

When should I make a SEND referral?



WHO IS RESPONSIBLE FOR SUPPORTING CHILDREN WITH SEN OR A DISABILITY AT WESTONZOYLAND PRIMARY SCHOOL?

All staff at Westonzoyland Primary School are committed to providing the best learning opportunities for all children. We are an inclusive school, working with parents/carers and a range of professionals to ensure the best education for all.

How people in the school support children with SEN or disabilities:

Andy Clark, Headteacher	• By managing the day-to-day running of all aspects of the school, including support for children with SEN/disabilities • By managing the individual staff responsible for teaching and supporting children with SEN/disabilities • By reviewing the progress of all pupils in the school • By keeping the Governing Body up to date about issues relating to SEN/disabilities in the school
Class Teachers	All teachers at Westonzoyland Primary School teach pupils with SEN and/or disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and/or specialist staff. High quality teaching that is differentiated and personalised, should be available for all pupils. Teachers specifically support pupils with SEN/disabilities; • By providing the best possible differentiated teaching to meet the needs of all children in their class • By being the first point of contact for parents/carers who want information or have concerns about their child's learning and progress • By regularly recording children's progress and recording children making less than good progress on the Class Provision Map • By using the 'Plan, Do, Assess, Review' model (see SEN and Disabilities Policy) for children on that provision map, to ensure that they begin to make progress • By keeping records that may help with identification of possible SENs if a diagnosis has not been made • By ensuring that they support staff working in their classroom or with their class to deliver the planned work or interventions, and are aware of how the work or interventions are impacting on the child's rate of progress • By liaising with the SENDCO and ensuring that they provide information needed by specialist agencies • By ensuring that recommendations made by specialist agencies for children with SEN/disabilities are followed
Chloe Bridgeman, SEND Coordinator (SENDCO)	• By keeping an 'SEND Register' which records children who require SEN support and states whether they are High Needs or have an Education and Health Care Plan (EHCP) • By liaising with parents/carers of children on the SEND List • By coordinating support for children with SEN/disabilities to make sure all children get a consistent, high quality response that meets their needs in school • By liaising with all the people who may be able to come into school to help support your child's learning, e.g. Speech and Language Therapists • By keeping clear records about all children with SEND identified on the school's SEND Register • By keeping an overview of intervention programmes and their impact • By managing teaching assistants who are supporting children with SEN/disabilities or running intervention programmes • By providing or enabling regular training for all school staff in areas relating to SEN and disability
Teaching Assistants	• By delivering support through work planned by the teacher, to all children in the class they work in, some of whom may have SEN/disabilities • By delivering planned programmes of work, called interventions, to small groups of children with SEN/disabilities and liaising with the class teacher about the progress the children they work with are making • By supporting some children on a one-to-one basis some of the time, if necessary

Pre-School Staff	• By ensuring that each child with SEND has a designated Key Worker who communicates regularly with parents about the child's needs and progress • By providing learning opportunities that meet the child's needs, whether, social, emotional, physical or developmental • By ensuring all children are included and that the setting promotes inclusive practice • By keeping records that may help with identification of possible SENDs if a diagnosis has not been made • By having an SEND Lead who is able to provide day-to-day advice and support for children and workers
School Governors	The Local Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEN and disabilities. The SEND governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. • Governors make sure that all policies, including the SEN and Disabilities Policy and Equalities Policy are kept up to date and regularly reviewed • The Local Governing Body does its best to secure the necessary provision for any pupil identified as having SEN or a disability. Governors ensure that all teachers are aware of the importance of providing for these children • The SEND Governor liaises with the SENCO to monitor SEN arrangements across the school

Who do I speak to 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 Special Educational Needs and Disabilities Coordinator also known as the SENDCO (Chloe Bridgeman) to discuss your concerns further. Mrs Bridgeman works with class teachers to ensure that children's needs are quickly identified and that the right provision is in place to help every pupil make good progress.

HOW DO STAFF AT WESTONZOYLAND PRIMARY SCHOOL KNOW IF MY CHILD HAS SEN OR A DISABILITY AND NEEDS EXTRA HELP?

If parents/carers 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. The progress and wellbeing of all children at Westonzoyland Primary School and Pre-school is monitored closely by their class teachers. If the class teacher has concerns about the progress or attainment of a child, they will discuss this with the child's parents/carers as well as the SENDCO. A programme of additional support may be provided as part of a small group or individually. Specific assessments will be carried out to provide more detail about the difficulties. Should a child continue to make poor progress despite additional support, with the consent of parents/carers, they will be referred to external specialists.

How Does Westonzoyland Primary School identify children who require additional support?

If a child already has a diagnosis of SEN or has a disability or a diagnosed medical condition	A specialist agency such as Paediatrics, Speech and Language, Occupational Therapy, Educational Psychology or Learning Support will have assessed and diagnosed the child. The specialist agency will give you a letter containing the diagnosis and will ask if you are happy for this to be shared with the school. A report containing recommendations will often accompany the diagnosis. The recommendations will help support the child in school. The SENDCO liaises with the class teacher to ensure that the recommendations can be followed and that the teacher is equipped to teach that child. This may mean providing extra training for the teacher and support staff, extra resources for the classroom or extra intervention programmes. A child with a diagnosed SEN/disability is put on the SEND List if their need is affecting their progress in school. Irrespective of being on the SEND List, arrangements are always made to meet any learning, physical, mental health or medical need in school.
A child is making less progress than the other children in the class	The teacher discusses the child with the headteacher at pupil progress meetings. The child is recorded on the Class Provision Map and their parents/carers are involved. The teacher plans additional, targeted support for the child within the classroom. The support is delivered and the teacher reviews their progress. If the child is still not making expected progress, the teacher liaises with the SENDCO to discuss possible SEND. The SENDCO, with the permission of the parent/carers, investigates if SEND is causing slow progress. This may happen by the class teacher keeping additional notes on a child for example, through the Early Identification of Dyslexia tracker, or by asking for an assessment by an outside agency such as Speech and Language Therapy, or by delivering assessments in school such as working memory tests. In the meantime, additional support for the child in the classroom continues until a diagnosis is reached and the school knows whether or not to add the child to the SEND List and if any further arrangements need to be made.
Parents/carers have concerns about their child	Parents/carers speak to the class teacher or Headteacher about their concerns. If these relate to SEND or possible SEND, the Headteacher/SENDCO will discuss the issues and then liaise with outside agencies or teaching staff as described above.

HOW WILL WESTONZOYLAND PRIMARY SCHOOL SUPPORT MY CHILD IF THEY HAVE SEN OR A DISABILITY?

Additional support in school is known as provision.

Your child's education will be planned and monitored by their class teacher. Your child may work with class teachers, teaching assistants or external specialists who will deliver specific programmes and differentiated class content. This will be explained to parents/carers by class teachers, but further support and clarification can be sought via the SENDCO.

How Westonzoyland Primary School will support children with SEN or a disability;

By ensuring that there are funds available to meet the needs of children with SEN and/or disabilities The Headteacher/SENDCo and Finance Officer identify and manage funds to support SEN children/children with disabilities at Westonzoyland Primary School (the SEN budget).	It is expected that the school meets the needs of a child by spending up to £6,000 per child from the formula budget if extra money has to be spent to meet their needs. If a child is identified as High Needs or has an Education, Health and Care Plan (EHCP) and more funds are necessary to meet their needs, the SENDCO can apply for top-up funding from Somerset County Council through an annual audit. The SENDCO prepares a bid for the audit and the bid is compared against bids throughout the county. Extra funds are then allocated to the children with the highest needs across the county. If your child has high needs and you or the school think that they need an EHCP, the SENDCO will discuss this with you. Application for an EHCP is a legal process that supports children who have severe, complex and lifelong needs. You can find out more about this in the Somerset County Council Local Offer (see section 9). The management of school SEND funds is at the discretion of the Headteacher and governors, who use these to meet the needs of all SEND children across the school.
By delivering the best possible quality first teaching (Wave 1)	Teaching staff teach in such a way as to address the needs of all children in their class. They differentiate their lessons to suit all abilities and learning styles.
By providing additional group support (Wave 2)	The class teacher organises additional support for small groups of children in their class. This may be additional literacy, phonics, mathematics, social skills or other aspects of the school's curriculum. Groups may be run by teaching assistants but work will be planned and monitored by the class teacher. Westonzoyland Primary School also provides some intervention programmes that pupils across the school access as required. These include; social communication groups, speech and language groups and TLE Nurture Group.
By providing focussed interventions which apply to one child only (Wave 3)	Westonzoyland provides some one-to-one interventions where children require high level and specialist input for particular aspects of their learning e.g. support from a specialist literacy teacher for pupils with dyslexia. In some cases one-to-one support will be recommended by an outside agency, for example, to deliver a speech and language programme. In some cases, a child with SEND will also require a level of support from a teaching assistant over and above that of other children in the class. This usually means that they have an individualised curriculum, which is additional to and different from that provided for the rest of the class. This is planned by the class teacher and may be delivered by a teaching assistant or assistants. The child will usually access some of the standard curriculum as well

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S NEEDS AND OVER ALL WELLBEING?

School staff are trained to support children with particular needs such as dyslexia, social communication difficulties, speech and language difficulties etc. Further to this, the school is able to access support from external agencies including;

- Speech and Language Therapists
- Educational Psychologists
- Learning Support Advisory Teachers
- Physical Impairment and Medical Support Team
- Hearing Impairment Advisory Teachers
- Visual Impairment Advisory Teachers
- Occupational Therapists
- Physiotherapists
- Autism and Communication Advisors

In addition to support received for academic subjects, there is a range of pastoral support available. We also have a Family Support Worker (FSW) who can work with children and families. Specific plans and support will put into place for children experiencing difficulties with behaviour and those needing medical support or intimate care.

Additional support available for pupils with SEN or disabilities;

All staff at Westonzoyland Primary School	All staff place high priority on children's pastoral, medical and social needs, as well as their learning. We believe a child cannot learn if they are not well and happy. We have high expectations of behaviour across the school and have class and playground rules and a Home School Agreement to support this. Class teachers hold regular Circle Times to address pastoral issues and these also receive focussed attention in whole school assemblies along with themes that develop children's social, moral, spiritual and moral awareness.
Staff with additional training	Westonzoyland Primary School has a team of trained First Aiders and some staff are trained in meeting specific medical needs. Members of the Admin Team will ensure correct procedures are followed for recording the use prescription medication. There are specialist staff training in intimate care and moving and handling. We also have staff trained to deliver speech and language programmes, occupational therapy support programmes and social skills groups. We also have staff who have expertise in working with pupils who have autistic spectrum conditions and dyslexia.
Outside Agencies	Specialist staff from outside agencies may be involved in helping to meet your child's needs. This can be as a result of a referral from the SENDCo with your permission, or support that has been triggered by referral from a medical practitioner e.g. hearing and visual support. Some outside agencies that provide support are part of Somerset County Council 'Central Services'. These include Educational Psychologists, Learning Support Advisory Teachers, Autism Advisory Teachers and Physical and Medical Support staff. Support staff who visit from the Health Care Team include Speech and Language Therapists, Visual support staff, Hearing support staff, Occupational Therapists and Children's Mental Health Service staff.

WHAT EXTRA HELP CAN I ACCESS IF MY CHILD HAS SEN OR A DISABILITY?

Somerset has a statutory responsibility to provide free, impartial advice for all parents and carers of children with SEN and disabilities

In addition to support offered by school staff as detailed in the sections above, parents/carers of children with SEN and disabilities can access support and advice from;

Type of help	How Can I Access It?
School staff	The class teacher can meet with you to discuss day-to-day concerns (see 1). The SENDCo can provide you with information about your child's SEN or disability if you need it and can signpost you to local support groups. The SENDCo can also go through reports with you if you need any clarification or would like to discuss the content.
Outside agencies	The Headteacher/SENDCO can refer you to the Family Support Worker (FSW) if your child's SEND is impacting on you as parents/carers or on family life in general.
Somerset County Council	<u>Somerset County Council's Local Offer</u> Somerset's 'Local Offer' provides information for parents/carers of children and young people with SEN and disabilities in a single place. It covers provision for children and young people from birth to 25 and includes information on education, health and social care services. The website shows the services parents/carers and their families can expect from a range of local agencies including their statutory entitlements, and makes clear what is available for their child from Early Years settings, schools (including academies and free schools), colleges and other services. Somerset County Council Local Offer; https://www.somersetchoices.org.uk/ Somerset SENDIAS – Special Educational Needs and Disability Information, Advice and Support Somerset SENDIAS is a free, impartial service for all parents and carers of children with SEN and disabilities. The service is statutory and funded by Somerset County Council. The Service has/provides; • A telephone enquiry line • Impartial information through its website and leaflets on a range of topics relating to Special Educational Needs and disabilities • A trained Independent Supporter to help parents through the EHC Needs Assessment and advice on EHC Plans • One to one support to help gather, understand and interpret information; help with report and letter writing and to prepare for and/or support at meetings • Information about the Special Educational Needs Disagreement Resolution and Tribunal arrangements Somerset SENDIAS; www.somersetsend.org.uk/welcome

To speak to the SENDCo Chloe
Bridgeman:

sen@wzps.co.uk

01278 691381