabilities Information, Advice and Support service (SENDIAS) can provide further impartial advice and support. They are available at: <http://www.somersetsend.org.uk/welcome/>
- The Somerset Parent Carer Forum can also offer further advice and guidance. They are available at: <https://somersetparentcarerforum.org.uk/>
- For Mental Health and Wellbeing Support, visit the Every Mind Matters website: <https://www.nhs.uk/oneyou/every-mind-matters/>
- It is always our aim to work with parents to resolve concerns at the earliest possible opportunity. If, however, you do not feel your concerns are being resolved, a copy of the school's Complaints Policy is available on the school website.

7. Supporting pupils moving between schools and classes

We recognise that transitions can be difficult for a child with Special Educational Needs or Disabilities, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will contact your existing school/pre-school and would welcome you for a pre-visit to discuss your child's needs, as required.
- If your child would be helped by a school/home book to support them, then one will be made for them.
- Your child will be able to visit our school and stay for additional taster sessions, if this is appropriate.



If your child is moving to another school:

- We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child. If it is deemed necessary, a planning meeting will take place with the SENDCo from the new school and extra transition plans can be made, to further familiarise your child with their new school.
- We will make sure that all plans and records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance, and a meeting will be held involving the old and new class teachers and the SENDCo, as appropriate, to talk through the child's APDR documents. This meeting will enable the teachers to:
 - get to know the child better, through discussion of their Pupil Passport
 - discuss the child's strengths and areas of need
 - discuss what High Quality Teaching strategies have been effective and what support and resources were made available for them during the previous year
 - discuss their previous targets and their progress towards these

- set new, agreed targets for the child's first term in their new class
- If your child would be helped by a home/school book to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. A transition review meeting, to which you will be invited, may take place with the SENDCo from the new school.
- Your child will participate in focused learning, relating to aspects of transition, to help prepare them.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in our school. This is known as an Enhanced Transition and should enable your child to feel happy and secure when they transfer to their new school. It also enables the new school to better understand the needs and concerns of your child so they know how to best support them.
- The Secondary SENDCo should attend Y6 annual reviews/transfer meetings for children with an EHCP, whenever possible.
- Secondary school peer buddies may be organised.

8. Enabling pupils with SEN and Disabilities to engage in the activities of the school together with those children who do not have SEN or Disabilities

At Bishop Henderson School we are committed to ensuring that all of our educational experiences and opportunities are available to all children in the school. The school site is regularly assessed using an accessibility audit, which helps to ensure that any identified barriers to full access to all are removed as quickly as is practicable. Further details about how we manage the physical environment are in the school's Accessibility Plan, which can be found on the school website. The office will secure funding for, and order, any specialist equipment or facilities deemed necessary for the full integration of pupils with SEN and Disabilities within our school. The needs of individual children are considered by staff and adjustments are made to provision, when it is being planned, to ensure that all children can access learning. Sufficient staffing and supervision will be in place to meet the specific needs of the class or group of children taking part in an activity.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential class trips.

All pupils are encouraged to take part in whole-school activities such as sports day, Church services, House events and school plays.

No pupil is ever excluded from taking part in these activities because of their Special Educational Need or Disability.

This information report has been produced in partnership with the children, parents, staff and governing body at Bishop Henderson Primary School. It will be reviewed by Mr Dave Reynolds (SENDCo) annually.

If you wish to add any information, or require further support or assistance, then please contact the school office at:

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Appendix 1: Graduated Response Support Flowchart

