

All staff at Dunster First School are committed to providing the best learning opportunities for all children. We are an inclusive school, working with parents and a range of professionals to ensure the best education for each child.

Who do I see if I am worried?

1. Speak to your child's class teacher
2. If you are still concerned you can make an appointment to meet with the SENCo, Angela Hall.
3. If you feel matters are still not resolved you can seek an appointment with the headteacher, Naomi Philp or the SEN Governor, Pippa Prideaux to discuss your concerns.

Further Support

You can also access support from our Parent and Family Support Advisor, Sheila Scott on 07814 006527 and our Emotional Health Worker, Mick Armitage, on 07775 027389 who can support and advise you in a wide range of situations.

Somerset Parent Partnership Service also offer a free impartial service for all parents/carers of children with SEN, and can be contacted on 01823 355578 or email: enquiries@somersetparentpartnership.org

Website:

www.somersetparentpartnership.org.uk

Who might work with my child?

A range of outside professionals might be called in to support the school in providing the best opportunities for every child, including:

Educational Psychologists;

Learning support Advisory Teachers;

Autism and Communication Advisors;

Speech and Language therapists;

Occupational therapists;

Physiotherapist;

Physical Impairment and Medical support;

Hearing Impairment Advisory Teachers;

Visual Impairment Advisory Teachers;

Child and Adult Mental Health Services (CAMHS);

Behaviour Support services;



Support for your child
at
Dunster First
School

Our School's Offer for
Special Educational Needs
(SEN)

Parents Information

Part of the Moorland Federation
of Schools

Dunster First School

13 St Georges Street
Dunster
Minehead TA24 6RX
Telephone: 01643 821254

Email:

dunsterfirstschool@educ.somerset.gov.uk



1. How do you know if a child needs extra help?

All children at Dunster First School are monitored closely by their Class Teachers. If the Class Teacher has any concerns about the progress or attainment of a child, they will be discussed with the Special Educational Needs Co-ordinator (SENCo). Further investigations will take place to identify any difficulties in more detail and if necessary a referral to external agencies may be made with the consent of parents. If parents have any concerns they should see the Class Teacher in the first instance. Teachers may be available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed conversation is needed.

2. How will School support my child?

This will be explained to parents by the Class Teachers, but further support and clarification can be sought via the SENCo. The Class Teacher will oversee, plan and work with all children in their class, including those with SEN. Each class has at least one Teaching Assistant (TA) who will work with your child as part of a group or individually.

3. How will the curriculum be matched to my child's needs?

Class work is differentiated to match the needs of individual learners. Observation, marking and assessment inform planning on a day to day basis to ensure work is accurately matched to the needs of all children. The added benefits of a heated swimming pool, an environmental area, a playing field and access to a purpose built sensory room at another local school, provide all children with a range of opportunities to support their individual learning requirements.

4. How will I know how my child is doing?

There are Parents Meetings in the Autumn and Spring terms, and reports are written in the Summer Term.

Furthermore, children in receipt of Higher Needs Funding or with or an Education, Health and Care Plan will have an Annual Review meeting to inform and plan for next steps. Those who have different and additional support will be monitored using the cycle of assess-plan-do-review. Their targets will be reviewed at least 2 times per academic year and parents and children are consulted on progress made and new targets may be set according to outcomes. Home school link books may be used if appropriate.

5. What support will there be for my child's overall wellbeing?

In addition to support received for academic subjects, there is a range of pastoral support available, including social skills groups, opportunities for any child to talk and work with a member of support staff over any concerns or anxieties. We also have a Parent and Family Support Advisor (PFSA) and an Emotional Health Worker (EHW) who can work with children and families. Specific plans and support will be put in place for children experiencing difficulties with behaviour and those needing medical support or intimate care.

6. What specialist services are accessed by the School?

See the back of this leaflet for a list of outside agencies.

7. How accessible is the school environment?

The main school building is wheelchair accessible. Where there are steps, a platform lift is available. There are changing and accessible toilet facilities.

All children have the right to access class trips wherever it is safe for them to do so. For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements, or alternative arrangements for the administration of medicines.

8. How will the School support my child's transitions to new settings?

Prior to starting in Reception, children identified as having High Needs will have a School Entry Planning Meeting. Parents, pre-school staff, school staff and any external professionals involved in supporting the child will be invited to attend. It plans out how all concerned can make the transition to school as smooth and easy as possible. The Action Plan may identify additional staff training to ensure the child's needs are fully met. All families will be invited to sign up for parent induction sessions in June and to attend 'Learning Through Play' sessions prior to starting school to ensure they are familiar with the staff and setting in advance. Children with High Needs may also be given transfer photo books before starting school and on transition to a new class.

On moving to Middle School, children in Year 4 with additional needs are discussed with the SENCo at the Middle School once places have been allocated. Extra visits can be organised within school time, supported by school staff and further resources made, e.g. books, photos and a site plan to ensure your child is familiar with the people and places they will come across.

For more information:

Contact the school Office on: 01643 821254

Email: office@dunster.somerset.sch.uk

Look at our School Website:

www.dunsterfirstschool.org.uk

