

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.'

At Langford Budville Primary School we are pleased to welcome all pupils to our school, including those who have Special Educational Needs or Disabilities (SEND). We have high expectations for all our children, including those with SEND.

This year, we have continued to work towards implementing the new SEND reforms; the new Code of Practice puts greater emphasis on both involving parents and children when deciding what support is best for their child's needs, and on ensuring all pupils are included and supported within the class by the class teacher where ever possible.

As a staff we are experienced with making provision for children with a variety of needs including speech and language difficulty, sight or hearing impairment, sensory processing difficulty, dyslexia, dyspraxia, dyscalculia, autism, physical impairment and social and emotional needs. Where additional expertise is required the Special Educational Needs Co-Ordinator (SENCO) can give information or signpost staff to training or an additional information source. The school SENCO is Moira Brown. She is a qualified teacher and has achieved the National SENCO Award.

Increasingly, we have involved the parents and, when appropriate, the child, when planning and reviewing SEN (Special Educational Needs) provision.

We welcome the child centred approach that is promoted in the new code of practice, as it is at the heart of our school's ethos.

Somerset Local Offer statement

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as they can, with the needs of pupils with a Special Educational Need being met in a mainstream setting wherever possible, where families want this to happen.

Full details of the Somerset Local Offer can be found at

<http://www.somersetchoices.org.uk>

Our graduated response for pupils with SEND

Like all schools in Somerset, Langford Budville operates a graduated response towards SEND.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have, SEND. This including considering the classroom environment and making reasonable adjustments that ensure children can focus more successfully on their learning.

Where a pupil is not making adequate progress, teachers, the SENCO and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils.

There is one SEND school-based category: 'SEN Support'.

If the initial teaching strategies or support have not overcome the problem or area of concern for the child, the SENCO and teacher may draw up an Individual Education Plan (IEP). The plan includes the needs or difficulty the child has, together with teaching strategies and two or three times each academic year.

Pupils with complex or severe needs may have an Education, Health and Care Plan, (EHCP). An EHCP is a legal document which will put emphasis on personal goals and outcomes. It will describe the support a child will receive while they are in education.

This year has been a transition year for Somerset high needs funding. In September, as part of the transition process, we were asked by County to suggest which funding band was appropriate for each of our high needs funded pupils.

In November, we had a County-wide peer audit process to ensure the correct bands were given to children.

In January, we had a final opportunity to apply for additional funding for new pupils. We are able to appeal this decision in November.

All the children that receive funding during the transition process will be assessed for an EHCP in due course.

Since January, if we consider that a child is eligible for high needs funding, we will have to apply for an EHCP first. If an EHCP is of need rather than type of need. Prior to this, if a child had a significant need, I would identify what type of need, and then apply for funding for that child.

County produced a set of Core Standards that specify how children should be supported at 'Universal' level (what all pupils should expect); 'SEN support' level and 'High Needs funded' level. There are standards for each of the areas of need: Cognition and Learning; Speech, Language and Communication; Social Emotional and Mental Health and Physical and Medical – which including Hearing and Vision impairments.

The SENCOs in the Wellington area cluster, are in the process of producing our own expanded version of the Core Standards which list strategies and interventions that can be used at each level. For instance, under the umbrella of Cognition and Learning, the Wellington Cluster have produced specific guidance for pupils with Dyslexia, Dyspraxia, Dyscalculia and we will be working on our guidance for Global Delay at our next cluster meeting.

Identification of pupils with SEND

The school constantly monitors the progress of every child and if any concern is identified, we will invite the parents to discuss this with the class teacher and the school's SENCO. Specific assessments may be administered to identify the child's difficulties more exactly. We may invite, with parental agreement, outside professionals to assess and advise us further. If it is appropriate, a programme of support may be put in place and progress with this will be monitored.

Provision for pupils with SEND

Each class teacher has the overall responsibility for teaching every child in their class. However, the SENCO will work with the teacher to ensure that a programme of support is in place for those pupils with SEN. This programme may be implemented with the help of teaching assistants (TAs) or other professionals.

In both classes in the school the teachers ensure that the curriculum is differentiated to meet the needs of all pupils. The teacher is usually supported by a TA, who may help individuals or small groups in the class with particular aspects of the work. In each class we have two TAs. One of the school TAs is a HLTA (higher level teaching assistant).

For all pupils we ensure that the classroom is organised clearly, with visual labelling of resources and planned positions of seating. Questioning and repetition are an integral part of the learning process to ensure that all pupils understand the focus of their work. Explicit positive feedback is given regularly so that children know how well they are doing. Some specialist equipment is used routinely where necessary, such as pencil grips, 'move and sit' cushions, etc. Other specialist equipment is secured when needed.

If need be, the SENCO will ask for the advice of specialist professionals such as speech and language therapists, educational psychologists, paediatricians, sight and hearing impaired support service, occupational therapists and Parent Family Support Advisors (PFSA). Ms Brown, the SENCO, will keep parents fully informed of the involvement of any outside agencies.

In the past year, we have made provision for pupils with:

- general learning delay
- specific difficulties such as dyslexia
- social and emotional needs
- speech and language difficulties
- sensory issues
- medical needs
- hearing difficulties and auditory processing difficulties
- autism

An Annual Review is conducted for every child with a high level of SEN. The parent/carers and child are involved in completing the Annual Review.

The school governors maintain an overview of provision for pupils with special educational needs, ensuring that members of school staff have effective systems in place. There is a named governor with responsibility for SEN: Mr Andrew Brodie.

TRANSITIONS

We try to ensure that at each stage, each transition is as smooth as possible to make sure the child feels as supported and welcomed as possible. The main transitions for a pupil in our care are: moving from pre-school to reception; Class 1 to Class 2; moving from year 6 to Secondary school; and joining the school from another primary school setting.

Our Reception children come from a range of Pre-schools in the Wellington area, with which we have a good working relationship. Any pupils the pre-school is concerned about are discussed at length with Miss Coombes, the class 1 teacher and, where necessary, the SENCO. In some cases, Moira Brown will be alerted to the fact that a pupil has additional needs when she is contacted by the Early Years Area SENCO who may have been involved with a child at pre-school. Where appropriate, an Early Years Entry Plan is put in place to ensure the school is aware of the extent of a child's needs and has time to plan for a smooth and successful transfer.

This term we have held an Early Years Entry Plan for one of our September intake pupils.

Moira Brown, SENCO, liaises closely with the SENCOs at Kingsmead and Court Fields Secondary school. These are the main schools to which our year 6s transfer. Discussions regarding our more vulnerable children and those with additional needs begin during the Autumn term of year 6 or, in some cases, earlier, so that a smooth transition can take place. Information about progress, interventions and learning styles are shared with the child’s new setting. The secondary schools hold taster days for all new pupils but, in addition, hold extra sessions for pupils with additional needs.

One child is no longer on the SEN register, but was in the past, was offered the opportunity to attend the additional taster session. That child chose not to take up the offer.

We have several children in year 5 who are likely to benefit from an enhanced transition next year.

When an older child with individual needs has joined the school during the year, initially we meet with the family to ensure the school has a good understanding of the child’s needs. We then liaise with the previous school and look at the recommendations of professionals involved in order to put the best possible provision in place.

SEN REGISTER AND HIGH NEEDS FUNDING

We currently have 10 SEND children in school out of a total of 44 pupils. This is 22.7%, which is higher than the national average. The national rate is 11.6% and the Somerset rate is 13&%. We currently have no children with Education, Health and Care Plans (EHCP). The national rate is 2.8%, while the Somerset rate is 1.8%. A total of 12 children have Pupil Premium funding.

Year group	Number of children in each group		
	SEN support (incl. High Needs)	EHC plan	Pupil premium
R			1
1	3		1
2	1		2
3	2		2
4	2		4
5	2		
6			2

We currently have no children with Education Health and Care Plans. Of the children currently on the SEN register, we have four with a primary need related to speech, language and communication; four children with a primary need related to cognition and learning and two children with a primary need related to social, emotional and mental health development.

For the financial year ending April 18 we received high needs funding for four children which equated to £688 in total.

During the November audit, two children were moved down to from HN to SEN support and one child was put into Band 1 high needs funding, which does not attract any additional funding.

In the January audit, we applied for funding for an additional child. That child was put in band 1.

For the financial year April 18-19, we will receive £1,238. During the next November audit, I plan to appeal the decision for the two children that went down to SEN support and the two children placed in band 1.

SEND FUNDING

A new system for the allocation of High Needs funding came into place this year. This new system brings Somerset mainstream and special school funding criteria into line. From now on, SENCOs in Somerset will secure additional funding for pupils by applying for Education Health and Care Plans (EHCP).

Website information

As part of the new SEN Code of Practice we were required to publish our own 'School Offer' outlining SEN provision at Langford Budville. This can be accessed via our website and is linked to the County's Local Offer of SEN.

The SEN policy, school offer, accessibility plan and SEN information report are all compliant with requirements. There will be some updates needs next term.

It has been a great privilege to work with the superb staff and wonderful children at Langford Budville. They have made me feel welcomed and valued. Thank you for trusting me with this very important role.

Moira Brown
SENCO