

SEN INFORMATION REPORT: RECKLEFORD COMMUNITY SCHOOL AND NURSERY

TYPE OF SCHOOL	MAINTAINED, LOCAL AUTHORITY
SPECIALIST PROVISION ON SITE	NONE

All Somerset schools have a similar approach to meeting the needs of pupils with special educational needs. Reckleford school and nursery are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress.

The Somerset Core Standards for SEND are that there will be in all schools

- Early, accurate identification
- A positive experience for all
- Partnership working
- Effective transitions at key points
- Inclusive, quality education

Who can I talk to in this school if I am concerned about my child?	Your child's class teacher – always your first point of contact!	Mrs Swainson – Nursery Mrs Culham – Reception Miss Lomas – Year 1 Miss Frost and Mrs Mitchel– Year 2
	The Special Needs Coordinator	Mrs Julie Foster (contact via the school office)
	The Headteacher	Ms Vanessa May

<p>What might I be concerned about?</p>	<p>My child's speech – it might not be clear or easy to understand My child's vision or hearing My child's attention – they might not be able to listen or concentrate for long My child's anxieties – they cry when they have to leave me or they won't join in with other children My child's reading, writing, spelling, maths – they don't seem to be making progress My child's behaviour – they might be withdrawn, 'aggressive' or 'always on the go' My child's social skills – they might not be making friends easily My child's physical skills – they might fall over a lot or not be good at balancing I might not be able to explain – but I just need to talk about it!</p>	
<p>Why might the School speak to me about my child?</p>	<p>It might be for any reason shown above if the class teacher has noticed some difficulties. It may also be if your child isn't making expected progress in any aspect of their learning. It may be because they are finding it hard to work with other children and form friendships. There may be any number of reasons for needing a chat but it will always be because we want every child to have the best opportunities to learn. Parents know their children best and you may be able to help us understand how to support them.</p>	
<p>If I know my child has special educational needs and has been supported in another school – will they get the same support at Reckleford?</p>	<p>If your child has identified needs then we will value all the information you can give us and the SENCO or Headteacher will always speak to your child's previous school.</p> <ul style="list-style-type: none"> • We will look at this information and have an honest conversation with you about what we are able to offer your child at that point in the year. 	
<p>QUESTION</p>	<p>NEXT STEPS</p>	<p>OUTCOME</p>
<p>What might happen after I have spoken to someone at the school?</p>	<ul style="list-style-type: none"> • You may agree that the school will monitor your child for a period of time • You may be asked to take your child for vision &/ or hearing checks • It may be agreed, if you spoke to the teacher, that the SENCO will become involved 	<ul style="list-style-type: none"> • You will speak again after an agreed time to see if there have been improvements. • You will report back the results / outcomes of these checks • The teacher will talk with the SENCO who may then make an appointment to see you, observe your child or carry out some basic

		assessments and then see you to discuss this.
What is the role of the SENCO?	The job of the SENCO is to help identify children with special educational needs. Once children are identified, she will coordinate support and monitor the impact of this support and the progress of all children in the school who have been identified as having ‘special educational needs’ ie needs which require additional planning and support in order for them to make expected progress. She will liaise regularly with parents and any other external specialists who may need to be involved and coordinate the support they recommend.	
How will it be decided that my child has ‘special educational needs’	<p>The process of identifying children is a simple one.</p> <ul style="list-style-type: none"> • We will always talk to you if your child appears to be having difficulties in any area of their development. Children at Reckleford are monitored constantly with formal pupil progress meetings every half-term. • If they are not making progress in the classroom despite excellent teaching and help which is available in all our classes then we will speak to you about involving the SENCO. • She will observe the situation / carry out assessments and offer advice to see if classroom changes may make a difference. • If, after this, it is felt that your child requires support which is ‘additional to that which is normally available in the classroom’ then they would be deemed to have special educational needs (SEN) and be placed on the special needs register. • Please also refer to Reckleford SEN Policy for the identification and assessment of pupils with SEN. 	
What is the right amount of progress and how is that measured?	<p>The ability to cope with classroom teaching when activities have been differentiated to accommodate a range of ability shows the right amount of progress has been made.</p> <p>Progress is continuously monitored through rigorous marking and feedback. Progress checks take place half termly. Each pupil’s progress is monitored to check that they are making expected progress. Headteacher and SENCO are involved in this process. SENCO also checks the progress of pupils with SEN through termly IEP (Individual Education Plan) reviews. This process involves Parents and pupils as appropriate and monitors progress made against targets set.</p>	
What would happen next? What can I expect to happen for my child if they are identified as	<ul style="list-style-type: none"> • All pupils, including those with SEN, will continue to be taught by all Teachers and TA’s involved with that class. • They will be placed on the school’s SEN register and therefore be monitored by the SENCO and have ‘additional support’ which should ensure their progress and attainment improves. 	

having SEN?	<ul style="list-style-type: none"> • You will be informed of what this additional support will look like, how it will be judged that this is making a difference and the time frame for reviewing the success of this intervention. • You will be involved in your child's I.E.P. cycle which sets out the support being put in place and the measurable targets by which their progress and the success of the intervention, can be assessed. You will be involved in reviewing the IEP cycle to see if all agree your child has met their targets, if any intervention should continue or if different/greater support is needed.
What might this 'support' be?	<p>There are a wide range of interventions which may be put in place:</p> <ul style="list-style-type: none"> • For visual &/or hearing difficulties it may be classroom positioning, different resources or adult support to ensure your child is able to follow the lesson • For speech and language difficulties it may be 1 or 2 weekly group or individual sessions out of the classroom to work on identified needs. A lot of children require extra visual resources to support their learning such as use of signing, symbols, photos and visual timetables. • For literacy difficulties it may be very small group support in or out of the classroom to work on key skills. This would be planned for by the Teacher with SENCO support and delivered by an experienced teaching assistant (TA) • The same approach may apply for maths. • For coordination difficulties your child may be part of a group working on whole body strength and coordination and/or fine motor activities. • For Sensory difficulties your child might access extra sensory activities or visit our sensory room. • For specific social, emotional and behaviour needs your child may have additional adult support to help with difficult parts of the day, developing play skills and social skills and developing emotional health, emotional literacy and control of their emotions. We have an 'ELSA' trained Teaching Assistant who can deliver a program to support pupils with SEMH needs. We may also suggest support from our PFSA (Parents and Family Support).
How will I know who is working with my child?	<p>The SENCO will explain who is going to be involved with your child and the class teacher will ensure that you meet staff working with him/her.</p> <p>We have a team of teaching assistants and nursery nurses who have a range of skills and qualifications. All of our team are expected to be able to deliver focused support of a high quality and are regularly monitored as part of the</p>

	school's monitoring practices.
How can I support my child's learning?	<p>We will really encourage you to support your child and will do all we can to give good advice around this.</p> <ul style="list-style-type: none"> • Children do best when their learning is supported at home • If your child has an IEP then we will advise you which targets you may be able to support but we always acknowledge that this needs to be manageable. <p>For example, we may ask you to:-</p> <ul style="list-style-type: none"> • Read for 5 minutes together every day • Practise reading key words through games, cards etc. • Carry out a motor skills programme of fun home activities over the holidays • Model certain speech sounds or learn new vocabulary • Encourage your child to socialise out of school • Be as active as you can with your child out of school <p>If you are unsure then always ask – we never mind and it may be that you have seen something or thought of something that is really important for your child's development.</p>
How will I know if my child is making progress?	<p>Progress is monitored half termly by the Head Teacher and SENCo. This is compared to national standards in progress and attainment and compared to the previous year.</p> <p>You will be involved in the process of monitoring your child's progress against their individual targets through the IEP cycle.</p>
What if my child still doesn't make progress?	<p>You can speak to your class teacher or make appointments to see the SENCO as often as you need to. Our job is to support you as well as your child. Please feel confident to do this. You will be involved in the review of your child's IEP with the SENCO and your views will be very important in considering whether the support has been successful.</p> <p>If this intervention has not made a difference to your child's progress then:</p> <ul style="list-style-type: none"> • The school may decide to increase or change the support in place. This would be supported and monitored through a new IEP. • The school may ask your permission to refer your child to an external specialist for further assessment and advice. We would normally only be able to refer your child with your permission.
Who could my child be	Reckleford school works with a range of specialists:-

<p>referred to?</p>	<ul style="list-style-type: none"> • Speech and language therapists • Occupational therapists • Educational Psychologists • Behaviour support team • Learning support services • Language and communication team. • Early Years SENCo • Paediatrician <p>When a referral is made to an external professional an EHA (Early Help Assessment) is also required. We may also ask you to take your child for vision and hearing checks which must be arranged through your GP.</p>
<p>What might happen after my child is referred?</p>	<ul style="list-style-type: none"> • For Speech and Occupational therapy you would be offered an appointment at a clinic which it is your responsibility to take your child to. • From this appointment you and the school would receive a report detailing the outcome of the assessment and, if necessary, giving a programme (care plan) for the school and you to support. • This plan would be reviewed by the school and you at the date suggested and there may then be follow-up visits to the school by the therapist to support the school in helping your child's needs. <p>Educational Psychology, behaviour support, learning support services and language and communication teams will only see your child in school and will usually also see you either on their first or second visit, if you would like to meet with them.</p>
<p>What if my child still doesn't make progress?</p>	<ul style="list-style-type: none"> • Constant review and planning cycle will be adapted. • Funding applications – if your child has significant needs which require support beyond the financial capabilities of the school then the school will apply for an Education, health and care plan (EHC) from the local authority. This was previously called a 'Statement'. These plans will provide a very personalised and targeted approach to every aspect of your child's needs and the support they must receive across different services.
<p>Will my child always need this support and who decides?</p>	<ul style="list-style-type: none"> • Children learn at different rates and at different times. Many children who receive appropriate early intervention make good progress and can 'catch-up' with their peers. When this happens it may be appropriate to remove additional support if the child is ready.

	<ul style="list-style-type: none"> • Ultimately, it is the school's decision whether support continues or ends, however, we are always most successful when parents are fully involved with their child's support. It is our aim to make decision making a joint process with parents. • Some children will continue to require support for some years or even, through their entire education. However, it is always the progress and happiness of the child which is the driving factor for provision.
Will my child still be part of the class?	<ul style="list-style-type: none"> • Reckleford School is an inclusive environment. We value all children and ensure that those who attend are always seen as an equally valued member of their class. • Children will always be included in as much of the day as it is safe and appropriate to do so. • All children are included in activities such as trips as far as it is safe to do so.
How accessible is the school environment?	<ul style="list-style-type: none"> • The school is on a level, single storey site. • Slopes are provided wherever necessary for wheelchair access. • There is a disabled toilet on the site. • Resources in the classrooms enable access for children with English as an additional language, coordination difficulties, dyslexia, speech and language difficulties. Adaptations can be made for children with visual and hearing difficulties although the rooms have poor acoustics due to the height of the ceilings.
How will the school prepare my child to transfer to their next school?	<ul style="list-style-type: none"> • As a Nursery and Infant School we are highly experienced at supporting children preparing to start school as well those moving into Key Stage 2. <p>Our support for children with SEN will include:</p> <ul style="list-style-type: none"> • Meetings with the next provision with parents included. • Full information sharing • Additional visits for children who need it with photo books prepared if appropriate.
What training have staff supporting my child had or are currently having?	<ul style="list-style-type: none"> • Teachers in the school are very experienced in supporting a wide range of special educational needs and behaviour difficulties. • Our SENCO has gained the National SENCO award • The Headteacher has a specialist qualification in specific learning difficulties. • Our teaching assistants have experience in supporting children with speech, language, communication (including autism) and specific learning difficulties. They are also experienced in supporting children with

	<p>complex social, emotional and behavioural difficulties including ADHD.</p> <ul style="list-style-type: none"> • All staff are trained in ‘Team Teach’ which supports children with challenging behaviour.
<p>How can I be sure that my child’s needs can be met at this school?</p>	<ul style="list-style-type: none"> • You can be sure that all reasonable steps will be taken to support your child at this school. • We are highly experienced in successfully supporting children with a range of needs. • We have a very skilled team of teaching assistants and nursery nurses who contribute considerably to the education of all children. • The school has excellent links with a range of support services who can provide advice to the school as well as parents on suitable provision as well as plans to work from and targets to work towards. • For children with the most complex needs we are also experienced in applying for Education Health Care Plans. This can involve funding from the local authority which can be used to enhance your child’s provision. • It is rare that a child cannot be supported within a mainstream school, however, it is our professional duty to ensure that all children receive an ‘appropriate’ education. If it is felt that a child may require an alternative or ‘specialist’ provision then we would be working with you and the local authority to ensure that this is accessed.
<p>Who else can I go to for support or information about my child?</p>	<ul style="list-style-type: none"> • Good websites/contacts are - SENDIAS <ul style="list-style-type: none"> - Somerset Parent Carer Forum - Bibic - Council for Disabled Children - SEN&D Pathfinders - National Autistic Society <p>* For information on services and schools go to Somerset’s Local Offer which can be found on the Somerset Choices website in the children’s and families section.</p>
<p>Who can I speak to if I am not happy with the support my child is getting or the progress</p>	<ul style="list-style-type: none"> • Always feel free to talk to staff at school. Decisions around your child will be collaborative as far as is possible. • If you are not happy then talk to the chain of people in the school. It is the job of the school to ensure your child makes the best progress possible. If, having spoken with the SENCO and Headteacher you are still

they are making?	<p>unhappy then you can:</p> <ol style="list-style-type: none">1. Write to the Chair of Governors to express your concern2. Contact Somerset Parent Partnership who are there in order to support parents of children with SEN.3. Ask for the school to arrange a meeting with the support service or advisor involved with your child.4. Write to the Local Authority requesting that they undertake a statutory assessment of your child's special educational needs. <ul style="list-style-type: none">• Please refer to Reckleford Complaints Procedure.• If the LEA make a decision in relation to your child's SEN they will inform you of your rights to mediation or appeal under section 32 of The Special Educational Needs and Disability Regulations 2014.
-------------------------	--