

Special Educational Needs

Seven Fields Primary School offers good support for children with special educational needs. This page, known as our 'SEN Information Report', answers some frequently asked questions about how we support children with SEN.

The type of SEND that are provided for:

- Cognition and learning – including Moderate learning difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)
- Communication and Interaction – including Speech and Language difficulties, diagnosis of ASD, social communication difficulties and social cognition.
- Social Emotional and Mental Health needs (SEMH) – including attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.
- Sensory and/or Physical – including hearing loss and/or visual impairment, sensory processing difficulties and physical difficulties.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At Seven Fields Primary School, children are identified as having SEN through a variety of ways including the following:

- Liaison with previous preschool/school
- Child performing significantly below age related expectations or failing to make expected progress
- Use of Insight to track pupil progress, pupil performance review meetings three times a year
- Use of formal assessments (e.g. PIRA and PUMA) three times a year and informal assessments throughout the year.
- Concerns raised by parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician
- Use of identification resources from Swindon Core Standards documentation.

How will I raise concerns if I need to?

Talk to us – firstly contact your child’s class teacher and discuss your concerns with them. If you feel that your concerns haven’t been resolved, you or the class teacher can consult our SEND team (Mrs Muir or Mrs Dunning). We aim to build positive relationships with parents and carers. We are open and honest with parents and hope that they are able to be the same with us.

How will school support my child? Who will oversee, plan, work with my child and how often?

The Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that every effort is made to ensure that progress is made in every area. In the morning, there may be a Teaching Assistant (TA) working with your child’s class who may also support your child as part of a group if this is seen as necessary by the class teacher. In the afternoon, your child may take part in planned Teaching Assistant led interventions depending on need.

Our SEND team oversees all support and progress of any child requiring additional support across the school.

Who will explain this to me?

The Class Teacher will meet with parents on at least a two- termly basis (usually as part of Parents' evening) to discuss your child’s needs, support and progress. For further information the SENCO is available to discuss support in more detail. Where a child has more complex needs, progress may be reviewed with the SENCO through either a TAC or progress review meeting.

How are the governors involved and what are their responsibilities?

One of the Governors is responsible for SEND and liaises with the SEND team to monitor the effectiveness of SEN provision within our school.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Work is differentiated and supported in a variety of different ways so that all children are able to access their learning. Resources are provided as necessary in order to enable children to access learning.

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 my child's progress?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and suggest practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Class Dojo is used, where necessary, to communicate between home and school to keep parents informed about how your child is doing.

Outcomes will be set for your child as part of an intervention group or, in some cases, through individual progress plans. Provision will be put in place in order to support them in making progress towards these outcomes. Progress will be monitored termly by the Class Teacher and SEND team. These outcomes and the provision in place will be shared with you and progress towards outcomes will be reviewed with you three times a year through parents' evenings, TAC meetings or progress review meetings.

If your child has complex SEND they may have an Education, Health and Care plan which means that an Annual Review Meeting will take place every year to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

As a school we measure children's progress in learning against National expectations and age-related expectations. We also use PIRA and PUMA to assess and monitor progress in English and Maths.

The class teacher continually assesses each child and notes areas where they are making progress and where further support is needed through Insight tracking system. As a school, we track children's progress from entry at FS2 through to Year 6, using a variety of different methods.

Children who are not making expected progress are identified through Pupil Progress Review meetings with the class teacher and the Senior Leadership Team. During these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Appropriate support is then planned and put in place.

What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being and that a happy child will learn best. The 'Magnificent 7' plays an important part in developing the overall wellbeing of our pupils. We have a caring, understanding team looking after our children which also includes a Social Inclusion Manager and Family Support Worker. All pupils from Year R to Year 6 take part in weekly Jigsaw lessons which combine PSHE, emotional literacy, mindfulness, social skills and spiritual development. Additionally, we have planned interventions in place to support the well-being of children who have been identified on a needs basis to participate in these interventions. These include ELSA sessions, Talk About Social Skills sessions and Trailblazers.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve children participating in one of our in-school interventions or working alongside outside agencies such as Health e.g. the school nurse. and/or the SEMH support team (Social Emotional and Mental Health team) or TAMHS (Targeted Mental Health in Schools.)

Where necessary, children will have a Medical Care Plan, a Personal Care Plan or an Individual Risk Assessment, which outlines the particular procedures that need to be followed in order to ensure that a child is kept safe and healthy. These will be shared with parents when they are written and will then be shared with staff on a 'need to know' basis.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff and pupils. Class Teachers use Class Dojo to reinforce positive behaviours and may use a range of individual reward systems to support children who are having difficulties.

If a child has behavioural difficulties, an Individual Behaviour Plan (IBP) may be developed with the support of the Social Inclusion Manager. Outcomes will be written relating to behavior, and appropriate support and interventions put in place. If a child continues to display behaviour difficulties despite support and strategies put in place in school then, with parental permission, a referral may be made to the SEMH team or TAMHS. An individual risk assessment may be written where necessary.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded. The Educational Welfare Officer may become involved if school are concerned about a pupil's attendance.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site.

- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day. A Health Care Plan is then draw up by the school nurse.
- On a day to day basis the Admin Staff generally oversee the administration of prescribed medicines.
- Medication must be sent into school with a prescription label showing the child's name clearly displayed.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council.

If your child has an Education, Health and Care plan their views will be sought before any review meetings, using an 'All about me' form or a 'One-page profile.'

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

Our SENCo is a fully qualified class teacher and has completed the NASENCO accreditation.

Staff have opportunities to attend training and CPD relating to SEN. If a child joins the school with needs that we have not previously supported, we will liaise with the relevant agencies and arrange training for staff as appropriate.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- SEMH Support Team (Nylands Campus Outreach Team);
- Educational Psychology Service;
- Health – including school nurse, paediatricians;
- Targeted Mental Health in Schools (TAMHS);
- Speech and Language Therapists (SALT);
- Paediatric Occupational Therapists;
- Swindon Autism Support Service;
- The Visual Impairment support team;
- The Hearing Impairment support team;
- The Advisory Teacher for Physical Disability;
- Social services – including Locality Teams and Social Workers;
- Orthoptics;
- Community Paediatricians;
- Trail Blazers;
- SPLD team (Specific Learning Difficulties);

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and after school clubs. We will provide the necessary support to ensure that this is successful, including any reasonable adjustments.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. Where necessary, an individual risk assessment may also be carried out for a child to outline what will need to be put in place in order for it to be safe for the child to participate in the activity. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

How accessible is the school environment?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level. There are Disabled parking bays (please see the school accessibility plan for further detail.) Consideration is given to the auditory and visual environment and adaptations are made to the environment where possible in order to support children with significant sensory needs e.g. provision of a quiet work area, work stations, eating outside the hall. Where equipment is required in order to support a child to access the environment, advice will be sought from the Advisory Teacher for Physical Disabilities.

How will the school prepare and support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we are sensitive to the fact that further visits may be required to assist with the acclimatisation to the new surroundings.

We may write social stories or prepare transition booklets for them if transition is potentially going to be difficult.

When children are preparing to leave us for a new school, typically to go to Secondary education, we liaise with the receiving school and can arrange additional visits. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has an Education, Health and Care plan then an Annual review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's SEN needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We have a team of TAs who deliver intervention programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. Children who have the most complex needs and have an EHCP or additional High Needs top up funding are given the most support, which might involve a 1:1 TA.

How is the decision made about what type and how much support my child will receive?

The class teacher, alongside the SENCo, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age-related expectations. This will be through on-going discussions with parents.

At all times, the promotion of pupil independence is considered.

How do we know if it has had an impact?

- By reviewing children's outcomes and ensuring that progress is being made towards these.

- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have ‘caught up’ or made sufficient progress.

How are parents and carers involved in the school?

Routine parents’ evenings are held twice a year, in the Autumn and Spring terms. A range of parent workshops and open sessions are held each year. A regular parent coffee morning is held. A range of Assemblies and performances are held each year for parents to attend. Parents are encouraged to come in to school to volunteer to hear readers, help in class, help on school trips, help with gardening and share their skills. If parents wish to volunteer they should as a first step see the school office who will be able to arrange for them to undergo a DBS check.

Who can I contact for further information?

- The first point of contact would be your child’s Class Teacher
- You could also arrange to meet Mrs. Muir or Mrs. Dunning from our SEND team.
- Look at the SEN policy on our website
- Contact Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) sendiass@swindon.gov.uk

Who should I contact if I am considering whether my child should join the school?

Contact the school Admin office to arrange a visit - 01793 723833. A member of the SEND team will also be able to discuss your child’s individual needs.