



**NERROLS**  
PRIMARY SCHOOL  
AND NURSERY

# **Nerrols Primary School and Nursery**

## **Special Educational Needs and Disability Information Report**

<b>SENDCo:</b>	Jo Littlechild
<b>SEND Governor:</b>	Wendy Devereux
<b>Contact Number:</b>	01823 792655
<b>Contact E-mail:</b>	SEND@nr.huish.education
<b>Dedicated SEND time:</b>	Monday & Friday
<b>Local Offer Contribution:</b>	<a href="https://choices.somerset.gov.uk/025/">https://choices.somerset.gov.uk/025/</a>
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**What is our approach to supporting children with SEND?**

At Nerrols Primary School we welcome everybody. The staff, governors, children and parents work together to make Nerrols Primary School a happy, welcoming place where children can achieve their potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We are committed to providing a learning environment that enables all children to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our Special Educational Needs and Disability (SEND) provision allows children with additional needs the opportunity to follow a curriculum specifically tailored to develop life skills and to give children self-confidence through their learning, enabling them to maximise their potential and to work independently.

At Nerrols Primary School, **all children** receive high-quality teaching to meet their needs. Where high-quality teaching, including adaptations, is not sufficient in meeting a child’s needs, additional support is put in place using some of the methods listed below:

1:1 or small group in class support	Use of concrete apparatus	Spelling Detectives (small group spelling intervention)
1:1 or small group out of class support	Use of vocabulary mats/dictionaries	Regular 1:1 reading
Small group RWI sessions	Additional resources e.g. wobble cushion, pencil grip, sensory toy	Fast Track phonics
Precision teaching	1:1 support through care plans (Occupational Therapy or Speech and Language)	Alternate methods of recording their work

In addition to the support listed above, teachers carefully consider the individual needs of the children in their class. This might take the form of where a child sits in the classroom, an adaptation to the start of their day, a ‘now and next’ board, or targeted adult support for example.

Teachers get to know their pupils really well and raise concerns with the SENDCo when they notice that a child is perhaps struggling with a particular area of their learning or their rate of progress is slowing. We also encourage open dialogue with parents so that they share any concerns they have about their child’s learning with the school.

The SENDCo may suggest one or more of the support methods listed above, offer some further assessment to identify specific strengths and weaknesses in a pupil’s learning profile, or provide checklists which can be used for teachers and parents to identify a child’s specific learning or behaviour traits. In addition to this, all teachers have access to the Graduated Response online tool, which is organised under the four areas of SEND and gives a wide range of suggestions of techniques to try under ‘universal’ and ‘SEN Support’ to support a child’s needs. [Somerset’s Graduated Response Tool](#)

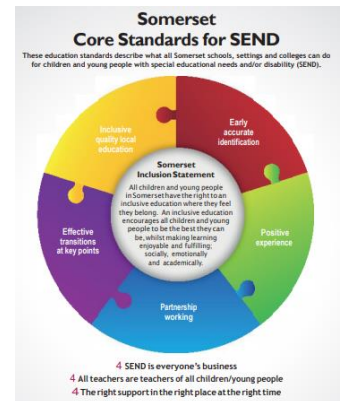
## How do we support children with SEND?

The Core Standards describes the entitlement of children and young people with Special Educational Needs and Disabilities in early years settings, schools and further education in Somerset. Quality First Teaching underpins The Core Standards and all educational provision. The five key aims of the core standards are:

- Early accurate identification
- Positive experience
- Partnership working
- Effective transitions at key points
- Inclusive quality local education

You can learn more about Somerset Core Standards at:

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>



At Nerrols, the Core Standards are embedded into our whole school approach for assessing, planning, teaching and supporting children with SEND.

## What is the Local Offer?

The Children and Families Act 2014 requires the Local Authority (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It helps parents and young people understand the range of services and provision in the local area. Follow this link for more details: <https://choices.somerset.gov.uk/025/local-offer/>

**What kinds of SEND are catered for at Nerrols Primary School?**

The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The table below shows the number of children supported at Nerrols Primary School in each category. Where a child has more than one need, they are recorded under their primary area of need.

Category of Need	Range of needs within the category	Number of children
Communication and Interaction	Speech, language and communication needs (SLCN) Autistic Spectrum Disorder (ASD)	7
Cognition and Learning	General Learning Difficulties from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD) Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia	7
Social, Emotion and Mental Health difficulties	Anxiety or depression Withdrawn or isolated behaviours Challenging or disturbing behaviour Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder	4
Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment Physical disability Sensory Processing Disorder	1

All children on our SEND register have an Individual Support Plan (ISP) which is where the teacher, in consultation with the parents (and child as appropriate), sets 2-3 SMART targets for the child to work on over a term/half term. Interventions, additional adult support or different activities may be put in place to support the child in reaching these targets. These are updated termly by the class teacher.

Nerrols currently provides additional and/or different provision for a range of needs:

Area and description of need	Support may include
<p style="text-align: center;"><b>Cognition &amp; Learning</b> Moderate Learning Difficulties (MLD)</p> <p>Children with MLD have difficulties in learning across the curriculum and they may require support in all or most areas of the curriculum.</p>	<p>High quality teaching Appropriate differentiation Intervention on key area of need Adjustments to the learning environment made (information presented in a range of ways, tasks broken down into manageable chunks), Use of equipment to support recording of learning</p>
<p style="text-align: center;"><b>Cognition &amp; Learning</b> Specific Learning Difficulties (SpLD)</p> <p>This category includes 'dyslexia', 'dyscalculia' and 'dyspraxia'. We use this definition if we feel the difficulties are specific in nature. The severity of the difficulty can range from mild to very severe.</p>	<p>High quality teaching Appropriate differentiation Intervention targeted on the specific area of need Adjustments to the learning environment made (information presented in written form and not all verbal, broken down tasks, alternative methods of recording work, use of concrete resources and manipulatives, visual resources)</p>
<p style="text-align: center;"><b>Communication &amp; Interaction</b> Speech, Language &amp; Communication needs (SLCN)</p> <p>Children with SLCN have difficulties in developing speech and communication. This could be a difficulty in expressive language with the development being delayed or disordered. This could be a difficulty in receptive language. The difficulty could be in speech production or in social communication.</p>	<p>High quality teaching Appropriate differentiation Use of visual prompts to support the language used in the classroom Adults to support the understanding of instructions Adults to be mindful of the amount of language/instructions given at one time Group/individual intervention to deliver speech, language and communication learning to support identified outcomes (this may be a care plan from a trained Speech &amp; Language therapist) Advice from Speech and Language Therapist</p>

<p style="text-align: center;"><b>Communication &amp; Interaction</b> Autism Spectrum Disorder (ASD)</p> <p>Children with ASD have difficulties in understanding and using verbal and non-verbal communication. They may experience difficulties interacting with their peers and adults. Their thinking and behaviour can lack flexibility and they may demonstrate restricted, obsessional or repetitive activity. Children with ASD may find it difficult to understand the behaviour of others. They can also experience high levels of anxiety and stress which can lead to inappropriate behaviours. Some children may have sensory difficulties where their perception and reaction to sound, light, smell, touch and taste can be different.</p>	<p>High quality teaching Appropriate differentiation Support in developing communication and appropriate social interactions. Support in applying skills across different areas of the curriculum. Support in preparation for changes in routine and support in managing stress and anxiety (including individual timetable). Alternative provision during unstructured times such as break times and lunchtimes Specific tailoring of tasks to suit the specific learning needs of the child Advice from Autism &amp; Communication Service Consideration of sensory needs</p>
<p style="text-align: center;"><b>Social, Emotional &amp; Mental Health (SEMH)</b> ADHD Attachment Disorder Emotional difficulties: anxiety</p> <p>A child may have a diagnosis or difficulties may be evidenced as having their basis in social, emotional and mental health difficulties for those without a diagnosis. Children with SEMH difficulties may display behaviours or reactions that may be inappropriate or challenging in an educational setting Their difficulties may create barriers to learning</p>	<p>High quality teaching Appropriate differentiation Positive classroom management approach Emotion Coaching responses from staff Use of Zones of Regulation Support at specific times of the day that cause anxiety for the child Small group or individual intervention to target their area of need (developing their social skills, understanding and managing their emotions positively, discussing their needs with adults, resolving conflicts and developing friendships) Access to a safe space within their classroom Support to develop emotional literacy and resilience Risk assessments regularly reviewed as necessary Support from PFSA (Parent Family Support Advisor)</p>

<p style="text-align: center;"><b>Sensory &amp;/or Physical</b></p> <p style="text-align: center;">Physical Disability (PD)</p> <p>Child will have diagnosed or identified physical disability. Some will be short-term and respond to treatment, others are permanent. Some physical disabilities will get worse with age and some can be life limiting.</p>	<p>High quality teaching          Appropriate differentiation          Adjustments and adaptations to enable them to access the various classrooms and wider school environment. We are an accessible site so children in wheelchairs can access the school. We have accessible toilets, a wet room and a lift in school.          Some may need specific seating arrangements which will be overseen by physiotherapist, occupational therapist or PIMS team.          May need support in practical subjects to enable them to access the lessons, sometimes needing more time or space.          May need support and direct teaching to identify and learn how to use alternative ways to access lessons and their work.          Child will be known to a range of professionals who can offer advice to school          Provision of auxiliary aids and reasonable adjustments made under the Equalities Act 2010          Risk assessment that is regularly reviewed and Personal Emergency Evacuation Plan</p>
<p style="text-align: center;"><b>Sensory &amp;/or Physical</b></p> <p style="text-align: center;">Sensory Processing Disorder (SPD)</p> <p>Children who struggle to correctly perceive the sensory world around them          Can be present in many forms and can often result in behavioural difficulties as well as functional difficulties.</p>	<p>High quality teaching          Appropriate differentiation          Appropriate support (ear defenders, fidget aids, alternative uniform etc)          Advice from occupational therapist on how to meet individual needs          Individualised sensory diet (including use of sensory room)          Sensory breaks timetabled into their day          Tasks tailored to individual needs and presented in small steps</p>

Children with medical conditions are supported through health care plans. Staff training is put in place to ensure they are aware of specific conditions and what actions are needed in different circumstances.

### How do we identify children with SEND needs?

We assess each child's current knowledge and levels of attainment on entry. All children are closely monitored by their class teachers and progress is regularly monitored through regular assessments, Pupil Progress Meetings and termly SEND surgeries between the class teacher and SENDCo. Class teachers identify the children in their class whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we follow our SEND identification flowchart

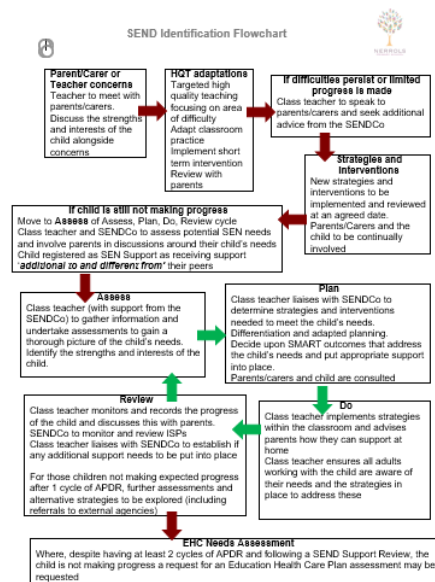
<https://www.nerrolsprimary.co.uk/send/>

This process starts with the class teacher sharing their concerns with parents/carers.

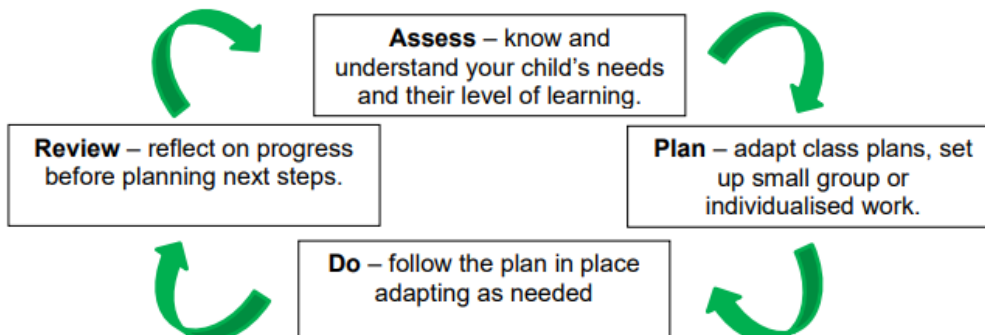
Support and intervention will be put into place and reviewed.

If the child is still not making progress then the SENDCo will become involved.

The SENDCo will work alongside the class teacher to observe and assess the child's needs to determine if SEND support is needed.



Underpinning ALL our provision in school is the **graduated approach** cycle of:





**Assess:** In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, the child's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly to ensure that support and intervention are matched to need and barriers to learning are identified and overcome. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing an accurate picture of need. Where outside professionals from health or social services are already involved with the child, these professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

**Plan:** Where it is decided to provide a child with SEND support, the parents/carers will be notified. The teacher and the SENDCO should agree, in consultation with the parent and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's system. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

**Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the child. They will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Where possible additional provision will take place as part of in class lessons in order to ensure children with SEND continue to engage in activities with children who do not have SEND.

**Review:** The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. This should feed back into the analysis of the child's needs. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child. Parents will have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a child has an EHC plan, the local authority will review that plan as a minimum every twelve months. Nerrols co-operate with the local authority in the review process and, as part of the review, the local authority can require school to convene and hold an annual review meetings on its behalf.

In June 2023, 19 children were identified as having a Special Educational Need or Disability (SEND) at Nerrols Primary School. Of these 19 children, 4 have an EHCP. The SEND Code of Practice (2014) states that:

*A child or young person has SEN if they have a **learning difficulty or disability which calls for special educational provision to be made** for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a **significantly greater difficulty in learning** than the majority of others of the same age, or*
- *has a **disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

In the SEND Code of Practice, all children receiving special needs provisions are to be referred to as receiving SEND support. Where children meet the criteria above, they will be placed on the school's SEND register and will receive appropriate support to meet their individual needs. Children with severe or complex needs may require an Education, Health and Care Plan (EHCP).

### **Education Health Care Plan (EHCP) and High Needs Funding**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, a statutory assessment will be considered. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's (Somerset County Council) SEND Panel. You can find out more information about an EHCP by visiting <https://choices.somerset.gov.uk/025/education/education-health-and-care-plan/>

If the local authority make the decision that a plan should be issued to a child, the school will also receive additional funding. The amount of funding the school receives will be dependent on the needs of the child. For more information about funding please visit: <https://choices.somerset.gov.uk/025/education/funding-system/>

**Funding and Level of Support**

Level of support	Funding	Number of children (July 2023)	Somerset picture (2021)	National Picture (2021)
Universal	Within school budget	164		
SEND Support	Within school's notional budget	15 9%	11.8%	12.6%
High Needs Funding accessed through assessment for an EHCP	Banding system which allocates additional top up funding	4 2.5%	2%	2.1%

**How do we consult and involve children and their parents/carers?**

The pupils are at the heart of everything we do at Nerrols and we ensure we listen to their voice at all times. This voice is particularly important when writing and reviewing ISPs, and in the case of a child with an EHCP, through the annual EHCP review process. For children who are unable to communicate their views, we speak with the parents and those adults in school who know them best to gauge how they are feeling in school and what they like/dislike.

We encourage open dialogue between home and school, and hope that parents will share any concerns about their children with the class teacher in the first instance. Some concerns may take small adjustments to address, while other concerns, especially around a child's learning or mental health, may take a team effort to address. In this instance, a meeting may be arranged between parents, teachers and the SENDCo to discuss concerns and make a plan of support. This support may take the form of interventions, SEND assessments or referrals to an outside agency (see below) for further assessment. Further meetings may then be arranged to review the plan.

If it is felt that a child should be added to the SEND register due to the nature of the additional support they are receiving, a discussion would be had with parents/carers to explain why and to gain their consent. Similarly, parents/carers will be notified if the level of support is no longer required or if it is felt that a child no longer needs to be on the SEND register.

Parents/carers views are welcomed at any time and if they have any concerns their first point of contact will be the class teacher. However if they have any ongoing concerns they are welcome to make an appointment with the SENDCo using the contact details above.

We will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- Parent/carer concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a child will receive SEND support.

The SENDCo will be available during Parents' Evenings and parents of children with SEND needs can arrange an appointment in addition to their consultation with their child's class teacher.

Children are at the heart of everything we do at Nerrols. They have a strong voice in sharing their opinions about the provision they receive on a day to day basis, but their opinions and thoughts are also sought prior to SEND Support Reviews and termly review meetings. Where appropriate, we are keen to invite children to come to meetings or offer their views in a way they feel comfortable

### **How do we assess and review a child's progress towards their outcomes?**

We follow the graduated approach and the four-part cycle of assess, plan, do, review. These cycles are recorded on a child's Individual Support Plan (ISP).

The class or subject teacher will work with the SENDCo to carry out a clear analysis of a child's needs. This will draw on:

- The teacher's assessments and experience of the child
- Their previous progress and attainment or behaviour
- The child's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

Each term, the head teacher, class teacher and senior teacher meet for individual class pupil progress meetings (PPMs) in which each child's progress is discussed in reading, writing and maths. Children with SEND and other vulnerable groups are a big focus in these meetings and specific attention is given to those children who are working below age related expectations, those who are making slow progress or those not maintaining their previous rate of progress. This gives way to discussions about best ways to support individual children, and referrals to the SENDCo may be made. For those children on the SEND register, and working towards specific targets through their ISPs, these will be reviewed 3 times a year by the class teacher, and, where possible with the parent/carer and child.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on your child's progress.

### **How do we support children with SEND through transition?**

All staff at Nerrols work together to plan and prepare for the transitions between phases of education (when children enter or leave the school or when they move up to a new class). This applies to all children but especially those who have SEND.

For children due to start in the Reception cohort in the September, the SENDCo and Reception class teacher discuss the incoming cohort. Visits are made to early years settings, such as nurseries or pre-schools, and we carry out visits to meet with children at their home, with the SENDCo liaising closely with setting staff and parents. Where a SEND need has already been identified, a School Entry Planning meeting (SEP) will be arranged and attended by parents/carers, nursery staff, Nerrols school staff and any professionals currently working with the child so a successful transition into school can be planned. These meetings enable pre-school professionals, parents and Nerrols Primary School staff to discuss the needs of the child and ensure support is in place for the autumn term to meet their specific needs. This academic year, one school entry planning meeting was held.

The new reception intake for September 2023 enjoyed some sessions in their new classroom at the end of the summer term 2023 with their new teacher. In September, the children enjoyed a staggered start to the school year with the cohort being split into 2 groups and enjoying half day sessions to support them settling into their new school. This also enabled the class teacher to carry out baseline assessments with the children which the school are required to do.

At the end of each school year, transition meetings take place between teachers so they have all the information they need about the child's strengths and needs including SEND records. Children also have the opportunity to spend time in their new classroom with their new teacher.

When a child moves to a new school, we contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for the child. We transfer their SEND records to their new school as soon as possible. Where a child has an EHCP, the new school/setting will be invited to attend the Annual Review prior to transition.

Nerrols Primary School has not yet had any pupils transition to secondary schools.

### **What adaptations to the curriculum and learning environment are made to support children with SEND?**

- Teachers plan using a child's achievement levels, differentiating tasks to ensure progress for every child in the classroom.
- When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents

### **What expertise and training do Nerrols staff have?**

At Nerrols, we have staff trained in the following:

- Effective Quality First Teaching
- Autism Education Trust – level 1
- Emotion Coaching
- Zones of Regulation
- Thrive
- Team Teach including de-escalation strategies
- Help the Demand Avoidant Child (PDA) in your class
- Understanding Autistic Masking
- Asperger's Training
- Attachment in the Early Years

At Nerrols Primary School, we have trained and skilled staff. All teachers are seen as teachers of SEND and staff meetings are used to ensure whole staff awareness of specific needs. This training may be delivered by the SENDCo or external advisors. Training is continuously rolled out to ensure all skills and knowledge are fresh and up to date. Where children have highly individualised needs, additional training is delivered to ensure staff are aware of the difficulties they may experience.

We work closely with a range of external agencies who make recommendations for the provision and support for individual children. These include the NHS services, speech and language, occupational therapy, physiotherapy and school nurses as well as education based advisors from the Autism and Communication Service, Learning Support, Educational Psychologists, Hearing Support and Visual Support

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes and gain independence. They are deployed according to their previous experience, training and expertise and will either work with individual children with high needs or with individuals or groups of children needing additional provision and/or interventions. They work closely with the class teachers to ensure that any work done with them is transferred back to their work in the classroom.

### **How do we evaluate the effectiveness of our provision for our children with SEND needs?**

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their outcomes each term
- Reviewing the impact of interventions
- Using child questionnaires
- Monitoring by the SENDCO including work scrutiny and learning walks
- Using individual support plans and provision maps to measure progress
- Holding annual reviews for children with EHC plans

### **How do children with SEND engage in activities at Nerrols?**

- All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

- All children are encouraged to go on our school trips
- All children are encouraged to take part in sports day/school plays/special workshops.
- No child is ever excluded from taking part in these activities because of their SEN or disability.

### **What support is in place to improve the emotional and social development of children with SEND?**

At Nerrols we have two Thrive trained practitioners who work across the School supporting individual children or small groups of children with their emotional health. They also run a 'nurture' lunch which supports those children who find lunchtimes difficult to manage.

We follow a PSHE (Personal, Social and Health Education) programme called 'Jigsaw' that runs throughout the school from Nursery up to Year 6 teaching the children about physical health and mental wellbeing, as well as relationships education. The School has a comprehensive Behaviour and Relationships Policy which can be found under the policies tab of our school website. This outlines in detail how we intentionally develop the children's behaviour and relationships, and the approaches we use to support the children when things go wrong.

All staff are alert to the different signs of bullying, and staff receive training on bullying as part of their continued professional development. All types of bullying are addressed through our PSHE curriculum, helping children to understand what bullying is and the difference between falling out with friends and bullying. Children are reminded about how to play well with others and what to do if someone upsets them. Using Zones of Regulation supports children in verbalising why they are upset, and our staff, including our Thrive practitioners are available to help children, either individually or in small groups, address fallings out when they occur.

### **How does Nerrols work in partnership with other agencies?**

If, after all the additional input we have given a child, they are still not making expected progress or are 'stuck', we use the Early Help Assessment (EHA) process to request support from outside professionals. An EHA is a simple, easy to use assessment, which captures all of a child/young person's and family's needs at the earliest opportunity. It is a shared tool, which can be used by all agencies in Somerset who are delivering early help in a co-ordinated way, so that they understand and respond to the needs of children/young people. The aim is to assist professionals and managers in assessing and identifying a child or young person's level of need; what type of service/resources may meet those needs, and the process to follow in moving from an identification of need to the provision of services with the aim that children receive the right service, in the right place, at the right time. It introduces a continuum of need and support, provides information on the levels of need and gives examples of the factors that may indicate a child, young person and their family. Before the school complete an EHA, the parents/guardians (and where appropriate, the child) will be asked to give their consent. Parents/Guardians will then be invited into school to discuss the assessment before it is sent to the relevant agencies.

You can find out more about Early Help at: <https://professionalchoices.org.uk/eha/>

There is a wide range of services who can be reached in this way, but the teams we use most often are the Virtual School Learning Support Team, Occupational therapy and Speech and Language Support Services. We have also worked closely with the Taunton Deane Partnership College, who provide additional support for children with SEMH (social, emotional and mental health) difficulties.

As a school, we can also refer families to our PFSA (Parent, Family Support Advisor) or the FIS (Family Intervention Service) if we feel the needs meet the criteria for the service and the family will benefit from the support provided.

Prior to referring for any outside agency support, schools are required to prove they have put in a high level of support, through at least 2 rounds of APDR (assess, plan, do, review) and carried out relevant assessments. Schools must also demonstrate that they have made good use of the graduated response tool, launched by Somerset County Council this academic year. Getting additional support has become more challenging over the past academic year, with services reducing their 'free' service to schools, and increasing their traded offer. Where prior to this year the learning support team might come in and diagnose children with dyslexia or dyscalculia, they are no longer offering that service, but may come in to school to offer advice on next steps in supporting children or may offer some level of additional assessment.

Area SENDCo meetings are an opportunity for outside agencies to disseminate information and/or training. The SENDCo also attends planning meetings in the autumn term with different services, to discuss any children that may be causing concern within the school, and plan for the year ahead. Some services, for example the autism and communication team, only take referrals for pupils who have previously been discussed with one of their team at these meetings.

The SENDCo or Head Teacher convene TAF (Team Around the Family) meetings which involve any outside agencies involved with a child/family, in partnership with the school and parents, setting and reviewing targets on a minimum of a half termly basis as appropriate.

Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENDCo and class teacher, together with the specialists, and involving the child's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date when progress will be reviewed.

### **What do I do if I have a complaint about SEND provision?**

Complaints about SEND provision at Nerrols should be made to the class teacher in the first instance. You may ask to also speak to the SENDCo or the Head teacher if needed. Please refer to the school's Complaints Policy and Procedure for further details of the procedures to follow.



### **Who can I contact for further information or to discuss a concern?**

The first point of contact is your child's class teacher. You can also arrange to meet with the SENDCo or refer to the SEND (Special Educational Need and Disability) policy on our website.

You can also contact Somerset Choices: <https://www.somersetchoices.org.uk/>

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent/carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. The service is free, confidential and impartial. Phone: 01823 355578 Email: somersetSENDIAS@somerset.gov.uk

### **What are the monitoring arrangements for this report?**

This information report will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board.

### **Relevant school policies underpinning this SEND Information Report include:**

- SEND Policy
- Accessibility Plan
- Pupil Medication and Medical Conditions Policy
- Safeguarding and Child Protection Policy

### **Legislative Acts taken into account when compiling this report include:**

- Special educational needs and disability code of practice 2015
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005