

# SEND Information Report

## Curry Mallet Church of England VC Primary School

July 2017

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**For children/ young people reading this, or if you just want a quick bit of information, read the PURPLE statements at the start of each section!**

### Introduction

**We want our pupils to join in with everything that goes on in our school. We want you to do well and we'll help you as much as we can.**

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on our website, detailing our philosophy in relation to SEND. At Curry Mallet CEVC Primary School, we will use our best endeavours to ensure that every pupil with SEN gets the support they need.

Curry Mallet School follows the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (Department for Education; Department of Health, July 2014, updated May 2015). Available at: <https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

**'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEN, CoP p94 6.14)**

A pupil at our school who requires this provision will be named on our SEN list.

Curry Mallet School follows the Somerset Core Standards for all Children and Young People, which includes guidelines for supporting pupils who require SEN Support and those with High Needs. (Somerset County Council, December 2016) Available at:

[https://slp.somerset.org.uk/ipost/iPost%20Documents/4.%20Core%20Standards%20-%20School%20Age%20\(CB\).pdf](https://slp.somerset.org.uk/ipost/iPost%20Documents/4.%20Core%20Standards%20-%20School%20Age%20(CB).pdf)

The school SENCo (Special Educational Needs Co-ordinator) is Mrs Alison Tulloch. She does not have a teaching commitment and works part-time on Wednesday mornings. She can be contacted at the school or an appointment made through the school office (01823 480421).

Otherwise our Head teacher, Mrs. Wendy Devereux (01823 480421) should be contacted.

### **The kinds of SEND that are provided for**

**Children have different types of difficulty when they are learning which might be to do with the way they think, how they understand things, how they feel, or because they have a medical condition. We can help you in school with any of these needs.**

Additional and/or different provision is made in our school for children under the following broad areas of need as defined in the SEND Code of Practice:

- **Cognition and Learning** – which includes Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- **Communication and Interaction** – Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC) including Asperger's Syndrome and high functioning autism

- **Social, Emotional and Mental Health Difficulties** - which manifest themselves in many ways such as becoming withdrawn or isolated or may result in challenging, disruptive or disturbing behaviour. Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiance Disorder (ODD) and Attachment difficulties or disorder fall under this category of need.
- **Sensory and/ or Physical needs** - including hearing or visual impairment, sensory processing difficulties, mobility restrictions or a physical disability which requires additional support and equipment in school and any other conditions diagnosed by medical professionals.

Staff at Curry Mallet School have experience of working with pupils in all of the above areas of need and tailor provision to meet the needs of individuals. Somerset Core Standards for SEND are available for each of the categories listed above and are available to all at:

<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

### **Identifying and assessing Special Educational Needs**

**We usually know what you find tricky because we've spoken to the teachers at your last school or pre-school. We'll be checking to see how you get on at Curry Mallet Primary School and finding ways to help you make progress.**

Our school's Assessment Policy, which is available on request in school, outlines the range of assessments used throughout the school. All pupils at Curry Mallet School are regularly assessed to measure their attainment and progress. For core subjects this includes reading age and spelling age, English and Maths testing to assess comprehension, skills and understanding. All subjects are assessed against the Age Related Expectations (ARE) for their programmes of study.

We aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children

often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

Additional assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

For any of these reasons further investigation is required.

Some pupils may have a temporary lapse in progress due to outside circumstances.

At Curry Mallet a range of specific, more specialised tests are used (usually by the SENCo) to identify barriers to learning and assist in to measure the impact of any interventions.

Additional assessment may be carried out in school including:

- Observation of pupils in class
- Discussion with the pupil
- Discussion with teachers/ Learning Support Assistants/ tutors/ subject leaders/ SENCo
- Discussions with parents
- Completion of checklists eg. for language & communication, memory problems
- Use of assessment tools such as; Reading and spelling tests, Dyslexia Portfolio, British Picture Vocabulary Scale, Ravens Matrices, Phonological Assessment Battery, Sandwell Early Numeracy Test, visual stress assessment, for learning and cognitive difficulties

- Use of Emotional Literacy, Boxall Profile, self-esteem questionnaires etc. to investigate Social, Emotional and Mental Health issues
- Use of 'Developmental Dyspraxia' assessment (Madeleine Portwood), Assessment of Hand and Fine Motor Skills to assess co-ordination difficulties
- We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

Once the information is collated, a process will be put in place to meet the initial needs of the pupil. This may involve a short period of intervention, for example - additional spelling support. Once completed there will be an end assessment and then a decision as to whether the intervention has worked, needs to continue, or requires additional input. At this stage the pupil may or may not be placed on the SEN list (a register of pupils in the school who require and receive additional provision to meet their needs). Parents will be consulted at this stage and their agreement sought if it is thought that the pupil requires SEN Support. Parents and children (as appropriate depending upon age and capability) will then be involved in the planning to meet the pupil's needs. This process is known as the 'graduated response' to pupil needs, which is a central tenet to the inclusion of pupils in mainstream schools.

Pupils with SEN who join Curry Mallet School in Reception will be discussed at a School Entry Plan meeting in the term before starting school. This involves parent carers, pre-school staff, school staff and any other professionals involved with the child. In this way, information is shared to ensure a positive transition to school and that the child's needs are fully met.

If a child with SEN moves to our school at another point during the primary years, every effort will be made to contact their previous school to obtain information and files documenting their needs in order that appropriate provision can be put in place as soon as possible. Careful liaison is carried out between our school SENCo and the SENCo at the secondary school in preparation for transition at the end of year 6. This is the time when information will be shared (with parental consent) about pupils' needs and provision requirements.

## Inclusion

**We want everyone to do their best, to work in class with their friends as much as possible and to join in with everything they want to. We'll do everything we can to make this happen.**

The fundamental aim of our school is to enable each child to be all that they can be – to embrace and fulfil their unique potential by offering suitable provision for all. Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child. We take specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

On a day to day basis this means that we try to keep pupils with SEN integrated in classes alongside their peers as much as possible, for them to follow the full curriculum and participate in all aspects of school life. Where a pupil with SEN has 1:1 support this aim still applies - we want to encourage group work and a feeling of belonging rather than a sense of isolation. There are times when highly individualised work, resources or therapy are required to best meet a pupil's needs and those times are examples of the highly specialist and personalised provision detailed for High Needs pupils below. We have been successful for many years in supporting SEND pupils with complex needs to join in with all aspects of school life including; educational trips, residential trips, school performances, community events, leavers events, sports activities, extra-curricular activities, before and after school care is available to all our children.

Equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get. e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of coloured over lays/exercise books for children with dyslexia; provision of equipment e.g. sensory cushion; implementation of strategies e.g. brain breaks for children with sensory issues; pacing for children with medical conditions.

We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future. This does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required. Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.

### **The Graduated Response to SEN and the provision we offer**

**This is the boring bit with all the paperwork! Everyone in school has the right to universal good teaching; some pupils need a bit of extra help and will be on the SEN register needing SEN Support, a few pupils will need a lot of support and they are described as having High Needs. Some of the High Needs pupils will have an Education and Health Care Plan. We'll follow the 'Assess, Plan, Do, Review' cycle for pupils on the SEN register to make sure we put the right things in place to help you at school.**

### **Universal**

In line with the SEN Code of Practice and the Somerset Core Standards for Schools, **ALL** pupils have a right to high quality teaching in school. Every teacher is a teacher of every child and young person. A teacher's duty is to ensure that clear processes are in place to identify children and young people's strengths and needs. They should make reasonable adjustments to enable the curriculum to engage all children and young people through appropriate differentiation in lessons. Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage – information relating to results obtained in recent years is available on the school's website.

Some aspects of targeted support are included within universal provision at Curry Mallet School, for example: group work in class with Higher Level Teaching Assistants (HLTAs) or Teaching Assistants (TAs) as directed by the teacher; additional reading or English support such as Individualised Literacy Intervention (ILI); access to ELSA support (Emotional Literacy Support Assistant); individual support for vulnerable pupils; social/ communication groups; provision of resources eg. I-pad/ laptop, pencil grips, coloured overlays.

## **SEN Support**

**SOME** pupils require targeted support - this where pupils are deemed as requiring support which is 'additional to or different from' their peers in order to make progress. The SENCo will be involved with pupils requiring SEN Support, who will be named on the school's SEN list. Pupils at this stage are supported through the school's general pupil funding allocation and the notional SEN budget. Additional funding such as pupil premium/CLA funding may apply to some children.

At this stage we ensure that an **Assess-Plan-Do-Review** cycle is followed whereby:

- parents and carers are given information about their child's needs, changes to SEND legislation and parental support organisations
- appropriate, regular and accurate assessments are carried out to inform planning
- additional approaches are in place which complement the teaching and support available at a universal level
- the outcome led plan is developed, agreed and reviewed with all involved including the child young person and family
- the setting makes use of evidence based specialist resources and professional expertise to inform additional/alternative provision. This could include external specialist advice
- enhanced transition support is available and well planned.

The SENCO co-ordinates SEND provision and will discuss any concerns with parent/carers, children/ young people and staff members. Provision includes: access to relevant equipment (including technology); small group or individual targeted support; strategies such as pre-teaching, visual support or reinforcement of specific vocabulary is available as necessary; staff have access to targeted advice and support from specialist staff and additional training; outreach support from partnership schools.

## **High Needs**

A **FEW** pupils require additional support for complex and long term difficulties, this includes children/ young people with a **Statement of SEN** (being phased out by 2018) or an **Education and Health Care Plan** (EHCP - since September 2014). Pupils will be supported as for SEN Support above PLUS High Needs Top Up (HNTU) funding which is discretionary from the Local Authority (LA) and allocated to individuals. Additional funding such as pupil premium/CLA funding may apply to some children. The SENCo will be involved with pupils requiring High Needs Support and they will be named on the school's SEN register.

Provision for children/young people with high needs will be highly specialist and personalised. Support for these children/young people will include, but will not be limited to:

- a multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services
- plans clearly detail outcomes for the individual child/young person alongside strategies and resources designed to support the achievement of these outcomes
- children/young people and their families are involved in target-setting and decision-making
- formal transition planning and review processes are in place.

The **Assess-Plan-Do-Review** cycle is followed whereby:

- All aspects of provision detailed in an individual plan are delivered and monitored.
- All staff delivering specific programmes receive appropriate and relevant training and support programmes.
- A regular schedule for reviewing plans in collaboration with children and young people, their families, and relevant professionals.

The personalised nature of provision that is required for pupils with complex needs means that it is not possible to specify every possibility in a general document. Provision will include: Specialist, personalised resources and strategies (including specific training), which are provided in accordance with the details of the individual's Personal Learning Plan (PLP); Multi-agency planning, involving children/young people and their families, will be carried out prior to any significant transitions, based on established national principles for supporting children/ young people with SEN to make transitions between settings and/or life stages.

The SENCO will arrange review meetings, which include children/young people, their families and involved professionals. For children/young people with EHCPs information relating to changes to a young person's SEN, targeted outcomes, or effective provision will be fed back to the SEN Casework team via the Annual Review paperwork. The SENCO will follow the relevant statutory process for any children/young people with EHCP as described in the SEND Code of Practice.

Provision for children with SEND at Curry Mallet is a matter for the school as a whole – the Board of Governors, Head teacher, SENCo and all staff members have important day to day responsibilities in this area. All teachers are teachers of children with SEND. A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.

We acknowledge that not all children with disabilities necessarily have Special Educational Needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset without the need for dis-application. Teachers plan enough time for the satisfactory completion of tasks; include opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities and find ways to manage these.

### Consulting with families - children/ young people and parent carers

**If you're on the SEN list, you'll be involved in creating your Personal Learning Passport and an adult will help you. If there are meetings about you - you'll be invited or you can tell us what you think - your views are important to us. Your parents/ carers will also be involved.**

The pupil is at the centre of the provision we offer when considering SEN. Pupils on the SEN register have a Personal Learning Passport (PLP). The PLP outlines their needs, provision, what they enjoy and what they find difficult, ways to help them, data over time and targets. These are created and updated (twice a year) in consultation with the pupil and members of staff. Parents are welcome to contribute to the PLP. Pupils retain a copy, copies are sent home and teachers/ support staff have access to the most recent versions.

The SENCo attends parents evening and is available for consultations with parent carers at that time. Parents appreciate the 'open door' policy whereby the SENCo is easily contactable via the school office/ telephone/ e-mail to meet with the SENCo during her working hours to discuss pupil progress at other times of the academic year. We particularly welcome information from parents about how their child learns best in order that it can be shared with those who teach the child. Parents can also speak to class teachers, or the head teacher regarding their child, depending on the nature of the concern.

For pupils with High Needs, an annual review will be carried out which includes the child/ young person, the parent carers, SENCo, key worker and any other relevant members of staff or outside professionals (including the SEN caseworker from the LA if appropriate). This is a formal meeting, which is recorded and the report is sent to parents to sign upon completion. Some pupils/ families will have more frequent, informal meetings to review progress at school and catch up on any changes at home. Many visiting professionals will request parent carer involvement when they work with pupils in school - we always agree to this, encourage parents to attend if possible and will find a suitable room where all parties can meet. In year 6 the SENCo from the receiving school (if known) is always invited to attend.

Twice a year we hold a Consultation Meeting whereby the SENCo and other members of staff meet with the school's Educational Psychologist and Learning Support Advisor to discuss pupils of concern. This is a problem solving process for the school, which does not directly involve parents, where we can ask for advice/ suggestions for next steps or other areas of support for our pupils. Parents of pupils not already on the

SEN register will be asked in advance to consent to their child being mentioned at this meeting. Consent for discussion will be assumed for pupils already on the SEN register unless a parent carer has specifically withdrawn that consent. Parent carers will be informed if the outcome of the meeting involves referral to a new agency for their child; other suggestions may be followed up in school and recorded as usual on the pupil's PLP.

These opportunities form part of the Assess - Plan - Do - Review cycle for pupils with SEND.

Children with SEND are represented on the School Council. Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development

### **Support for Social & Emotional Development**

**If you find getting on with other people difficult, or if something worries or upsets you, we can help you. All of the adults at Curry Mallet School will listen to you and find ways to help you – and we have an 'ELSA' here who has special training in this area.**

If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

We use assessment tools (Boxall Profile, Emotional Literacy, self esteem checklists) and intervention programmes such as SEAL, Time to Talk, Socially Speaking, Dealing with Feelings to support pupils with Social, Emotional and Wellbeing (mental health) difficulties. We have a member of staff who is a trained ELSA (Emotional Literacy Support Assistant) and time may be allocated for a pupil to see her regularly, occasionally or to have access on an ad hoc basis. We follow recommendations from educational advisors to support our pupils with Social, Emotional and

Mental Health (SEMH) issues – Educational Psychologist, ASD/ Speech, Language & Communication advisor, Child & Adolescent Mental Health (CAMH) service.

Each classroom has an area designated for 'quiet time' just outside the main room; this can be used for individuals or a small group working with or supervised by an adult. There is a sensory room adjacent to the hall where quiet, dark or sensory activities can be offered to sooth a pupil. There are many outside areas around school which pupils with SEMH difficulties can retreat to if necessary to calm or have a break – the Hobbit houses, forest school area, playground, playing field. This would again be supervised by an adult to ensure their safety and wellbeing. School staff are experienced in dealing with attachment difficulties/ disorder, ADHD, mental health issues, bereavement and the principles of Nurture using the Boxall Profile. We are keen to facilitate good communication between home and school in all aspects of your child's school life and it is particularly important for this aspect of their learning.

### **Accessibility & pupils with physical/ medical needs**

**If you use a wheelchair, have mobility, vision or hearing difficulties, or a medical need, our school is well set up to help you.**

Curry Mallet Primary School is almost fully accessible with the exception of class 3 (which will be made accessible over the summer holiday 2017). Staff at school have considerable experience of supporting pupils with restricted mobility/ fatigue or who use wheelchairs and are adept at organising their classroom layout to meet their needs. Our school's Accessibility Plan (available on request in school) outlines adaptations made to the buildings to meet particular needs and enhance learning.

We have a disabled access toilet facility, on site including a shower and changing bed. Staff have training in personal care needs and how to support these whilst maintaining as much dignity and independence for the pupil as possible.

The school has equipment - Soundfield system - to support hearing impaired learners (and staff), which is regularly used. Staff have been trained in supporting pupils with hearing impairments – seating position, clear view of the speaker, etc

The school has undergone a vision audit and improvements were made to ensure the health and safety of pupils with vision impairment. Staff have been trained in supporting pupils with visual impairments eg. Use of larger fonts, matte laminates, positioning of pupils in class, etc

We endeavour to ensure that all class rooms are Autistic Spectrum Condition (ASC) friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.

During the course of this year, a small sensory room will continue to be developed with our children and sensory areas will continue to be developed around the school.

We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary.

### **Children Looked After**

**If you are a Child Looked After, we will help you in the same way as other SEN pupils but you may get extra support and your carer/ social worker will be involved in what happens at school.**

Children who are Looked After by the Local Authority who have SEND are offered the same provision in school as any other pupil with SEND. Such pupils may be in receipt of additional funding due to their care arrangements and this will be used to support their requirements in school. Where a parent is not involved, carers or the child's social worker will be invited to attend school meetings for discussions about the child's education.

### **Transition**

**As a pupil with SEN we will do a bit extra when you first start at our school and when you leave to move to your next school. We want you to feel confident and excited about the change, so you can have extra visits with adults you already know. You'll get to look round the new school a few times and meet helpful adults that will be looking out for you when you start.**

Careful transition work is carried out for pupils with SEN who are due to start in Reception at Curry Mallet School, or who are leaving us at the end of Year 6. We maintain close links with our feeder pre-schools and with the Secondary school (Huish Episcopi Academy) that most of our pupils move on to. The relevant SENCOs meet and communicate frequently to discuss pupils for transition. In some cases this may start more than a year before the moving date to ensure a smooth and positive change for the pupil. The SENCO at Curry Mallet School will liaise with or meet staff of the pupil's pre-school where all aspects of the child's needs and learning are discussed. Extra visits are arranged between staff, across both sites and for the pupil. The same liaison is offered from Curry Mallet to the SENCO at Huish Episcopi Academy for Year 6 pupils. Additional transition visits are offered to pupils - usually accompanied by a familiar member of staff and sometimes staff from the receiving school spend time at Curry Mallet School to observe the provision that is already in place and working well. Pupils remain at the centre of this process and every effort is made to make them feel safe, secure and excited about their next move. We want to familiarise them with the new setting, to have met key members of staff who can help them and know where to go if they are lost or worried.

Liaison is also beneficial for pupils with SEN that join Curry Mallet from different schools, areas or at another stage in the school year. The SENCO will contact the previous school (if known) to request files, discuss needs and provision and if time allows, to arrange transition visits for the pupil and/ or family. For pupils with SEN who leave part way through the school year or transfer to a different school (if known), the SENCO will again contact the receiving school for liaison, transfer of files and a pre-visit where possible.

### **Staff training and expertise**

**All of our school staff are well trained to help pupils that have SEN. Teachers and Teaching Assistants have had lots of training and experience in helping pupils with different needs. If you have a condition that's new to us, we will find out about it, get training and work with you to make things work in school.**

The SENCO is a qualified teacher with over 10 years' experience in the field of SEND; she holds the PG Cert. National SENCO Award (2011) and PG Diploma in Complex Specific Learning Difficulties (2017) a qualification in the identification of dyslexia. She is allocated one day a week to oversee SEN within the school. She attends two annual conferences in Somerset for SENCO's (one with the school's SEN Governor). She meets

regularly with SENCo's from the local partnership schools to keep up to date with current requirements in SEND locally and nationally and disseminate information regarding current practice to colleagues in our school.

Our team of teaching assistants (TAs) have extensive experience and training in planning, delivering and assessing intervention programmes. All our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.

The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.

The SENCO meets regularly with the headteacher to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.

With 8 teaching assistants employed in school, providing a high staff to pupil ratio we can maximise learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.

Training for the TAs includes a range of interventions e.g. Precision Teaching; Rapid Readers, ILLI, Numicon; Socially Speaking; Dealing with Feelings; Stories for Talking; Toe by Toe; Power of Two, Learn to Move, Word Wasp, Personal Care. All members of staff are trained First Aiders and 3 are Paediatric First Aid trained. Continuing Professional Development training is offered regularly to enhance the school's Improvement Plan and afford personal development to staff. Specialist information gained through training is disseminated via a report on the 'p' drive accessible to all staff or via a staff meeting or organised staff training sessions. As specific needs arise the SENCo approaches specialists from a range of agencies (e.g., Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEN, to enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately). More specific training may be sought directly through specialist agencies.

General support and advice is offered by the SENCo, e.g. with regard to the implementation of specific programmes, creation and monitoring of Personal Learning Passports and tracking of children with SEN. Particular support is given to RQTs and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the Special Educational Needs Co-ordinator will pursue relevant training, in the first instance, for the class teacher and support staff concerned.

At the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year. The SENCo meets with the Senior Leadership Team regularly to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students. Our SENCo organises training on a needs basis and also staff may request specific training.

### **Working with Support Services and outside agencies**

**There are lots of people who visit school to help pupils with SEN and the adults that support them.**

The school makes full use of expertise provided by external agencies and professionals in Somerset for identification, assessment and support for SEN pupils at all stages. Parent carers will be informed before a referral is made to such services as parental consent is a requirement for starting the process. The following educational services are actively involved with the school:

Educational Psychologist

Learning Support Service (LSS)

Physical Impairment and Medical Support Service (PIMS)

Hearing Impairment Service (HI)

Speech & Language therapists (SLT)

Visual Impairment Service (VI)

Language & Communication / Autism Team (SLCN/ ASD) Paediatrician

SENATAS (ICT support for pupils with SEN)

Parent and Family Support Assistant (PFSA)

Somerset Social, Emotional & Behavioural Support Service (SEBSS)

We also work with the NHS and other agencies:

Occupational Therapist (OT)

Physiotherapist

Paediatricians

Clinical Psychologist

Specialist Nurses/ school nurses

Child and Adolescent Mental Health Service (CAMHS)

Children's Social Care

Charities such as Horseshoes and handprints/ equine therapy

### **Who can parent carers speak to if they have any concerns about SEN?**

**These are the people you (or your parent carers) can talk to if you are worried about anything.**

Mrs Alison Tulloch, SENCo

Your child's class teacher

Mrs Wendy Devereux, Head Teacher

For all of the above please call 01823 480421 and ask to speak to or get a message to that member of staff or e-mail:

[office@currymallet.somerset.sch.uk](mailto:office@currymallet.somerset.sch.uk)

### **Complaints procedure**

**This is what you have to do if you (and your parent carers) feel things aren't working well at school for you.**

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved, the complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution the Head teacher should become actively involved
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

## Support Services for Parents

These are places where your parent carers can ask for help.

Somerset has two county-wide and independent (not linked to any school) support agencies where parent carers can seek information and support regarding their child's Special Educational Needs. These are listed below with contact details:

### **SENDIAS Special Educational Needs Information, Advice & Support**

Website: <http://www.somersetsend.org.uk/welcome/>

E-mail: [info@somersetsend.org.uk](mailto:info@somersetsend.org.uk)

Telephone: 01823 355578 10am - 3pm term time; reduced service during holidays

### **Somerset Parent Partnership**

Website: [www.somersetparentpartnership.org.uk](http://www.somersetparentpartnership.org.uk)

Telephone: 01823 355578

E-mail: [enquiries@somersetparentpartnership.org.uk](mailto:enquiries@somersetparentpartnership.org.uk)

Address: County Hall, Taunton, Somerset, TA1 4DY

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## The Local Offer

**This is where you can find out about all schools in Somerset and what they can offer to pupils with SEN.**

As part of the SEN Code of Practice, local authorities must publish a 'Local Offer' which gives information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education and Health Care Plan. The Local Offer should give:

- Clear, comprehensive, accessible and up to date information about the available provision and how to access it
- Make provision responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review

The Somerset Choices website details the Local Offer and can be found at:

<https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

You can search for Curry Mallet School on this site, as well as all other Somerset schools.

From Curry Mallet School's website, there is a link back to the Somerset Local Offer (Somerset Choices), where you can find details of all Somerset schools if you wish to research SEN provision elsewhere.

Our school's Special Educational Needs & Disability (SEND) policy document - detailing our philosophy in relation to SEND - and accessibility statement are available on the school website at: <http://www.currymalletschool.co.uk/>

*Alison Tulloch, SENCo, July 2017*

