



Huntspill Community Federation



West Huntspill Community Primary School & East Huntspill Community Primary School Federation Special Educational Needs Information Report

What is the SEN Report?

- The SEN Information Report provides information about the Huntspill Community Federation schools policies surrounding the identification, assessment and provision of pupils with special educational needs (SEN) to ensure they reach their full potential.
- It explains the arrangements that have been put in place to ensure that parents/carers are consulted and involved in the education of their child and that children also have a voice to view their opinion.
- The SEN Information Report also identifies the relevant people who parents/carers may need to contact, depending on their need, should they need to.

If your child has educational needs and/or a disability and you would like to know more about what we offer at the Huntspill Community Federation schools please contact us using the contact details below.

SCHOOL:	WEST HUNTSPILL	EAST HUNTSPILL
TYPE:	LA Maintained Community School	
CONTACT DETAILS:	New Road West Huntspill Highbridge TA9 3QE Tel: 01278 783842	New Road East Huntspill Highbridge TA9 3PT Tel: 01278 782453
HEADTEACHER:	Mr Derek Nevell	
CHAIR OF GOVERNORS:	Mr David Stickells	
SEN GOVERNOR	Mrs Jo Bryant	
SENCo:	Mrs Rachel Hine (rhine@educ.somerset.gov.uk) Working days: Mondays and Wednesdays	

1. WHAT KIND OF SPECIAL EDUCATIONAL NEEDS PROVISION IS MADE AT OUR SCHOOLS?

Somerset Inclusion Statement

All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.



We aim to address the children's needs and support their development in the most appropriate way possible and **celebrate effort as much as achievement.**



The staff, governors, pupils and parents **work together** to make the Huntspill Community Federation schools **happy, welcoming places** where children can **achieve their full potential** and **develop as confident individuals.**



Our school's [SEND policy document](#) is available on this website, detailing our philosophy in relation to SEND. Also, our school's [Accessibility Plan](#) details how the school's physical environment provides for children with physical disabilities and sensory impairment.



Our schools currently provides **additional and different** provision for children with a range of needs, including:

Cognition and learning

Moderate learning difficulties (MLD); Specific Learning Difficulties such as dyslexia; Severe Learning Difficulties (SLD)
Developmental Delay



Communication and interaction

Speech, language and Communication Needs SLCN;
Autistic Spectrum Disorder (ASD)

Social, emotional and mental

health Attention Deficit
Hyperactivity Disorder
Mental health issues
Anxiety

Sensory, medical and physical

Sensory processing
difficulties;
Physical disabilities



2. HOW DO THE SCHOOLS DECIDE WHETHER A CHILD HAS SEN AND WHAT ADDITIONAL HELP THEY NEED? HOW ARE PARENTS AND CHILDREN INVOLVED?

Definition of Special Educational Needs (SEN)

A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them.

We refer to the term Special Educational Needs if a child:

- has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of a similar age.

The difficulty or disability may relate to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Medical, sensory or physical conditions



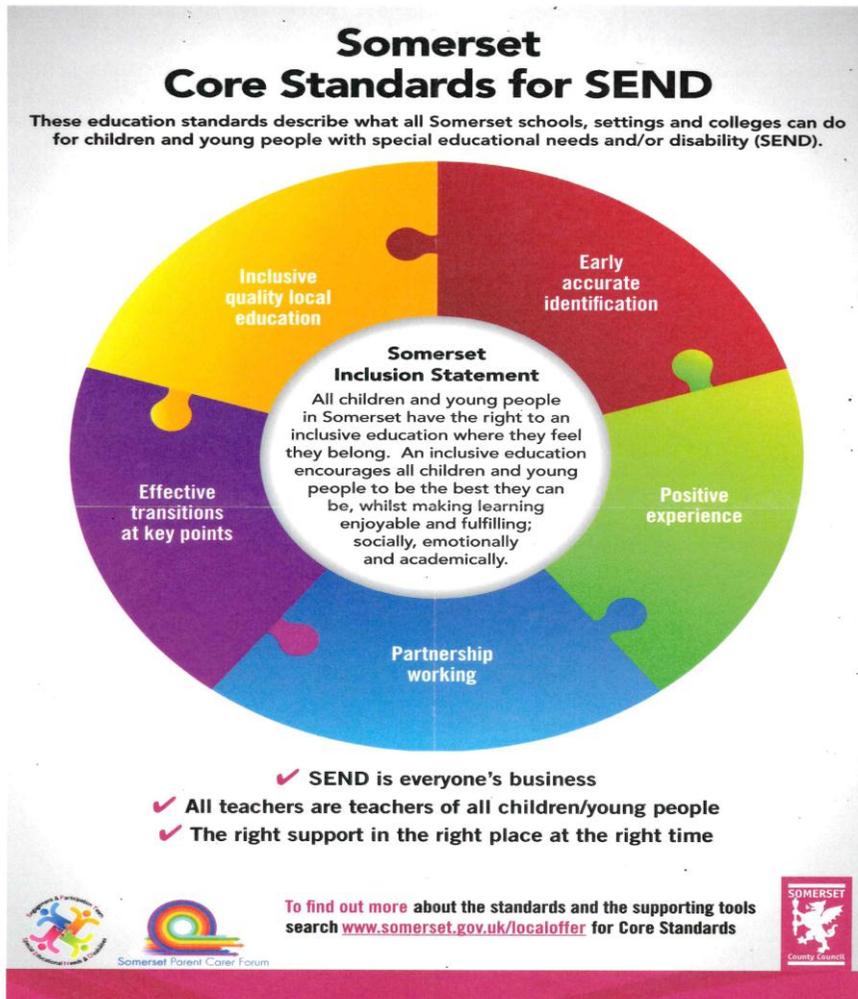
Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.



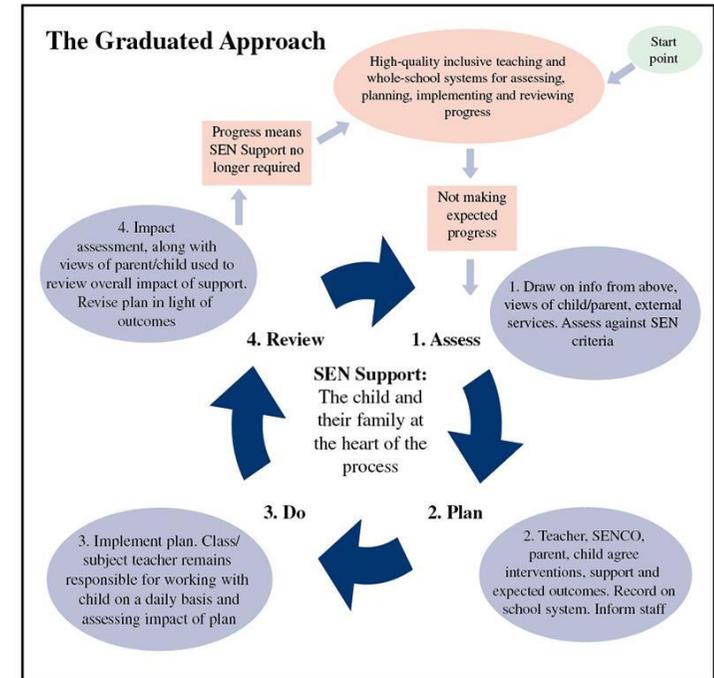
The Special Educational Needs and Disability Code of Practice, 0 - 25 years, is the legal document which all providers of education and health have to follow to ensure the needs of children with special educational needs are being met. This legislation has been in place since 1st September 2014.



😊 Some children arrive at West and East Huntspill Community Primary School with their SEN needs already identified, via a School Entry Plan (SEP), enabling the school to put the appropriate provision in place from the time they start. The SEP meeting is organised to take place in the summer term before the child starts and all relevant people who are working with the child are invited to attend.



The school promotes a graduated approach to assessing, identifying and providing for children with additional educational needs. At the centre of this are the [Somerset Core Standards](#) which is a framework which describes what all Somerset schools and settings can do for children with special educational needs and/or disability (SEND).



😊 Our school's [assessment policy](#) outlines how on-going assessment, of learning and to learn, is used to remove barriers to learning and participation to achieve educational inclusion.





The school may recommend a parent/carer has their child's eye sight or hearing checked to discount these as possible underlying causes of learning issues. 🦻



Assessment is an on-going core process throughout the school.

Pupil Progress Meetings (PPM) occur every term and check that each child is making adequate progress against national expectations set for each year group. If a child is not making less than expected progress, using Somerset Core Standards, we look at what provision is already in place and its impact, identify need by using specific checklists and/or further assessments, put appropriate strategies and provision in place, where suitable, and monitor.



Not making expected progress is characterised by:

- Is significantly slower than the rest of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gaps between the child and their peers
- Widening of the attainment gap



Progress in other areas is also monitored e.g behaviour, where a child needs to make additional progress in order to be fully included into school life. Underlying difficulties are always considered when behaviour is causing concern; if there are none, the class teacher would speak to parent/carers to discuss whether anything might be happening at home.

Where physical progress is less than expected e.g gross motor skills, discussions are had between the class teacher/SENCO and parents/carers and referrals for further assessment by external agencies may be necessary.



There are a range of support levels and what happens at each level is set out below.

<p>The different types of support available at our school for children with SEND</p>	<p>What does this mean?</p> 	<p>Who gets this support?</p>
<p>Quality First Teaching (QFT) for all</p> <p>Universal Support As set out in the Somerset Core Standards</p> 	<ul style="list-style-type: none"> 😊 The class teacher has the highest possible expectations for all pupils in their class which are realistic and achievable 😊 Teaching will take place using a variety of strategies and a range of resources which reduce/remove barriers for learning 😊 Reasonable adjustments are made by the teacher to ensure all children can engage with what they are learning 😊 Clear processes are in place to identify children's strengths and needs 😊 Every teacher is a teacher of every child and person 	<p>😊 ALL children at our schools receive this level of support as a part of high quality, inclusive classroom practice.</p>
<p>Differentiated and focused catch up/intervention work within every day classroom teaching.</p>	<ul style="list-style-type: none"> 😊 The class teacher will regularly monitor progress and will have assessed that a child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. 😊 The class teacher will plan group sessions or focused individual work which will support the needs of the child, with targets, to help your child to make more progress. 	<ul style="list-style-type: none"> 😊 Any child who has specific gaps in their understanding of a subject/area of learning. 😊 Any child who has a specific plan drawn up by an outside agency eg





SEN Support



☺ A teaching assistant or the teacher will run these small group or individual sessions using the teacher's plans or a plan supplied by an agency.

- ☺ A child will receive a more **child centred approach** to establish their views and that of their parent/guardian.
- ☺ The assess, plan, do review cycle will identify a child who has still not made acceptable progress, the child's name will then be raised with the SENCO.
- ☺ The SENCO will collect information about the child from their class teacher who will then arrange to carry out further assessments with the child in school to discover any unidentified barriers for learning.
- ☺ Parents will be informed that their child has been identified as having SEND support needs and why this decision has been made.
- ☺ A Pupil Passport (PP) will be set up, this ensures that pupil centred planning takes place. This records the identified needs of the child and the child's progress over time. It is
- ☺ used by the class teacher with the parent/guardian and pupil to set the personal targets of the child and determine what is going to happen to support the child to achieve their targets and therefore make progress.
- ☺ PP targets are reviewed termly between the class teacher and the parent/guardian and pupil and next steps are identified as result of the review.

speech and language

Most children who receive support at this stage who will not necessary have Special Educational Needs.

Some children that need provision that is targeted, additional and different from their peers.



	<ul style="list-style-type: none"> ☺ The SENCO may consider talking to other professionals for support with the identified needs of a child and/or advice or referring the child to a particular outside agency eg speech and language. Parental permission has to be given for this to happen. ☺ The child will receive additional approaches and targeted support specific to them to meet their individual needs and support them in making progress and their development. ☺ If the SENCO believes it to be beneficial, an Annual Review will be arranged. An Annual Review invites everyone who is involved with a child, including parents/guardians and seeks the views of the child, to come together and discuss a child's specific needs and how they can be met, what is happening for them now and what needs to happen for them over the next 12 months. 	
<p style="text-align: center;">High Needs</p> 	<ul style="list-style-type: none"> ☺ A Request for Statutory Assessment to County Hall will be made by the SENCO if, despite the 'assess, plan, do, review' process and Annual Reviews, a child is still not making accelerate progress. ☺ If it is agreed, a child will be issued an Education, Health and Care Plan which gives details of what a child is like as a learner and what provision needs to be in place for them. The school will receive additional funding to support this. ☺ The provision a child receives will still include all aspects of Universal Support and SEN Support 	<p>A FEW children who have complex and long term special educational needs</p>
	<p>Please read the Somerset Core Standards for further details of the graduated response</p>	



3. WHAT IS THE SCHOOL'S APPROACH FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT THEY HAVE EHC PLANS?

Our approach to teaching children with SEN:

All teachers are teachers of children with SEN therefore provision for children with SEN is a matter for the whole school

<p>To remove barriers for learning in order for children to achieve their full potential and develop as confident individuals</p>	<p>Children with SEN will receive support that is additional and different from the provision made for other children</p>	<p>All pupils are encouraged to participate fully in the life of the school</p>	<p>To work together with all of our families and external agencies so every child succeeds</p>	<p>Quality First Teaching takes place in all classrooms with setting of high expectation and the provision of opportunities for all to achieve</p>
<p>Create effective learning environments, secure children's motivations and concentration, provide equal opportunities, set suitable targets and use of appropriate assessments</p>	<p>A continuous cycle of assess-plan-do-review which reflects the abilities and interests of our children</p>	<p>Teachers take into account of a child's SEN when planning and assessing; providing appropriate support for communication, language and literacy needs.</p>	<p>Teachers plan to enable all children to take full part in learning through physical and practical activities; support children in order to manage their behaviour and emotions in order to take part in learning effectively and safely.</p>	





We evaluate the effectiveness of provision for children with SEN

Use of provision maps	Monitoring by the SENCO	Termly review of Pupil Passport	Annual review
Pupil Progress meetings use attainment and progress data for children with SEN across the school as a part of the whole school's tracking	Use of class provision plan to measure progress and achievement	Individual pupil review by outside agency	Use of assessment data pre- and post- interventions



We assess and review the progress of pupils with SEN

Regular assessment or reading and spelling age throughout the school	Termly review of Pupil Passport targets	Tracking pupil progress using Pupil Tracker
Progress reviewed in termly Pupil Progress meetings	Use of specific checklists at the beginning and end of term	Scrutiny of work
Initial concerns about a child's progress are discussed with parent/carers and SENCO followed by referrals to external agencies and/or implementation of intervention programme, where appropriate	Regular reviews of progress by external agencies eg speech and language, occupational therapist	Use of annual consultation meetings to where we 'assess-plan-do-review' children causing concern and review progress of pupils with SEN
Annual reviews take place for children with high level SEN Support needs or with EHC Plans	Meetings take place with the parent/carers and the class teacher of children assessed by the SENCO or external agencies to discuss	Close monitoring of impact of interventions by class teacher and SENCO



	findings and the best to address the child's needs and make progress	
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Additional support for learning is available for children with SEN



There are currently 101 children on roll at West Huntspill Primary, with 3 full time teaching assistants and 2 part time	There are interventions in place for children requiring additional support such as Rapid Maths, Rapid phonics and ILI (Integrated Literacy Intervention)	Each class has a teaching assistant. They can support children in a whole class, small group or 1:1 basis. They have been trained to deliver some interventions and are aware of strategies to employ when working with SEN children	2 part time teaching assistants are deployed to work with specific pupils in order for them to access the curriculum and deliver a differentiated learning programme.
There are currently 80 children on roll at East Huntspill Primary, with 1 full time and 4 part time teaching assistants	We use Pupil Passports with S.M.A.R.T targets	We teach a differentiated curriculum to ensure individual needs are met	We follow the SEN Code of Practice 2014

We ensure all staff have the expertise and training to support pupils with SEN

The level of expertise and training of staff working with SEN children is wide. Our SENCO has over 11 years' experience in this role and also has experience as a Key Stage 2 teacher. She has 1 day a week to manage SEND across the Federation.	The Federation has a team of 7 teachers, 8 classroom assistants and 2 learning support assistants (full time and part time).	Teaching assistants are trained to deliver a range of interventions including Rapid Maths, Rapid phonics and ILI (Integrated Literacy Intervention). Some have also had 'Moving and Handling' training. All staff have had training regarding 'attachment', and safeguarding
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<p>Staff directly involved with a pupil with a specific need would receive relevant training in order to meet the needs of the individual</p>	<p>There are currently 3 trained First Aiders at West Huntspill Primary and 2 at East Huntspill Primary</p>	<p>Specialist research and training is shared during staff meetings or staff training</p>
<p>As a specific need is raised the SENCO will contact the relevant external agencies to seek advice which may result in the SENCO referring a child to the relevant agency or someone from a LA agency coming to the school for further assessment and discussion</p>	<p>Specialist expertise may also be secured through the annual consultation meeting after discussing the needs of a specific pupil</p>	<p>Teachers will ask for support and advice from the SENCO with regard to implementing Pupil Passport targets, tracking progress of children with SEN, appropriate strategies to apply</p>
<p>The SENCO meet regularly with other SENCOs in the area and attends SENCO update courses when they are scheduled to ensure she is up to date with SEN related matters.</p>	<p>The SENCOs may organise training on a needs basis and staff may also request specific training</p>	





We adapt our curriculum and learning environment



The curriculum is differentiated to meet the need of all our children. Differentiation can occur in many arrangements such as:

Breaking down tasks into small chunks	Teaching style i.e awareness of visual, auditory and kinaesthetic learners	Individual resources are available such as number lines, phonic prompts, HF words	Alternative place to complete work
The use of labelled resources, word walls, prompt mats and coloured overlays	Materials used e.g coloured paper, chunky pencils	Structure of the lesson	Personalised outcomes
Grouping eg small group, 1:1, ability, peer partners	Specific furniture	Lesson format e.g games, role play, problem solving	Alternative methods of recording
Visual timetable	Quiet workstation	Additional time to complete a task	Keeping instructions simple
Acting on recommendations given by external agencies	The use of labelled resources, word walls, prompt mats, highlighter pens, reading rulers, overlays and coloured paper in the classroom	For children with communication and sensory processing differences class teachers use visual timetables, personalised timetables, prompt sequence cards, quiet work stations and pictorial labelled resources. They also endeavour to use strategies such as 'chunking' of instructions, additional processing time and pre-teaching of vocabulary	Small groups and individuals may be taken to another part of the school to work with a teaching assistant

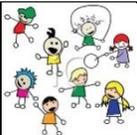
Our [Accessibility Plan](#) gives further detailed information regarding how we adapt the physical environment





Where children have been identified with a specific and/or diagnosed need, we work closely with external agencies from the Local Authority (LA) and Health service to ensure the best possible support is put in place. The support agencies for the school include:

Somerset Learning Support Advisory Service (LSS)	Educational psychologist (Ed Psy)	Autism and Communication outreach (ACS)	Physical Impairment and Medical Support Team (PIMST)	Special Educational Needs Technology Advice Service (SENATAS)
External agencies from the health service include:				
Occupational therapy (OT)	Physiotherapy (PhT)	Speech and language therapy (SALT)	Paediatrician	Child and Adolescent Mental Health Service (CAMHS)
Other agencies which support the school and parents include				
Parent and Family Support Advisor (PFSA)	Team Around the School/Child (TAS/TAC)	Special Educational Needs and Disabilities Advisory Service (SENDIAS)		
<p>When support is required a referral needs to be made by the SENCO, with parental consent, by completing an Early Help Assessment (EHA), which is a form that gathers relevant pupil and family information.</p> <p>Meetings are often arranged and held in school with external agencies and parent/carers to set targets, evaluate progress and ensure there is a consistency in approach in school and at home.</p>				



The Federation involves pupils with SEND in the activities of the school together with the children who don't have SEN by:

All extra-curricular activities are available to all our children	DASH (Do Activity Stay Healthy) Breakfast Club is available every day	All children are included in off site visits
Equipment is available at lunch time for all children to use	Lunch time supervisors encourage children to involve SEN pupils with their play	Wake 'n' Shake involves all children in the school hall



4. HOW ARE EQUIPMENT AND FACILITIES TO SUPPORT SEN CHILDREN SECURED?



Whatever equipment and facilities children with SEN require, within reason, they receive eg quiet area, provision of coloured overlays/exercise books, appropriate sized furniture

Our school's Accessibility Plan outlines adaptations made to the buildings to meet particular needs and enhancing learning

Through discussions with parents

Through discussions with headteacher

Through discussions with specialist agencies involved

5. WHAT SUPPORT IS AVAILABLE FOR IMPROVING EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SEND?



To gain support from an outside agency an Early Help Assessment (EHA) must be completed with support from the parents of the child being referred

Specialist advice from our educational psychologist (EP) - Andrew Mearns

Specialist advice from the autism and communication outreach team (ACS) - Julie Hawketts

Assessment materials and interventions such as Boxhall Profile, SEAL materials and Emotional Literacy

Support from our Parent and Family Support Adviser (PFSA)

Support from The Bridge School outreach team

Specialist advise from CAMHS



6. WHAT ARE THE ARRANGEMENTS FOR CONSULTING AND INVOLVING PARENTS OF CHILDREN WITH SEN IN THE EDUCATION OF THEIR CHILD?

	<p>Over the school year the schools have 2 parents evenings and an annual end of year report</p>	<p>Where an agency is already involved with a child, parents are invited to any review meeting that takes place and their views sought.</p>	<p>Progress of children with SEN is discussed at Annual Review meetings which parent/carers are invited to attend. Parent/carer views about progress, provision, support and adjustments are sought via a parent/carer questionnaire for this meeting.</p>
<p>The schools have an 'open door' policy whereby the SENCOs are easily contactable via the school office, telephone or email.</p>	<p>Parents/carers are invited to meet with the class teacher or SENCO to discuss their child's progress or any concerns as required by the school or when requested by the parent/carer</p>	<p>Parental/carer questionnaires are sent home by the SENCO once a year</p>	<p>Where a child has a high level of need and currently in year 5 or 6, the SENCO of the local secondary school is invited to attend.</p>

7. WHAT ARE THE ARRANGEMENTS FOR CONSULTING AND INVOLVING CHILDREN WITH SEN IN THEIR EDUCATION?

	<p>Child views are sought prior to Annual Reviews</p>	<p>The SENCO meets with individual children with SEN to acquire their thoughts and opinions about the provision and support in place for them and how they feel about school</p>	<p>External agencies meet with children to obtain their views about their education</p>
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	Pupil Passports are reviewed with children	Children with SEN are represented by our School Council	
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8. WHAT ARE THE ARRANGEMENTS MADE BY THE GOVERNING BODY FOR THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SEN CONCERNING PROVISION MADE IN SCHOOL?



We aim for complaints to be resolved as quickly and at as a low level as possible

The complaint is dealt with by the class teacher - the complainant should feel they are listened to and that all concerns have been addressed.	If the matter remains unresolved then the complaint is dealt with by the SENCO.	If there is still no resolution the Head teacher should become actively involved	If the matter is still not resolved the complainant will be advised to contact the Chair of Governors, who will consider how the complaint might most appropriately be addressed
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The Governing body will deal with the matter as set out in the school's [Parental Complaints Procedure](#) (click link)



9. WHAT ARE THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SEN?

Somerset Educational Needs and Disability Information Advice and Support (Somerset SENDIAS)

SENDIAS can give children, young people (aged 0 to 25) and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans.

Telephone 01823 355578 between 10am and 3pm

Email info@somersetsend.org.uk

Website:



Somerset Parent Carer Forum

Somerset Parent Carer Forum's activities are carried out for the benefit of Parent Carers and families of children and young people with special educational needs and disabilities (SEND) in Somerset. They focus on enabling families to have a voice, enabling families to support themselves and enable families to support each other.

Telephone: 01458 259384



Website:

Somerset Choices

Somerset Choices is website that gives you information and advice on care and support services and local groups in Somerset.



Website:

Telephone: 0300 123 2224

Email: help@somersetchoices.org.uk

10. WHAT ARE THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING SEN IN TRANSFER BETWEEN PHASES OF EDUCATION?

<p>Our schools SENCO has a close liaison with our secondary transfer school SENCO</p>	<p>The secondary SENCO is invited to attend all Annual Reviews for year 5 and 6 pupils</p>	<p>SENCO ensures that the secondary SENCO is aware of SEN pupils transferring by the end of year 5</p>	
<p>The primary SENCOs ensure the secondary SENCO has all necessary file and information before the end of the school year</p>	<p>The transfer school offers additional transition afternoons for children identified as SEN during the summer term which the schools encourage these pupils to attend</p>	<p>Early Years children already identified with SEN will enter the schools with a School Entry Plan, this meeting takes place as early as possible during the summer term to ensure the school is able to meet each child's individual needs.</p>	<p>A transfer meeting takes place with the main feeder pre-school where the children entering are discussed with the class teacher and the SENCO</p>



13. WHERE IS THE LOCAL AUTHORITY LOCAL OFFER PUBLISHED?

- The Local Authority's (LA) Local Offer can be found at this location:



(Click logo for link)

- Somerset Core Standards can be found at:



(Click logo for link)

