

Milborne St Andrew First School SEN Information Report

2017-18

1 Kinds of Special Educational Needs that are provided for at Milborne St Andrew First School	<p>The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
2 Information about the school's Policies for identification and assessment of pupils with SEN	<p>Pupils are identified as having SEN, and their needs assessed, through :</p> <ul style="list-style-type: none"> • information passed on from Nursery/ Infant/Primary/previous schools; • KS1 results, baseline testing and progress data; • feedback from teaching staff and observations; • Pupil Premium interventions not showing impact; • referrals from parents
3c The school's approach to teaching pupils with SEN	<p>Provision for SEN pupils includes :</p> <ul style="list-style-type: none"> • quality first teaching, with appropriate differentiation in place; • extra adult support in classrooms where appropriate; • reduced class sizes where appropriate; • personalised provision through time limited programmes; • personalised provision through adapted resources and interventions.
3a Evaluating the effectiveness of the provision made for pupils with SEN	<p>Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN. Annual report to the Governing Body and SEN Information Report posted on Web site</p>

<p>3b Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<p>These arrangements include :</p> <ul style="list-style-type: none"> ❖ data tracking for pupil progress meetings ❖ support plan and Education and Health Care Plans (EHCP) reviews; ❖ observations and follow up ❖ Parents meetings
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> ❖ groupings that target specific levels of progress; ❖ differentiated resources and teaching styles; ❖ Differentiated success criteria and/or learning outcomes ❖ appropriate choices of texts and topics to suit the learner; ❖ access arrangements for tests and or examinations; ❖ additional adult support (Teaching Assistant, Volunteers, SEN Specialist from outside agencies
<p>3g Support that is available for improving the social emotional and mental health of pupils with special educational needs,</p>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> ● An anti-bullying policy that is written with input from the children ● A social emotional and mental health staff team that provides programmes such as nurture groups anger management, self esteem building ● Targeted support for individual pupils. ● Peer Mediators (Year 4 children trained to help children to resolve conflicts on the playground)

	<ul style="list-style-type: none"> • School Council and Pupil Voice (regular opportunities to be involved in having a say about the running of the school and improvements that could be made) • Nurture Group and ELSA support (Emotional Literacy Support Assistant) to support vulnerable children or those with social and communication difficulties
<p>4 In relation to Mainstream Schools and maintained nursery schools, the Name and contact details of SEN Co-ordinator</p> <p>Name and contact details of SEN Governor</p>	<p>SENCO – Sharon Hunt Telephone 01258 837372 s.hunt@milborne.dorset.sch.uk</p> <p>SENCO Support – Jenna Wittman jenna@milborne.dorset.sch.uk</p> <p>SEN Governor- Trish Padwicke Contact through the school office office@milborne.dorset.sch.uk</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<p>Audit of staff expertise in SEN undertaken regularly</p> <ul style="list-style-type: none"> • SENCo has B Ed degree in Education and MA in Education qualification • Effective use of adult support for Literacy and Mathematics • Individual training re : Speech Language and Communication Needs (SLCN), Attention Deficit and Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Code of Practice, specific learning difficulties; staff engaged in diploma and degree programmes; <p>Specialist expertise engaged from external services – ASD SEN Support Service (SENSS), Speech and Language Therapy Educational Psychologist</p>

	(EP), English as Additional Language (EAL) Child and Adolescent Mental Health Service (CAMHS), School Nurse, Children's Centre
6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.	<ul style="list-style-type: none"> ▪ Support Services (vision and hearing aids and/or support) ▪ School Budget ▪ Volunteers
7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child	<ul style="list-style-type: none"> • Face to face meetings with SENCO or class teacher • Telephone • Email • Parents Evenings
8. The arrangements for consulting young people with special educational needs about and involving them in, their education.	<ul style="list-style-type: none"> ▪ Pupil Voice ▪ School Council ▪ Annual Reviews ▪ Child Centred Review Meetings
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school	<ul style="list-style-type: none"> ● Follow the school's Complaints Policy
10. How the governing body involves other bodies, including health and social	<ul style="list-style-type: none"> ● Delegated day to day responsibility to Headteacher /SENCO

services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	<ul style="list-style-type: none"> • Link meetings with SENCO and SEN link Governor
11.The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<ul style="list-style-type: none"> • Contact information currently available at school office and/or on website
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	<ul style="list-style-type: none"> ▪ Transfer of files and information from Preschool to school and School to Middle school ▪ Transition Arrangements with preschool and Middle school from Easter ▪ Face to face meetings to plan transition ▪ Parents are encouraged to be involved in transition plans
13 Information on where the local authority's local offer is published	<p>Dorset for you website</p> <p>http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/localoffer.page</p>

