

Ash Church of England Primary School – Special Educational Needs

Mission Statement

We aim to ensure that the pupils with Special Educational Needs receive the necessary provision which will enable them to make good progress and achieve their potential.

Parents

Identification of SEN

Your child's class teacher will meet with the teaching assistant, Special Educational Needs Co-ordinator (SENCo), SENCo assistant and the Headteacher on a termly basis to discuss the progress of all the children.

They will refer to their own observations, your observations/concerns, that of other staff (including from previous settings), the child's progress in Reading Writing Speaking and Listening and Numeracy.

Any concerns raised will be discussed and a course of action agreed upon. This could involve a bit more exploration, to pinpoint the difficulty. In many cases, an intervention group (additional activity) is prescribed and then monitored by the class teacher and SENCo.

In some cases it may not be straight forward to diagnose the child's difficulty, and so, following a discussion with the parents/carers, we would seek support from our County team:

- Learning Support Service
- Educational Psychologist
- Social and Emotional Behaviour Support / Speech Language Communication Team
- Speech Therapist
- Occupational Therapist
- Parent and Family Support Advisor
- Consultant Paediatrician (Yeovil)
- Orthoptics Team (Musgrove, Taunton)
- Physical Impairment and Medical Support Advisor
- English as an Additional Language Advisor
- School Nurse

Case Study: Year 1 Boy

This boy was articulate and seemed able to follow instructions carefully. However, staff had noticed that he found forming letters very difficult and was struggling to keep pace in his small Letters and Sounds group. The SENCo suggested that the Class Teacher did two comprehensive questionnaires; one that looked at co-ordination and one that looked at Early Literacy Difficulties. The former identified some noticeable difficulties with fine motor skills and so the boy joined a small intervention group doing 15 minutes of co-ordination activities. The Early Literacy Difficulties questionnaire flagged up some issues and so, working with the boy's parents, a referral was made to the Orthoptics department at Musgrove Hospital in Taunton, who diagnosed tracking difficulties. Musgrove provided the school and parents with some daily activities to do to help improve his tracking, such as a tracking app on the tablet. The boy made steady progress in literacy, his pencil control and thus handwriting improved immeasurably. As a precaution, the SENCo/SENCo assistant continued to closely monitor the boy's progress for some time.

Support at Ash

Medical

PROVISION	AVAILABILITY AT ASH
Disabled Loo and changing facilities	Yes
Medical Support e.g. administration of medicines	Yes- SENCo assistant is a qualified nurse, all staff have basic first aid training.
Therapy Pool	No
Hearing Loops	No
Wheel chair access	Yes
Soft Play Room	No

Parent/Carer Support

PROVISION	AVAILABILITY AT ASH
Parent and Family Support Worker	Yes
Notification of relevant courses e.g. Somerset Dyslexia Association conference	Yes
Parent Information Evenings	Yes- for core subjects in a three year cycle
Meeting with SENCo	Yes- at the request of the SENCo or parent/carers
Meeting with Class Teacher	Yes- two Parents' Evenings a year and in between parents/carers are invited to make an appointment to see their child's Class Teacher.
Links to Autism Outreach Service	Yes

Speech Language and Communication

PROVISION	AVAILABILITY AT ASH
Speech Therapy	Yes
English as an Additional Language Support	Yes e.g. translator service available via County Team.
Somerset Total Communication	Yes- two highly trained staff and most staff trained to Level 1.
Clicker 6 (Predictive text word processing programme)	Yes- on laptops to be used in Class.
Talking Partners Intervention Group	Yes

Learning

PROVISION	AVAILABILITY AT ASH
Specialist Dyslexia Teacher	No- we use our County Learning Support Service to diagnose dyslexia.
Individual Literacy Intervention (ILI)	Yes
Letters and Sounds (Phonics Club)	Yes
Quest (Literacy intervention)	Yes

Inclusion

PROVISION	AVAILABILITY AT ASH
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Access to School Trips

Yes- although if a risk assessment falls into the high risk category, an alternative is sought.

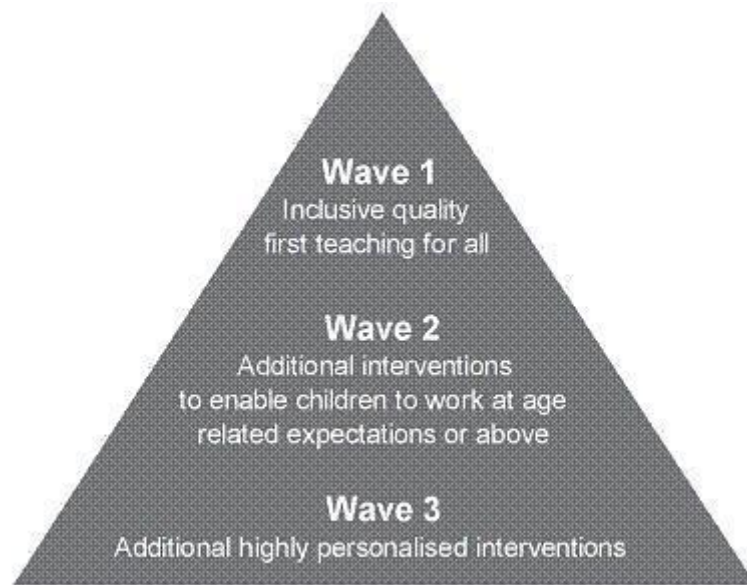
Social and Emotional Skills Club 'Sunshine Club'

Yes

Home-school Book

Yes

Support at Ash follows the 'Wave' model used by most schools across the country.



All children receive access to 'Wave 1', some children may require 'Wave 2' intervention and a very few will need 'Wave 3' intervention.

Your child's class teacher will supervise your child's Special Educational Needs support and will use the Parents' Evening as an opportunity to discuss the plan of care for the term. Parents and carers of children with very high needs, will be invited to review their child's care annually.

Your child's class teacher will also discuss any interventions with your child.

The SENCo's role is to oversee all the children in the school with Special Educational Needs and to advise and support staff.

The SENCo Governor and the Headteacher oversee the SENCo.

Intervention Groups

Intervention groups are where children are removed in small groups from the classroom to work on an outcome that will specifically help them to progress in their learning. This is a short sharp intervention and is usually delivered 3 times per week for 6-10 weeks (depending on the intervention).

We make every effort to timetable this appropriately, so that children do not 'miss out' and still feel very much part of their class.

At the end (or in fact even during) the intervention, we assess the success and the impact of the learning outcome on the child's progress. Usually children then slip back to into their class at this point, however, in some cases in may be that further intervention is needed.

Case Study: Year 2 Girl

Following discussion between the parents class teacher and SENCo and completion of the 'Boxhall Profile' it was agreed that this child would benefit from some additional Social and Emotional Awareness teaching. She joined the 'Sunshine Club' which convened once a week on a Wednesday afternoon and was run by the SENCo assistant. They worked on raising the child's sense of self and both parents and the class teacher reported a marked improvement in the child's ability to cope with anxiety. Although the intervention was due to end in July, all parties felt that the child would benefit from a further half term, to ease her transition into the next class.

Medical Needs

For children with Medical needs, we create a Medical Care Plan. This outlines how the school will administer medicine, meet the child's needs and will also include a risk assessment for the child.

This plan is reviewed at least annually or when circumstances change.

Case Study: Year 6 boy

A Year 6 boy was diagnosed with Type 2 Diabetes, resulting in him having to have an insulin pump. A medical care plan was put in place, which identified that staff training was needed. A keyworker was assigned to the boy and a number of other full time staff were also trained by our school nurse.

The boy was able to continue with life at school relatively unaffected. On occasions when his blood sugar levels dipped, the staff were confidently able to guide and support the boy.

His residential trip to Italy was a real success, as following a comprehensive risk assessment and discussion with the boy's parents, the mother decided to come with the school on the trip.

The boy's class teacher liaised closely with the Huish Epsicopi Academy SENCo during the Summer term before transition.

Training

We are very fortunate that as a member of the Partnership Schools, we are able to access affordable training for our staff across a range of SEN issues and interventions.

Our SENCo is currently completing the SENCO award through Plymouth University.

Our School Nurse delivers medical needs related training.

Case Study: 'Talking Partners'

This year our staff have had 'Talking Partners' training and used it to set up speaking and listening groups in Reception Year 1 and Year 2. This has helped to develop the vocabulary and grammatical knowledge of English as an Additional Language children and also given confidence to several quieter children, who, following the intervention, began to make contributions to class and group discussion.

Transition

For children with Special Educational Needs, moving to a new school or even a new classroom/teacher, can be an incredibly stressful time. We often set up a programme of additional 'transition visits' for children during the final term before they move. This might include finding out about the layout of the classroom, routines, making a photo book and spending time with the new staff.

Our local Secondary SENCOs make contact with us during the Summer term, to discuss the needs of children who are moving and any additional visits/actions necessary. The child's complete records are passed onto their new school.

Case Study: Year 2 Girl (In school Transition)

Both the class teacher and parents were concerned about how the girl would respond in a new classroom with a new teacher, so during the Summer term, the child visited the classroom with the Teaching Assistant from her current class with whom she had built a strong attachment. The child spent time orientating herself in the classroom, playing with other children and meeting the teacher. The teacher then discussed with the girl what her needs were and they agreed to create a special desk area for the girl, with a set of drawers in which she could keep her own things.

In this particular incident, it was felt that the Teaching Assistant should continue to support the girl in September in her new class, to further ease her transition.

Case Study: Year 6 Boy (Secondary School Transition)

The Year 6 boy had profound difficulties and following a meeting of local SENCOs chaired by Stanchester Academy's SENCO, it was agreed that the boy would attend a Nurture Group in Martock in order to begin to build a friendship/familiarity with another boy who was also moving to Stanchester. After a term and half of transition visits, the boy was notably confident during both his standard transition visit to Stanchester and an additional visit that followed.

Further Information

For further information please contact the SENCO, Rebecca Divall via the Office on 01935 822674 or by email office@ashprimary.sch.uk



Mrs. Divall - SENCo



Mrs. Hilson – SENCo Support