

At Trinity Verwood church of England first school, we believe that every child is unique and we strive to promote an inclusive and caring community within our school. We value each child equally and understand the importance of showing flexibility and adaptability in our teaching approaches to ensure that we remove the barriers to learning that children with special educational needs and disabilities may face.

From September 2014 all schools and academies have been required to publish information about their Special Educational Needs and Disabilities (SEND) provision. In Dorset, this forms part of a Local Offer, which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website. <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

What types of special educational needs do we provide for?

Our school supports pupils under the four key areas of the code of practice these are, cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs. These four areas of need are to work out the action school needs to take not to place children in a category, a child may have needs in more than one of these areas.

How do we identify children with SEND?

Prior to starting school, a child may already have been identified with a Special Educational Need or Disability. In this case, we work closely with the parents/carers and supporting agencies to ensure a smooth transition.

As a school we identify and assess children with special educational needs through;

- talking with parents/carers and the child
- referrals from parents/carers
- using prior information from previous settings
- key stage results
- EYFS baseline data
- observation and feedback from staff
- assessments measured against age related expectations (ARE) in reading, writing and maths
- Outside agency involvement and advice

Teachers make regular, ongoing assessments of all pupils in the class. Should a class teacher identify that a child is not making expected progress either in their academic learning or social learning, a meeting would be arranged between the class teacher and parent/carer to establish any potential barriers to learning. The class teacher will then put in strategies to support the child in overcoming these barriers. Should these barriers persist despite support, another meeting will be held with parents to establish whether the child needs further SEND support.

We use the Dorset Graduated Response to SEND support, which gives us guidance on the four categories within the SEND Code of Practice and placing the child on the SEN register, placing a child on SEND support.

This gives the class teacher, parents/carers and the child, a clear vision of the support that is being given and the next steps. The provision may involve adapting the classroom, the outside environment, the curriculum content, involving outside agencies to meet a child's needs or providing specific intervention designed to enable the child to secure improved progress.

At the initial stage of identification and throughout the assessment process, we will involve the child and keep parents/carers informed. All children who receive SEND support will be given an individual education plan (IEP) in order to provide the child with clear, next -step targets and support strategies. Children's progress against these targets is carefully monitored and reviewed at three points in the year. If it is felt that a child is not making expected progress against their targets or if their difficulties persist despite the SEND support they receive, the school may request an Education, Health and Care plan (EHCP) needs assessment from the local authority. The agreement to assess is the decision of the local authority alone. The SENDCo will oversee the provision and targets for children with special educational needs and will advise teaching staff on implementation of strategies to support the child.

How do I contact the SENDCo?

Our school SENDCo is Mrs Rebecca Peckham and she works at Trinity First School half a day, per week. Mrs Peckham can be contacted by telephone and via our school email address;

Telephone: 01202 821704

Email: office@trinityverwood.dsat.org.uk

How do we involve your child in their education?

The views of your child are very important. They will be included in the process of reviewing their progress and the support needed next. The class teacher will discuss your child's individual targets with them.

We always invite the children with an EHCP (Education, Health and Care Plan) to be part of the annual review process. A trusted adult will spend time supporting them to share their views about school via a child-friendly questionnaire which forms part of the review. This also provides an opportunity for them to celebrate their achievements over the year.

How do we approach teaching children with SEND?

We are a kind and supportive learning community that understands a child's happiness and sense of security are the first and most important considerations that affect their readiness to learn. We have high expectations and aspirations for all children and strive to ensure that every child receives 'quality first' teaching that both stretches and challenges them whilst remaining engaging and inspiring. Teaching staff adapt learning tasks and materials where necessary, in order to support all pupils to access the lesson and meet their potential.

We have trained staff in school who are able to deliver a range of targeted and specific interventions that support a variety of needs including; Emotional Literacy Support (ELSA), speech and language support, learning support through interventions such as phonics support. Children may also have targeted support during the lesson.

How do children with SEND engage in activities available to children in the school who do not have SEND?

All children are encouraged to engage with all aspects of school life. Our Educational Visits Co-ordinator oversees the process of planning outside visits and activities and ensures that we have considered everything that is necessary to meet the needs of individuals and ensure safety for all. Where any possible barriers may present, we actively seek advice and discuss with parents and outside agencies if needed, to develop a comprehensive plan. In addition, we may create 'social stories' for children who need extra preparation before an educational visit.

What support is there for improving emotional and social development?

The well-being of all children is our primary focus. Children are supported with their social and emotional development throughout the school day, through the curriculum and through extra-curricular activities.

Pastoral support is available for children in need of additional emotional and social development. We have one qualified Emotional Literacy Support Assistant (ELSA) who can provide children with individual or small group support.

The school uses a programme called 'Stormbreak' this is designed to support the mental health and wellbeing of pupils in school through movement activities and specific teaching on areas such as, resilience, self-worth and hope and optimism. Sometimes specific individual work is undertaken using a Stormbreak 'pathway' for a specific need, this is delivered by the ELSA. We have measures in place to prevent bullying (please see our positive behaviour policy on the school website).

Occasionally a child may require a personalised approach to supporting their social and emotional development and may require a pastoral support plan to detail provision specific to their need. These are put into place when a child's social, emotional and mental health needs become a persistent barrier to learning.

How do we ensure that our staff are trained to support children with SEND?

Within our staff team we have a qualified SENDCo and one Emotional Literacy Support Assistant. Staff in our school, have a range of certifications, from general teaching qualifications to specialist skills for delivering subject specific interventions. We are always developing our skills and aim to broaden our expertise to improve the quality and breadth of provision we are capable of delivering. Staff training is regularly offered on a range of specific areas of SEND.

How do we evaluate the effectiveness of the provision we make for children with SEND?

Evaluation of the effectiveness of our SEND provision is a key part of our work in school to ensure children are benefiting from the interventions we offer and are getting the best possible additional support they can. All interventions are carefully monitored over a fixed period of time to ensure that progress and the impact of provision can be carefully evaluated.

The school uses a variety of assessment tools in order to identify the progress of all pupils and establish next steps. Children with SEND support will also have their progress reviewed against their IEP (individual education plan) targets at three points in the year. This follows the 'assess, plan, do, review' cycle where having assessed pupil progress, teachers will plan new targets and strategies. New targets are carefully identified based on the child's next step in learning or social and emotional development.

The SENDCo meets with the SEND Link Governor to discuss all areas of SEND within the school and the impact of interventions and progress made.

Accessibility and Levels of Care

Trinity Verwood CE first school adheres to an Accessibility Policy, which sets out how the school will increase access to the curriculum for disabled pupils, improve the physical environment of the school to increase access for disabled pupils and make written information more accessible to disabled pupils by providing information in a range of different ways.

The school has physical access to most areas within the building and outside play areas with. There are disabled toilet facilities close to the entrance of the school. We aim for all children to be included in our class and whole school educational visits. Therefore, we carefully plan our provision to provide the necessary support to any children with SEND to access the experience. A comprehensive risk assessment is always undertaken prior to any offsite activity to ensure that everyone's health and safety is not compromised.

Personal Emergency Evacuation Plans (PEEPS) are completed by the Headteacher or SENDCo for any children with additional needs to ensure they are kept safe during an evacuation of the school. These are reviewed annually or as and when required.

Who helps us support your child?

Where a child's provision needs may require further investigation or more specialist approaches to intervention, we also work alongside a wide range of outside agencies to provide the best possible provision for our children. Where a child has a specific need, we will actively seek out the specialist service or support needed to ensure all children's needs are met.

Some of the educational outside agencies we work alongside include;

- Educational Psychology
- Dorset Council Specialist Teacher Service
- Outreach Services, including Beaucroft Outreach Team
- Specialist Health Services; Speech and Language Therapy (SaLT)
- School Nursing Team and Health Visitors
- Occupational Therapy (OT)
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- Portage Pre-school Service
- Poole Paediatric Team

What support is available to parents of children with SEND?

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. We value this partnership and encourage it by operating an 'open door' policy.

There are also a number of outside agencies that can be accessed to support families with children with SEND. These include;

- Action for Children (offer family support, home visits and parenting advice)
- Dorset Family Information Service (offer information and guidance to help children, young people and their families, including information about schools)
- Dorset SENDIASS (offer independent information and support to parents and carers of children with special educational needs)
- Dorset Parent Carer Council (run by parents of children with disabilities for parents)
- Dorset Families Matter Programme (support for families who experience many complex challenges to help them improve their well-being)

Arrangements for supporting children who are 'looked after' by the LA and have SEND

Looked after and post LAC are supported at Trinity Verwood church of England 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, their needs will be 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. The child will have a detailed Care Plan which included all aspects of their care and education. The AHT is the Designated Teacher responsible for making sure the relevant parts of the plan are supported whilst the child is in school. Funding is supplied to the school to help implement the necessary care package (£2,300 per year). This funding is called pupil premium funding.

How might we support your child with transition?

We have very good relationships with our feeder settings and the settings that our children move onto. We share information to support children's learning and well-being at key transition points. Our induction programme for our new Reception intake includes; a transfer taster session in small groups in the Reception classroom during the summer term, a parent information meeting attended by key school staff including our SENDCo, joint meetings with pre-schools to identify children who may need additional support with the transition to school and *a home visit for each child with our Reception class teacher and teaching assistant*.

When moving classes within school; information will be passed to the new teacher in advance, visits to the new class will be encouraged, any resources or equipment necessary will be transferred to the new classroom, parent/carer meetings will be encouraged and we will seek the views of the child to support any questions or concerns they may have.

At the end of Year 4 the majority of our children will transfer to Cranborne Middle School, or Emmanuel Middle School. Our Year 4 teacher and SENDCo meet with the Year 5 Leader and SENDCo from the schools to transfer records and information. We arrange additional small group visits to the Middle School for identified children prior to Transfer Day. Teachers from the children's new schools visit the children in the summer term. All local Middle Schools provide opportunities for the children to visit the School with their parents prior to September. We also run in-school ELSA sessions during the summer term, focusing on the transition process for a select few children who may have increased anxiety at this transition point.

What happens when parents and carers are not happy with our provision?

If you have any concerns we encourage you to arrange a meeting with your child's class teacher. Should you wish to discuss your concerns further you are welcome to make an appointment with the SENDCo and/or Headteacher. If your concerns are not dealt with satisfactorily the process outlined in the school complaint policy, which can be accessed via the DSAT website, should be followed.