

Verwood CE VA First School and Nursery

'Learning Values for Life'

Special Educational Needs and Disabilities (SEND) School Information Report:

Verwood CE VA First School has the capacity for 300 children. Each year group has 2 mixed attainment, mixed gender classes of up to 30 children per class. There is nursery provision on site and we work closely together to ensure smooth transitions between the Nursery and First school.

At Verwood First School, we **welcome children with a range of special or additional educational needs or disabilities** and aim to identify any specific needs as early as possible, ensuring effective provision and improved long term **outcomes** for each child. This provision may be short or long term depending on your child's needs or circumstance.

PART 1:

Year Group :	'SEN Support'	Statements / Education Health and Care Plans - 'EHCP' (for further information see part 6 below)
<p>How are these levels of support decided upon and monitored?</p>	<p>DECIDED BY :</p> <ul style="list-style-type: none"> • Staff working closely with your child recognise that he/she is not making expected progress or reaching set targets over time in relation to their assessed starting point when entering school, a new year group or through in-school assessment activities. This may include formal assessment, observation, SENCo assessment, work monitoring, intervention monitoring. • Continued in school assessments (SATS, Read, Write, Inc. Phonics checklist, SENCo assessment, Early Years Profile, in-school tracking systems etc.) show lack of sustained progress or attainment over time. 'Gaps' in learning may also be identified. • Early observations by our SENCo. Appropriate strategies are provided and implemented by the class teachers and support staff. • Outside agency advice • Parental concerns raised and discussed • Class teacher refers to the SENCo as your child is not able to access the curriculum within quality first teaching (QFT) methods, additional resources, differentiated planning and execution of activities, language modification or reasonable adjustments having been made consistently within class. • Additional support is needed in one or more of the following areas: cognition and learning, social, emotional and mental health, 	<p>DECIDED BY :</p> <ul style="list-style-type: none"> • A child who is not able to make progress (over time), achieve their full potential or is falling considerably behind their peers regardless of the support put in place at 'SEN Support' level or has on going complex needs, may require a more specific plan for support. Advice from one or more outside agencies will be requested with parental permission and parents, school and the child will be asked to contribute evidence for Statutory Assessment. A request for an Education, Health and Care Plan (EHCP) may be initiated. • When an agreement has been reached, the agency leading the request for Statutory Assessment will collate evidence from all agencies working with the child including parent / child views, This information will be forwarded to the Local Education Authority for consideration as to whether an EHCP should be awarded. A Multi Agency Advisory Group meeting will be called where the evidence will be discussed. • To view an outline of the timeline in place for this process from the initial request to the final decision see page 154 of the SEND code of practice 2014. • Some children may come into school who have already been assessed at this level and they will have their needs met in accordance with the objectives set, the school SEN Policy and the SEND Code of Practice.

	<p>sensory and or physical, communication and interaction.</p> <ul style="list-style-type: none"> • Additional resources funded by school are needed to support attainment and progress • In school Speech and Language, Learn To Move or Emotional Literacy Support (ELSA), TA observations and Nurture group. <p>MONITORED BY :</p> <ul style="list-style-type: none"> • Regular Team Around The Child Meetings, parent meetings and in school monitoring meetings • IEP reviews at least x 3 per year - with plans used as working documents within each year group. • Regular in school progress meetings • Boxall screening • Monitored intervention groups - targets achieved and fluid movement and individualised learning planned for. • Inclusion Leader / Class Teacher/Base Leader / Individualised Support Lead 	<p>MONITORED BY :</p> <ul style="list-style-type: none"> • Support is then monitored daily through additional adult support, weekly through IEPs, annually through an EHCP review and through on going in school tracking and assessment procedures involving all staff. • If your child is undergoing statutory assessment you will be supported by the Local Authority's SEN team (see part 6 for further information) who will monitor progress annually unless an interim review meeting is called.
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LOOKED AFTER CHILD (LAC) / POST LOOKED AFTER CHILD (Post LAC):

Looked After Children are supported at Verwood First School in the same way as any other child and this support will be supplemented through 'Pupil Premium' funding. Should a child who is 'Looked After' have SEND needs also, they will have their needs met in accordance with the school SEND policy. There will also be additional procedures in place to ensure they reach their full potential in academic, social and emotional areas.

- A child is deemed to be 'Looked After' by the Local Authority if the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for him/her.
- Your child will have a detailed Care Plan which includes all aspects of their care and education. School will have designated teachers responsible for making sure the relevant parts of the plan are supported whilst the child is in school.
- Post LAC children will have a Personal Educational Plan (PEP) This will be created in partnership with caregivers and school staff and reviewed termly.
- Funding is supplied to school to help implement the necessary support package (£2,300 per year) and alongside funding from the school budget, each child will have their needs addressed. This funding is called "LAC and Post LAC" funding.

FACILITIES FOR CHILDREN WITH DISABILITIES:

Verwood First School is committed to making any reasonable adjustment necessary within the physical and funding resources it has available to ensure full access to all learning and social opportunities.

- There is 1 toilet with disability access
- 1 ramps to allow access from outside to inside the school and the rest of the school is floor level
- Teaching Assistants available when necessary to assist with physio, speech and occupational therapy.
- Chairs and tables are adapted when necessary or specialist equipment used following the advice of trained professionals.
- Close working relationship with Dorset Physical and Medical Needs Service
- Wide corridors
- Physical classroom consideration given to allow best accessibility for a child with disabilities
- Adapted writing / recording resources (pens, computers, pencil, font size etc.) used where appropriate

PART 2:

At Verwood First School we believe that effective teaching and learning should come as a result of Quality First Teaching (QFT) where planning, differentiation, resourcing and intervention (which is closely monitored by all staff) is paramount. Our teachers use a range of multi-sensory approaches to learning and provide practical activities to support this further. Our curriculum is carefully considered to support all areas of child development. Positive play Role models, clear classroom and school rules and expectations, support social and emotional development (e.g. nurture and ELSA.) We have access to Dorset Families Matters, who can be contacted directly on **01202 868224** or email dorsetfamiliesmatter@dorsetcc.gov.uk.

Following whole staff involvement in the consistent tracking of progress and attainment, the following table shows how funding may be put in place to provide additional resources for any child who has been identified as not being able to access a broad and balanced curriculum within usual classroom practices or is not reaching their full potential at any given moment in time. Support under the term '**SEN Support**' may be short or long term depending on your child's needs, learning profile or circumstances:

SCHOOL FUNDED OR ACCESSED ADDITIONAL RESOURCES OFFERED: .		
Dorset Families Matters Phone: 01202 868224 Email: dorsetfamiliesmatter@dorsetcc.gov.uk	ELSA (Emotional Literacy Support Assistant)	Nurture which includes sharing news, emotional literacy, turn taking games, group activities, social skills work being carried out.
Programmed intervention groups as directed by the class teacher led by trained, skilled TAs.	Additional Teaching Assistants in class working 1:1 or with small group	Teaching Assistants available for physiotherapy, social development , 'Learn To Move;
Numeracy and Literacy intervention	Fluid and individualised intervention groups	IEP reviews
Parent Support worker (Mrs Suzette Diccott)	Speech and Language therapy implemented by class teachers or TAs after meeting with SALT services	TAs and resources available to support a sensory diet
Social Stories	In-school dyslexic support	Adaptations to the school environment - visual displays, picture cues, coloured backgrounds, texture, calming etc
Additional resources are provided as needed	Additional outside agency referral and support	Observations and support offered through our SENCo
<i>These resources could be accessed through or because :</i>	<i>The responsibility of implementing and delivering these resources is:</i>	<i>Impact and outcomes are monitored by:</i>
<ul style="list-style-type: none"> Initial in class observation by the SENCo leading to discussions with the Parent or Guardian and class teacher Referral to the SENCo by any relevant member of staff who has been working closely with your child over time Advice from an outside agency Advice from Individualised Support Lead TA Your child is not meeting expected targets / progress 	<ul style="list-style-type: none"> SENCo will oversee which children access which groups Nurture ELSA SALT Additional adults in school who are employed to carry out the groups/activities Class teacher / identified TAs responsibility to oversee impact and share with SENCo. 	<ul style="list-style-type: none"> By the class teacher in response to AFL (Assessment for Learning), tracking processes and regular meetings. Progress is reviewed formally every term by the class teacher, and a member of the Senior Leadership Team. At the end of Year 1 all children are required to be

<p>over time and has been identified through staff monitoring / assessment</p> <ul style="list-style-type: none"> • Following parent/guardian discussion 	<ul style="list-style-type: none"> • The Senior Leadership Team (SLT) will discuss impact with staff at regular progress meetings • Parents should endeavour to support the strategies put in place at home to ensure continuity of support. 	<p>formally assessed in their phonic ability through the Phonics Screening</p> <ul style="list-style-type: none"> • At the end of Key Stage 1 all children are required to be formally assessed using Standard Assessment Tests (SAT's). • Child achieving potential. • Movement within the SEN register • Child's and parent's views recognise progress made • Positive outcomes from Boxall Profile and re-integration into class • Set targets are reached consistently • No longer requiring additional resources / support • 'Gaps' in learning or development are closed. • Child is socially and emotionally able to access peer play and activities successfully.
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PART 3:

CONSULTATION WITH PARENTS / GUARDIANS:

How will the school let me know if they have any concerns about my child's learning in school?

- Verwood First School and Nursery endeavours to make regular contact with all parents and will the class teacher will make an appointment to speak with you as soon as any concerns are raised or realised.
- Teachers send home a written report on attainment and progress once a year and the school organises parental consultations twice a year - an ideal opportunity to discuss your child's progress
- Additionally, the school has meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress.
- If your child is identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group. Any decisions will be communicated to you.
- Any support necessary will be discussed with parents/guardians with the class teacher and /or SENCo as and when necessary. This could be via face to face meeting, phone call or letter.
- All information from outside professionals will be discussed with parents and shared via a written report. The SENCo or member of the Inclusion Team will also arrange to discuss with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- School work and homework, where appropriate, will be differentiated to support your child and this will be communicated via the class teacher.
- Home/school communication book where appropriate
- IEP will be shared at least x 3 per year. Parents/guardians will receive copies of these having been asked to contribute to them.
- Mrs Suzette Didcott is the designated Parent Support Worker in school.
- Staff will be positioned at the base doors in the mornings and at the end of the day.

If parents or guardians should have any concerns or questions, please contact the following members of staff (preferably in the order shown) via the school office ; PHONE : 01202 822652 EMAIL: office@verwoodfirst.dorset.sch.uk or at the end of the school day for a more informal chat.



Support for parents in HM Armed Forces: Children who have been identified as having one or both parents in the armed forces will be offered the same opportunities as every other child at Verwood First School. Additional funding granted to the school (£310 per child Years R-11) will be used to develop the academic, social or emotional needs of the child as necessary.

Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website : <https://www.gov.uk/childrens-education-advisory-service>

TRANSITION ARRANGEMENTS :

How will we support your child when they are leaving this school or moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND or additional needs and so we take steps to ensure that any transition is as smooth as possible.

If your child is moving to Verwood First or onto another school:

- We will contact the new school's SENCo and ensure they are aware of any special arrangements of support that needs to be made for your child.
- We will make sure that all records are passed on as soon as possible adhering to strict confidentiality practices.
- We will arrange transfer meetings which will include all agencies working with the child and the parents/guardians
- We will seek the views of the child to support any questions or concerns they may have.
- We will visit the child's nursery or preschool setting where appropriate prior to your child starting at Verwood First. We will make additional visits to the new school when appropriate.
- We will encourage meetings with class teachers where appropriate.

When moving classes in the school:

- Information will be passed on to the new class teacher in advance.
- Where necessary staff will make a book which will support the child to understand 'moving on' and the staff involved.
- Visits to the new class will be encouraged.
- Any resources or equipment necessary will be transferred to the new class.
- Parent/guardian meetings will be encouraged.
- We will seek the views of the child to support any questions or concerns they may have.
- The new teacher will make contact with you as parents at the start of the new academic year to discuss how your child has settled, support in place for them for the year ahead and to answer any queries you may have.

PART 4 :

SEND DEVELOPMENT AND TRAINING OVER THE PAST YEAR:

- **STAFF TRAINING:** Staff are trained on a needs led basis in response to the needs of the children already in school, to those children who will be joining school or in response to the SEND or School Development Plan. Staff may also request SEND training in areas of particular interest. Training can be school led or external training can be attended. Verwood First School staff have shared professional support to increase the skill base and knowledge across the school. Specialists in school will train staff across the school as required. In the past year, relevant staff have had training on the following areas: **Dyslexic training, precision teaching, moving and handling training, ELSA supervision training, speech and language training, Quality First Teaching.**
- **SEND DEVELOPMENT PLAN 2020-21:**
- To increase pupil voice by carrying out pupil interviews about their experiences of Inclusion. What is going well, what would make it better, what has made a difference and to involve children more fully in setting their own IEP targets.
- To develop the use of SIMS SEN tracker and Provision tracker in order to keep records of our SEN children, the progress they are making, and provision in place for them in a central place.
- To use the SIMS Provision tracker to analyse needs, provision and impact.
- To arrange for training for all staff in SEN based on the needs of the children in their class and across the school.

PART 5 :

OUTSIDE AGENCIES INVOLVED WITH SCHOOL:

Principal Educational Psychologist and leader for Inclusion: Local Education Authority: 01305 224888

Educational Psychology Service: 01305 228300

Behaviour Support Team (BSS): 01305 228300

SEN Specialised Support (SENS): 01202 870130

Outreach Support: Longspee School, Beaucroft School: 01305 833518

Family partnership zone: 01202 225710

School Nursing Team: 01425 891162

CAMHS (Child and Adolescent Mental Health Service): Delphwood, Ashdown Close, Poole, BH17 8WG: 01202 605882

Social Care: Duty Officer: 01202 877445

Education Welfare Officer: 01305 224530

SALT (Speech and Language Therapy): 01202 443208

Action for Children: 01202 525643

Children who are Disabled Team: 01305 251414

Physiotherapy: 01202 442936

Occupational Therapy: 0300 019 2936

Mosaic Family Support (Child Bereavement Charity): 01258 837071

Break for Change: 01202 525643

Part 6 :

LINKS TO ADDITIONAL INFORMATION :



The New SEND Code of practice can be found at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

PART 7:

ADDITIONAL SUPPORT NETWORKS :

Dorset SEND Information, Advice and Support Service (SENDIASS)	This is an independent service offering advice and support for parents and young people in Dorset. www.sendiass@bcpcouncil.gov.uk
Dorset Parent Council	www.dorsetparentcouncil.co.uk
Dorset Family Information Service	www.familyinfo@dorsetcouncil.gov.uk
Dyslexia Action	www.dyslexiaaction.org.uk
British Dyslexia Association	www.bdadyslexia.org.uk
Wessex Autism Society	www.autismwessex.org.uk Telephone: 01202 483360 Address : Charity Hub, Portfield School, Parley Lane, West Parley, Christchurch, BH23 6BP
National Autistic Society	www.autism.org.uk
Talking Point (Speech and Language)	www.ican.org.uk