



Dunster First School

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Special Educational Needs (SEN) Report 2017

Under the new Special Educational Needs (SEN) Code of Practice 2014 we are required to publish a SEN report annually.

If you have any comments or queries about our report please contact our school office on 01643 821254 and speak to Mrs Naomi Philp who is our Headteacher or Mrs Angela Hall who is our Special Educational Needs Co-ordinator (SENCO). The school's SEN Governor is Pippa Prideaux. She may be contacted at pprideaux1@educ.somerset.gov.uk

This report should be read in conjunction with the school's SEN Policy, which is available on the school website at www.dunsterfirstschool.org.uk or from the school office.

Dunster First School's SEN Policy Statement

Dunster is an inclusive school and as such believes that every pupil with Special Educational Needs (SEN) and disability has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic well being.

Well-being outcomes are embraced in every aspect of school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them through parents, teachers, pupils, outside agencies and the local community working together.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The school's policy is in line with the SEND Code of Practice 2014 (CoP) focusing on early identification and remediation.

Identifying SEN

There are four main areas of need as laid out by the Code of Practice (CoP), Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and/or Physical needs. Where identification of need takes place it is so we understand how to support the child in the most effective way for their education and well-being, not to label them.

All children at Dunster First School will receive quality first teaching with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress.

In some cases more support will need to be given to pupils and evidence, including the views of the pupil and their parents coupled with intervention and progress data, will inform the provision required to support their individual needs. In the event that the additional support put in place is not having the desired impact on the child's progress, the SENCO will request additional external assessment from outside agencies and professionals to inform the future provision.

Where more substantial additional support for SEN is needed the school may consider applying for extra funding through a Higher Needs Funding application, or in more complex cases applying for assessment for an Education, Health and Care Plan (EHCP).

In the year 2016 to 2017 the school had a number of children with identified Special Educational Needs. This included children with Additional Needs, Higher Needs and children with Education, Health and Care (EHC) plans.

Assessing SEN at Dunster First School

At Dunster First School we use an Assess, Plan, Do, Review approach. Where SEN have been identified the class teacher, working with the SENCO, will carry out an analysis of the child's needs using teacher assessment and observations, prior attainment and progress. The child's views and those of the parents will also be sought and the SENCO may arrange for additional assessments to be carried out, if required, to build a clearer picture of the child's needs. This may lead to the development of an Individual Education Plan (IEP). The progress of the child will be reviewed termly and new outcomes and/targets set with the child and discussed with their parents, focusing on maximising the pupil's progress.

Where a child's difficulties are more complex or specific it may be necessary to call on the support of outside agencies to offer assessment and advice. Parental permission is always sought for this type of involvement and these professionals will meet with parents to discuss their findings and the advice they are offering to the school.

The SENCO is responsible for assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.

Where the pupil has an EHC Plan it is the responsibility of the local authority to ensure this is reviewed a minimum of every 12 months. This is likely to take place at school with the Head, SENCO and the parents, as well as any outside agencies involved with the child that may be in a position to attend.

What we do to support learners with SEN at Dunster First School

At Dunster First School every effort is made to support learners with SEN in the classroom. Where further additional support is needed interventions in small groups or on a 1:1 basis, involving withdrawal from the classroom, may be used. We use a variety of evidence-based interventions to ensure that provision is as effective as possible, with specifically trained Learning Support Assistants (LSAs). The teachers understand the interventions which take place and ensure that links are made to the learning in the classroom. The Class teachers

and SENCO monitor the delivery of these interventions and the progress that each child makes.

Some of the interventions and areas of expertise used at Dunster First School within the last twelve months have been:

- Individual Literacy Intervention (ILI) – a 1:1 programme taught 3 times per week for 30 minutes over 1 or 2 terms predominantly working on phonic and reading skills, but involving some writing and sentence structure work led by specifically trained LSAs.
- Marvellous Maths Intervention – taught in small groups to meet children’s specific needs or gaps in learning.
- Gross Motor group – small group work focusing on the development of the children’s gross motor skills following ‘Learn to Move’ principles.
- Fine Motor group - small group work focusing on the development of the children’s fine motor skills.
- Speech and Language – 1:1 sessions designed to follow children’s specific speech and language care plans.
- Talk Boost Communication Group – small group sessions designed to improve children’s communication and social interaction skills.
- Access to an Emotional Health Worker and a Parent Family Support Advisor

External Support for children with SEN and/or Medical Needs

If required the school can access additional support for individual children from Somerset County Council’s SEN services. These services include:

- Autism and Communication Team
- Education Psychology Service Team
- Learning Support (including dyslexia) Service Team
- Sensory, Physical and Medical Service Team

Additional support can also be accessed from the Somerset NHS Partnership. These services will include

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

SEN Funding

Our school is allocated a notional SEN budget which is used to meet the cost of the low level high incidence SEN needs and to contribute to a certain level, dictated by the local authority, towards the school’s high level low incidence SEN needs. For extra funding Higher Needs

funding applications can be made by the SENCO, which are assessed by the local authority who can release extra funding to meet the additional costs of children with more complex difficulties.

How do we find out if this support is effective?

To ensure that the support we put in place is effective all children's progress and attainment are assessed regularly. The Head Teacher has termly pupil progress meetings with each class teacher to discuss all the children in each class, but children with SEN are also discussed with regard to their specific needs, targets and progress towards outcomes. Each child with an IEP has their targets reviewed termly with the class teacher, any LSAs involved, as well as the child (where appropriate) and their parents. Where the progress is not in line with expected levels the support and interventions which are in place are reassessed.

Children with Medical Needs

Dunster First School has experience of including children with complex medical conditions, including asthma, severe allergies, physical impairment, toileting issues and epilepsy. We liaise closely with the medical profession to take guidance on developing medical care plans for pupils and ensuring that the appropriate training to meet children's needs is accessed by our staff.

Dunster First School complies with the new statutory guidance for governing bodies for supporting pupils at school with medical conditions as laid out in section 100 of the Children and Families Act 2014.

Other Opportunities for Learning

Dunster First School aims to be a fully inclusive school (see our SEN Policy for further information on inclusion).

All learners at our school have the same opportunity to access the full range of extra-curricular activities offered at Dunster First School. Extra-curricular clubs vary from term to term and full details are distributed to parents on a regular basis. Every measure is taken to make clubs accessible to all.

We have a thriving after school club (Monstas Dunster After School Club), which runs daily from the close of school until 5.30pm. The club is open to all children.

Transition within school and to Minehead Middle School

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Dunster First School is part of a federation of local schools called the Moorland Federation and as such is committed to working in partnership with children, families and other providers to ensure transitions are positive.

Transition activities are provided for all of the children in our school as they prepare to move to their next class. Where needed transition planning for children with SEN will be provided. These additional activities may include: extra visits to their new classroom, a transition book (with photographs of people and places) and opportunities to talk about the transition with an adult.

Preparations for children's transfer to Minehead Middle School start to take place from the start of Year 4, although most activities for children and meetings for parents take place in the summer term. Extra visits to Minehead Middle School are always scheduled for those children who may be feeling unsure of the transition. The SENCO at Dunster First School meets with the SENCO from Minehead Middle School to discuss children with SEN to help ensure a smooth transition for all those with SEN or any additional needs.

Somerset Local Offer

Somerset Local Authority's Local Offer can be found on the following website:

<http://bit.ly/SENReform>

Somerset Core standards

The core standards for Somerset can be found on the following website:

<https://www.somersetchoices.org.uk/family/information-and-advice/education/what-to-expect-from-education/>

Angela Hall (SENCO)

December 2017