

‘The school’s offer in support of pupils with Special Educational Needs and or Disability (SEND) – Information Report 2023/24’

Type of School:	Local Authority Maintained
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Local offer statement:-

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A. How does the school know if a child needs extra help and what should I do if I think that my child may have Special Educational Needs (SEND)?

Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs and or disability (SEND)?	In the first instance you should raise your concerns with your child’s class teacher. You can also contact Ms White, the school SENCo (Special Educational Needs Coordinator) via the school office (01460 240172).
What kinds of Special Educational Needs and Disabilities are catered for at South Petherton Junior School?	We are a fully inclusive school who will cater for the needs of all children wishing to attend regardless of needs or impairments. Full details of our support for children with SEND can be found in our SEND Policy: https://www.southpetherton-jun.somerset.sch.uk/key-information/policies/
How do you identify children with SEND?	<ul style="list-style-type: none"> • Transfer documents from the Infants School/conversations with previous staff. • Baseline assessments for all new children • Listening to children talk about their needs. • Observations of children interacting, behaviour and of differences in ability to access certain subjects. • Discussion within year group teams and with the SENDCo. • Through discussion with parents and children. • By tracking the attainment and progress of all children within the school and

	<p>highlighting those who are not achieving expected levels.</p> <ul style="list-style-type: none"> • Through on-going assessments of children's work. • Through professional judgment.
How will I be able to raise any concerns I may have?	We have an open-door policy at South Petherton Junior school and so you can always speak to the class teacher at the end of the school day about concerns that you may have. You can also ring the office to arrange an after-school meeting with your child's teacher or Ms White (SENDCo).
How will the school let me know if they have any concerns about my child's learning in school?	Your child's teacher will ask to speak to you about any concerns that they may have, to gain a history and your own insight into your child's learning needs.
Who should I contact if I am considering whether my child should join the school?	Contact the school office on 01460 240172 to arrange a visit to the school.
What support do you have for me as a parent of a child with a SEND?	The class teacher and SENDCo will give you support and advice on how best you can support your child and the school also has access to a range of specialists to whom you can be referred to get extra specialist support. We also have a highly trained Nurture Practitioner- Ms Duffield who supports both children and their families.

B. How will school staff support my child?

Who will oversee and plan their education support?	<p>The class teachers work with the school SENDCo to build a plan of support for each individual child. The SENCo is responsible for co-ordinating any additional educational support and the class teacher is responsible for implementing this support within the learning environment. All professionals within the school staff will refer back to the Somerset Graduated Response Tool (SGRT) to inform all of their SEN decision making.</p> <p>Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place.</p> <p>You can learn more about the Somerset Graduated Response at: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education</p>
Which professionals might be	Your child will spend most of their time in class working with their teacher or the class TA

working with my child and what are their roles?	(Teaching Assistant). They will support your child's learning and ensure that their needs are being provided for. In addition, we have a specialist ELSA trained and a Forest school/Nurture trained TA to support children's emotional and mental health needs. Other TAs within the school also have different specialisms and may be called upon to work with your child. You will be informed if this is going to happen.
Who will explain this to me?	Your child's class teacher will explain the support that they are receiving.
How are the school governors involved and what are their responsibilities?	We have 1 SEND governor, who regularly liaises with the SENDCo about provision and development of the school offer. The SENDCo and SEND governor attend annual meetings to be up to date with changing policies and practices.
What are the school's approaches to differentiation?	<ul style="list-style-type: none"> • Ofsted and the DfE are clear that they don't require teachers to create differentiated tasks for every lesson. More importantly, they require all teachers to remove any barriers to learning, by providing personalised support so that all students can achieve the learning outcomes. • Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. • Teachers and support staff refer back to children's One Page Profiles to ensure that all teaching strategies are considered when planning and delivering lessons. • We use TA support, pre-learning (introducing new vocabulary and key concepts before it is taught in class) and multi-sensory learning methods (using visual prompts, handling of objects/artefacts, practical activities, etc) to ensure that all learning styles are catered for.
How will that help my child?	By recognising and removing learning barriers to learning, we enhance children's success. By following the graduated response, fostering a supportive learning environment, and collaborating with other professionals, class teachers can empower children to step around these challenges and reach their full potential.

C. How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss his/her progress with staff and what opportunities will there be for regular contact about things that have happened at school?	<ul style="list-style-type: none"> • We have an open-door policy where we encourage parents to come and discuss their child with the class teacher whenever they feel the need. • All children have reading logbooks where parents can make comments. • Children with high levels of need will have an Annual Review meeting held each year which is attended by parents, teachers, SENDCo and any other involved specialists. • Meetings can be requested with the class teacher or SENDCo at any time.
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	<ul style="list-style-type: none"> Children's books are available for parents to look at during parents' evenings.
How does the school know how well my child is doing?	<ul style="list-style-type: none"> There is an on-going dialogue between the Head Teacher, teachers, teaching assistants and the SENDCo about the progress of all children. Pupil Progress Meetings are held termly where teachers discuss the progress of children within their class with the Head Teacher. The Head Teacher monitors teaching and learning throughout the year. We hold on-going assessments of literacy, numeracy and phonics, and progress is tracked at the end of each term. We pre-assess children before a subject/topic is studied to see what knowledge they already have and then post-assess after the teaching is finished to see what has been learnt.
How will I know what progress my child is making?	<p>We hold parents' evenings in the Autumn and Spring terms and an end of year report is sent out in the summer term when parents are invited in to discuss their child's progress. As well as talking to the teacher at Parents' Evening, it is also possible to book an appointment with Ms White, the SENDCo.</p> <p>Parents' evening also gives the opportunity for book-sharing, allowing parents to see progress.</p> <p>All children are given targets at the beginning of each term for English and Maths and the achievement of these targets is fed back to parents at the following parents' evening.</p>
How and when will I be involved in planning my child's education?	<p>If your child has a high level of special educational need then you will be invited to an Annual Review meeting each year where you can be involved in planning targets for your child. You will also be invited to contribute and review your child's One Page Profile- which highlights any needs and provision requirements.</p>
Do you offer any parent training or learning events?	<p>Overview of the curriculum coverage for the term is displayed in the class handbook and detailed on the class page of the school website.</p> <p>Changes in the curriculum are also communicated to parents via letters.</p> <p>In the past we have held a variety of curriculum evenings where teachers have demonstrated how English, Maths and Science are taught within school and can be supported at home</p> <p>We also hold regular class open events where parents can come and look around the classroom and hear about the children's work.</p> <p>We hold specific assemblies to which parents are invited; this includes a regular WOW Celebration Assembly on a Friday</p> <p>We have a Calculation Policy to enable parents to see how we teach different areas of mathematics.</p> <p>Parents are signposted to any training, either within school or run by local agencies or</p>

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D. What support will there be for my child's overall wellbeing?

How does the school manage the administration of medicines.	The school follows local authority advice on the administration of medicines in school. The school policy for this is available. Individual plans for personal care are developed in collaboration with parents, school staff and outside agencies.
What support is there for behaviour, avoiding exclusions and increasing attendance?	<ul style="list-style-type: none"> • We have close recording and monitoring of behaviour with clear sanctions and rewards for good behaviour. Where necessary meetings with parents are arranged to create a partnership between home and school. • We have a clear behaviour flow chart (which can be accessed via the behaviour policy on the school website) which is structured to show every step of our management and expectations of behaviour.
How will my child be able to contribute his or her views?	<p>The pupils are at the centre of all the work we do in school and are always encouraged to participate in the development of their own support programmes and One Page Profiles where possible.</p> <p>Children with high levels of need are invited to Annual Reviews to discuss provision and progress.</p> <p>The SENDCo holds meetings with children on the SEND register to gather their opinions on provision and support.</p>
How will the school support my child to do this?	The school values Pupil Voice and meets regularly with Head Students & Head of Years

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

Are there specialist staff working at the school?	We have a Forest School/Nurture trained TA and an ELSA trained TA available for children with social, emotional and mental health difficulties.
What other services does	As a school we have access to a number of support services to whom we can refer children if

<p>the school access, including health, therapy and social care services?</p>	<p>necessary:</p> <p>The Ethnic Minority Achievement Service. Can offer assessment and teaching for children and young people learning English as an Additional Language (EAL), advice and support for school leaders, teachers and teaching assistants. The service run training courses to help develop expertise within schools and it has a resource library from which schools can borrow dual language books, bilingual dictionaries and cultural diversity book packs.</p> <p>Access to Inclusion Team Access to Inclusion (A2I) is a newly formed team, which combines the Learning Support Team and Autism and Communication Team. They cover all 4 localities within Somerset with a Lead Advisory Teacher and team of Advisory Teachers in each locality, with specialisms across Strategic SEND, cognition and learning, autism and communication. They provide support and advice for pupils with learning difficulties, and also support for SENCOs and schools in terms of developing SEND systems and practice.</p> <p>Integrated Therapy Service. This team is made up of multiple health professionals, including speech and language therapists, occupational therapists and Physiotherapists. Children can access these services via a referral system, this could be educational staff referring or parents self-referring. Children and Young People's Therapy - Children and Young People's Therapy Service - Somerset NHS Foundation Trust (somersetft.nhs.uk)</p> <p>Access and Assistive Technology Team (Previously known as PIMs) These are a specialist team who work with children with a range of physical or medical conditions e.g. cerebral palsy, muscular dystrophy, cancer, epilepsy and diabetes or more temporary conditions e.g. those recovering from operations and accidents. They offer assessments, training and advice to schools and pre-schools to ensure that children are fully included in all aspects of school life.</p> <p>Educational Psychologist The Educational Psychology Service works with our SENDCO annually and is available for advice. The Educational Psychologist is also involved in assessing any child who is applying for an Education Health Care Plan (EHCP)</p> <p>PFSA</p>
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	<p>Give advice and support for parents, carers and young people around issues and situations affecting school attendance, emotional well-being, behaviour and family advice.</p> <p>As a school we also liaise closely with Health and Social Care services as well as voluntary organisations to ensure we meet the needs of pupils with SEND and to support their families.</p>
Where can I find information about Somerset's Local Offer?	<p>Somerset's SEND Local Offer is our local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. You can explore services and find the available support for you and information on how to access this support.</p> <p>https://www.somerset.gov.uk/children-families-and-education/the-local-offer/</p>
What are the contact details of support services that can be accessed by parents and carers?	<p>Parents can search for the contact details for professionals and professional services via the local offer webpage</p> <p>https://www.somerset.gov.uk/children-families-and-education/early-years-and-childcare/find-send-providers/</p>

F. What training have the staff supporting children and young people with SEN and disabilities had or are having?

- The SENDCo attends Area SENDCo meetings 3 times a year
- All staff have attended Safeguarding training and Prevent training.
- All staff have had training in Somerset Graduated Response Tool
- A number of the TAs have attended training on maths, ILI (Individualised Literacy Intervention) and Precision Teaching.
- The SENDCo provides on-going training for all staff to allow them to effectively support children with a variety of learning needs.
- The SENDCo has attended Integrated Therapy Service training to support children with Sensory Processing Disorder.
- A large number of teachers and TAs have been trained in an intervention to support children with an Autistic Spectrum Condition.
- Our SENDCo has received training in the medical needs of children with asthma, diabetes, epilepsy and anaphylaxis.
- The SENDCo has had Emotion Coaching and Attachment Disorder training in order to support children with social, emotional and mental health needs.
- All our TAs are First Aid Trained.
- Our Nurture lead is forest school and mental health first aid trained.
- A number of TAs have attended training for Read Write Inc Phonics
- The ELSA trained TA attends ELSA meetings where additional training is given

G. How accessible is the school and how will my child be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	All areas of the school are fully wheelchair accessible. We have 1 accessible toilet.
Have there been improvements in the auditory and visual environment and are there easy access changing and toilet facilities?	The Visual Support team have surveyed the school to ensure that it is accessible for anyone suffering a visual impairment. We have 1 easy access changing and toilet facility.
How does the school communicate with parent/carers whose first language is not English?	We have access to the Ethnic Minority Achievement service who are able to give us support in communicating with parent carers whose first language is not English.
Will he/she be able to access all of the activities of the school and how will you help him or her to do so?	We believe in full equality for all children and, as such, all children are enabled to participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all.
How do you involve parent/carers in planning activities and trips?	Advice from parents or carers is welcomed and essential on these occasions.

H. How will the school prepare and support my child to transfer to a new school?

What preparation will there be for both the school and my child before he/she joins the school?	<ul style="list-style-type: none"> • For children joining South Petherton Junior School in Year 3, meetings are held at both schools and additional visits are planned to ensure smooth transition between schools and key stages. This ensures that there is plenty of opportunity for parents to discuss their child's needs and for teachers to observe the needs of the children. • For children who already have an identified SEND, additional meetings and visits are organised in the summer term. • Children joining mid-year are encouraged to come and visit the school before they start and are allocated a buddy to support them when they first start. • The SENDCo will visit the child before transfer if that is possible.
How will he/she be prepared to move onto the next stage and how will you	<ul style="list-style-type: none"> • The Junior School SENDCo, Ms White, meets with the SENDCo at

support the new school to prepare for my child?	<p>Stanchester Academy and Huish Academy. This allows a transfer of information and a discussion about needs and provision when children move to Y7. Additional pupil visits are also organised.</p> <ul style="list-style-type: none"> • Parent meetings take place in the summer term with the SENDCo from the Junior School and the secondary school SENDCOs to ensure positive transition and sharing of SEND needs.
What information will be provided to his or her new school?	<p>We provide the new setting with information on current levels of achievement in reading, writing and maths.</p> <p>In addition, we forward any reports written by specialists and any assessments that have been undertaken on the child.</p> <p>We also inform them of current provision and needs.</p>

I. How are the school's resources allocated and matched to children's needs and how is the decision made about what type and how much support my child will receive?

How is the school's SEN budget allocated?	<p>Every school is allocated an amount of money for each child on roll.</p> <p>In addition to this there is a formula applied to each school to calculate how many children with special educational needs there should be and another sum of money is allocated to give support for these children.</p> <p>If a child has a higher level of need then the school can make an application for 'Top Up Funding' for that child, based on their needs.</p>
Can you describe the decision making progress about how much support my child will receive?	<p>Like all schools in Somerset, South Petherton Junior School follows a graduated response towards SEND.</p>

<p>Who will make the decision and on what basis? Who else will be involved? How will I be involved?</p>	<p>High quality teaching following the Somerset Graduated Response Tool, differentiated for individual pupils is the first step in responding to pupils who have, or may have, SEND. You can find the Somerset Graduated Response Tool here- SCC - Public - Somerset's Graduated Response Tool.pdf (sharepoint.com)</p> <p>Where a pupil is not making adequate progress, teachers, the SENCO and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils. At this stage a child will be placed on a Monitoring Register indicating that they have additional needs that are being investigated.</p> <p>There is one SEND school support-based category: '<u>SEN Support</u>'. (This replaces School Action and School Action Plus.)</p> <p>When the initial teaching strategies or support have not remediated the problem or area of concern for the child, the parents, child, SENDCo and teacher may draw up a One Page Profile detailing needs, diagnosis and useful support strategies.</p> <p>Pupils with very complex needs may have an Education, Health and Care Plan, (EHC). (From Sept 2014, the EHC has replaced the document which was called a Statement.) An EHC plan is a legal document and will put emphasis on personal goals and outcomes and accessible provision. It will describe the support your child will receive while they are in education.</p> <p>The new law introduces personal budgets to accompany this plan which provide you with opportunity to have more control over the support you and your child receive.</p>
<p>How does the school judge whether the support has had an impact?</p>	<p>We closely monitor the progress of every child in the school and only use intervention programs that are well researched and measurable.</p>

J. How are complaints made regarding the provision for a child with Special Educational Needs or Disabilities?

<p>What do I do if I feel that adequate provision is not being made for my child's SEND?</p>	<p>In the first instance it is very important to talk to your child's class teacher about the support and provision in place for your child and to make any complaints known so that the teacher can work with you to change the situation.</p> <p>If you still do not feel that provision is adequate, then you can ask for a meeting with Ms</p>
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	<p>White (SENDCo) to discuss your concerns.</p> <p>Furthermore, if you still feel that that your concern has not been effectively dealt with then please follow the complaints procedure detailed in our Complaints Policy which is on the school web site:</p> <p>Finally, you could also seek independent advice from SENIAS.</p> <p>Somerset SENDIAS provides information, advice and support about special educational needs and disability (SEND) for parent carers, children and young people (up to the age of 25). The service is free, confidential and impartial.</p> <p>https://www.somerset.gov.uk/send/somerset-sendias/</p>
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