



Frome Valley CE First School

School Drive

Crossways

Dorset

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Email: office@frome.wessex.ac

SEND INFORMATION REPORT

Our school's approach to supporting pupils with SEND

Frome Valley First School has a SEND policy that can be found on the website. We work with the local authority to ensure that our SEND provision meets the needs of individual children as identified in the SEND Code of Practice 2020. We aim to meet the needs of children through a graduated response, we use high quality teaching to meet the needs of all children. Some children are identified as having SEND needs and these are met through planned approaches, in collaboration with specialist support, where necessary. Progress is reviewed regularly so that needs are constantly being adapted to.

Catering for different kinds of SEND

We provide support for pupils across the 4 areas of need as outlined in the SEND Code of Practice:

Cognition and Learning

- additional learning opportunities, such as daily reading
- small group support (led by a teacher or TA)
- 1:1 specialist support (from a trained TA)
- 1:1 support from a specialist SEN teacher
- pre-teaching of vocabulary and concepts
- YARC assessments (reading assessment)
- multi-sensory approaches to learning
- resources such as word mats readily available

Communication and Interaction

- additional speaking opportunities to develop confidence and fluency of speech
- sound gym and vocabulary group interventions with trained teaching assistants
- pre-teaching of vocabulary
- 1:1 speech and language support following a programme written by a speech therapist
- communication groups focusing on conversation 'essentials' such as turn taking, eye contact, constructing sentences.
- joint working with class teacher and parents to ensure consistency

Social, Emotional and Mental Health

- 1:1 support with a 'Trauma Informed Schools' practitioner
- All staff are trained in Trauma Informed Schools approaches
- 1:1 support with trained ELSA (Emotional Literacy Support Assistant)
- Small group support with a PSHE programme called Hamish and Milo
- Whole class "I can problem solve" programme
- whole school and/or class positive behaviour management strategies
- positive behaviour systems for unstructured times (break, lunch)
- regular 'calm down' / brain break / movement breaks/ sensory/ self-regulation times as required
- peaceful playtimes at lunch times
- enhanced transition between year groups and also for transfer to middle school
- referrals to the School Nurse or other outside agencies (CAMHS, Mosaic, Behaviour Support Service)

Sensory and/or Physical needs

- access to disabled toilets
- small group support with a teacher or trained TA (Learn to Move, Fiddly Fingers)
- 1:1 support through programmes of exercises delivered by a trained TA
- activities planned with advice from outside agencies (Occupational Therapy, Physiotherapy)
- regular 'calm down' / brain break / sensory/ self – regulation times as required
- collaborative working with NHS staff to support medical needs
- Fiddly fingers
- Sensory tools – fiddle tools, putty, therapy balls, thera bands, ear defenders, chewies

Key staff and expertise

Staff are offered relevant training and professional development according to need in school. The Educational Psychologist and Specialist teacher are available to offer training or signpost to relevant training. We have staff trained in the following areas of expertise:

- Mrs Sophie Robins - Trauma Informed Schools Practitioner
- Miss Rachel Dixon - Therapeutic Thinking training, Specialist Reading Practitioner, Supporting Students with Autism and Social Communication Differences Practitioner
- Mrs Sharon Freeman – Speech and Language
- Mrs Kelly Brown – Emotional Literacy Support Assistant (ELSA)
- Mrs Teresa Trent – Hamish and Milo (small group SEMH support)
- Mrs Beth Sparkes has attended the Early Bird programme – delivered in association with the National Autistic Society
- Mrs Gemma Martin – 1st Class @ Number 1&2
- All class teachers and teaching assistants are trained in Precision Teaching
- All staff received training on dyslexia, ASD and sensory needs

The SENCO

Name of SENDCO	Email address	Phone number
Rachel Dixon	sen@frome.wessex.ac	01305 852643

Securing and deploying expertise

Frome Valley First school has regular contact with specialist support. This centres on twice yearly planning meetings between the SENDCo, Educational Psychologist, Specialist Teacher and our Family Worker from Dorset Education and Early Help.

We also access the Dorset Speech and Language Service through an assigned Speech and Language specialist. Medical needs are met through working with the School Nurse and other health professionals as necessary. Staff receive training from professionals when delivering specific programmes of support, for example, occupational therapy and speech and language.

Other outside agencies involved may include:

- Community Paediatrician (who may complete an assessment of need and provide a diagnosis)
- Community Doctor (who may complete an initial assessment of need and provide advice to parents)
- Occupational Therapist (who may complete an assessment and provide an individualised programme of support)

- Physiotherapist (who may complete an assessment and provide an individualised programme of support)
- Speech and Language Therapist (who may complete an assessment and provide a programme of support to be delivered in school)
- SENSS (Special Educational Needs Support Service) (who may complete an assessment to identify underlying learning needs and then provide an individualised programme of support to be delivered in school)
- Hearing and Vision Support Service (who may complete an assessment and provide an individualised programme of support)
- Educational Psychologist (who may complete an assessment and work with school and parents to identify effective strategies and targets through a joint planning meeting)
- Westfield Outreach (who may support to increase the school's capacity to meet the needs of individual students with SEN)
- CAMHS worker (who may support a family where a child is experiencing emotional or mental health difficulties)
- School Nurse (who may support families with a range of issues, who will liaise with the school to support children for a range of needs)
- Family Worker (who may work with individual families or signpost support)
- Dorset Locality Inclusion Team (who may work with parents where attendance is an issue)

Equipment and facilities

- Our school facilities are accessible being on one level with disabled toilet facilities
- Classrooms are accessible with wide doorways
- Each classroom has a range of sensory tools and equipment including therapy balls, wobble and balance cushions, writing slopes, and a variety of 'fiddle' tools
- We ensure the needs of children are met through purchasing resources for individual children as necessary
- We have a dedicated sensory room space, accessible for all children as needed

Identifying and assessing pupils with SEND

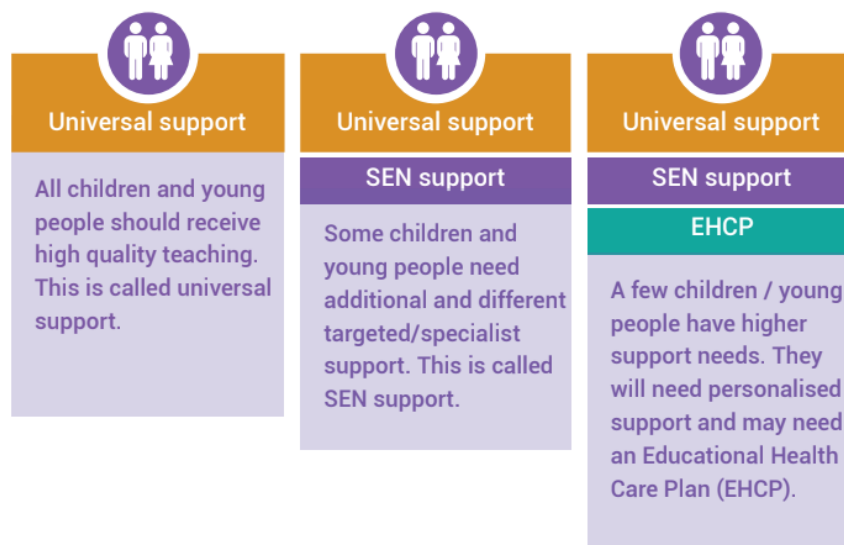
We use a range of tools to assess and identify the amount and level of SEN support required by individual children. These include:

- Regular SENDCO visits and meetings in preschool.
- Using information from previous schools (where applicable)
- Continuous assessment by class teachers
- Termly SEN tracking and monitoring meetings between the class teacher and SENDCO
- Regular reviews and feedback from outside agencies (where a programme has been written and is delivered in school)
- Termly Pupil Passport meetings between school, parents and the child
- SEN Learning Walks (SENDCO) and lesson observations
- Where necessary, regular parent, teacher (or SENDCO/HT) meetings to monitor short term interventions
- Biannual reading and spelling tests
- Informal progress tests
- Class SEND folders include details of individual children, their Pupil Passports and their targets

Children receiving additional support are placed on the SEN monitoring list. Further support and referrals to outside agencies are then implemented as necessary and children will be placed on the SEN register. Parents are kept fully informed of these processes through regular meetings with the class teacher and SENDCO and the termly Pupil Passport meetings.

Learning needs may lead to having an Education, Health and Care Plan (EHCP) which is reviewed annually by the school and any associated outside agencies.

The majority of children will have their needs met by the school through its universal support as part of its graduated response:



Source: The Dorset parents' guide to supporting your child's SEN

Our Universal support meets the needs of most children in our school. Every class has resources in place to help support children with SEND. These include seating arrangements, groupings, interventions along with physical resources such as visual timetables, emotional barometers, word mats etc.

Those who need SEN support will have a Pupil Passport and their progress is closely monitored by the class teacher and SENDCO. Their needs will be met through a variety of interventions which are set up and monitored by the class teacher in collaboration with any outside agencies. An EHCP will be applied for when a child has higher support needs.

Other support includes:

- Daily/weekly extra individual reading with Teaching Assistant/Teacher/Reading Volunteer
- Additional Phonics
- Daily Precision Teaching
- Learn to Move
- Small group handwriting
- First Class @ Number 1&2
- Speech and Language programmes
- School Nursing service
- ELSA
- Hamish and Milo

- I Can Problem Solve
- Stormbreak
- 1 to 1 work with a Trauma Informed Schools practitioner

Consulting with pupils and parents

Parents

Parents meetings are held in the Autumn and Spring terms. These offer parents the opportunity to express any concerns and for teachers to share information about progress and learning needs.

When a children has identified needs and support is needed, the teacher will draw up a Pupil Passport, with the parents, to identify individual targets. These plans are reviewed every term with both the parents and children.

Teachers are available for further meetings at mutually convenient times and these can be arranged through the school office: office@frome.wessex.ac or 01305 842643.

Parents can also request a meeting with the SENDCO at any time by emailing: sen@frome.wessex.ac

Parents are always informed when any outside agencies are involved with their child. Parents will be told when any visits or assessments are being carried out by outside agencies.

Pupils

Pupil voice is very important and we encourage children to share their thoughts and views through:

- School Council
- Eco-school Council
- ELSA 1:1 support
- Small group SEMH support through Hamish and Milo sessions
- Pupil Questionnaires
- Systems for reporting emotional issues within the classroom (I wish my teacher knew, emotions and feelings books)
- The Pupil Passport review and planning meetings

- SEN learning walks when the SENDCO asks children about the support they receive in lessons
- EHCP annual reviews include one page profiles and the children attend their meetings

Involving key stakeholders

The school uses the local offer, found here: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer> to help to signpost parents to other agencies and further support.

Termly planning meetings allow the school to access specialist support for individual children.

We also signpost parents to the Dorset Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for further support: <https://www.dorsetsendiass.co.uk/>

Transition support

We work closely with our Preschool colleagues to ensure a smooth transition between settings. The reception class teacher runs 3 induction sessions (Starters) in the summer term where children come into school to spend time with her and meet the teaching assistants for the class. The SENCO attends a Starters session with Preschool parents to welcome them to the school and introduce herself.

All class teachers have meetings in the summer term to discuss the learning needs of children in their classes. In the summer term, teachers spend time with their new classes over several sessions. This includes the children visiting their new classrooms to become familiar with the environment before transfer day.

The school has established transition routines in place for the year 4 children transferring to Middle School. During the summer term, Middle School teachers and support staff visit regularly to meet with staff and pupils. There are also enhanced transition sessions for Year 4 pupils that require further transition support. The Middle School SENDCO meets with the school SENCO to discuss children with additional needs and all information is passed on to the new school.

Adaptations to the curriculum and learning environment

Reasonable adjustments are made to ensure children are able to fully access learning. This may include working in small groups with support. Children may be given extra support through pre-teaching of subject matter, including vocabulary.

All classrooms aim to be ASD and dyslexia friendly. Staff use clear and explicit instructions and adapt their language according to the communication needs of the children in their class.

Every class has a visual timetable. Children may have now and next style learning activities to support their learning in lessons.

Teachers aim to use dyslexia friendly fonts as much as possible and adapt resources as necessary.

Inclusivity in activities

We are committed to ensuring that all forms of learning are accessible to all children. Detailed arrangements can be found in our school's Accessibility Policy and Plan. This outlines our intention that we want all pupils to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

All children have the opportunity to access all elements of school life, including school clubs, activities and trips.

Supporting emotional and social development

Supporting emotional and social development is fundamental to our whole school ethos and approach to teaching and learning. We are a Trauma Informed School (TIS) and all staff have received training on using strategies based on this approach.

Children are referred to work our TIS specialist depending on need and after liaising with parents.

All children are able to communicate with teachers through our 'I wish my teacher knew' slips which are completed regularly with the children in class, or are available for children to complete individually.

Some children have 'feelings' books which are completed as needed, usually after breaks and lunchtimes and at the end of the school day. These help the children to identify how they are feeling through the day and can identify times when they find school difficult or, equally, when things are going well.

Every class has regular movement breaks and 'Stormbreaks'. These could be energising dances or more calming, meditative breathing exercises. These help children to self-regulate and explore their emotions.

We have developed our Behaviour policy to include 'teaching' behaviour as part of our regarding behaviour as a communication. This means that staff will look to identify the cause of behaviour rather than just focussing on the negative impact of the behaviour. These approaches are used along with our School Charter and non-negotiable behaviour expectations.

Children who need further support are able to work with our ELSA and also in small groups with our Hamish and Milo TA.

Teachers maintain contact with parents regularly through telephone, email, online and face to face meetings to discuss children's individual needs.

Arrangements can be made for children struggling to come to school to have extra support, such as activities outside of the classroom in the morning to help with the transition from home to school.

Further details can be found in our policies:

- Accessibility Policy and Plan
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- SEND Policy

Evaluating effectiveness

Once a term the SENDCO meets with class teachers for tracking and monitoring session to discuss any children that are on the SEN register, monitoring list or are of concern. Progress data for individual children is looked at and a plan of action is agreed as necessary. This may include interventions to be put in place or referral for further support from outside agencies.

Further termly tracking and monitoring of whole class data identifies any children who are not making progress and targeted interventions are agreed with the Headteacher and SENDCO. Should there be further progress concerns, support from outside agencies can be requested as necessary.

EHCP outcomes are reviewed at the Annual Review and are monitored by the SENDCO and any 1-1 support staff through the year and discussed at the termly tracking and monitoring meetings.

Handling complaints

Informal complaints and concerns will be handled as efficiently as possible to prevent escalation to the formal procedure. Concerns should firstly be discussed with the class teacher as soon as possible and hopefully a resolution can be found. The SENDCO can also be included in discussions at this stage to ensure parents have detailed information on the support their child is receiving.

Formal complaints will follow the procedure laid out in the Complaints policy (found under policies on the school website).

Named contacts

The contact details of people and organisations who may help:

Name of individual	Email address	Phone number
Rachel Dixon - SENDCO	sen@frome.wessex.ac	01305 842643
Clare Moore – DSL	office@frome.wessex.ac	01305 842643
Elizabeth De Bardi – SEND Governor	office@frome.wessex.ac	01305 842643
Education and Early Help (SEND) Team	dorchesterlocality@dorsetcouncil.gov.uk	01305 224220
Dorset SENDIASS	dorset.sendiass@family-action.org.uk	01305 595477

Additional support

Other details of agencies and further support services:

Speech and Language Therapy Service:

The Children's Centre,
Damers Road,
Dorchester,
Dorset.
DT1 2LB

Tel: 01305 254743

Occupational Therapy and Physiotherapy Service:

Children's Therapy,
Dorset County Hospital NHS Foundation Trust,
Damers Road,
Dorchester,
Dorset.
DT1 2LB

Tel: 01305 254744

School Nurse: contact the School Office

Child and Adolescent Mental Health Services (CAMHS):

The Children's Centre,
Damers Road,
Dorchester,
Dorset.
DT1 2LB

Tel: 01305 255705

Early Intervention Service:

30, Maiden Castle Road,
Dorchester,
Dorset.
DT1 2ER

Tel: Bridport and Dorchester: 01305 214500 Weymouth and Portland: 01305 214400

SEND Information, Advice and Support Service (SENDIASS):

SENDIASS Monkton Park,
Winterbourne Monkton,
Dorchester,
Dorset.
DT2 9PS

email: sendiass@dorsetcc.gov.uk

Tel: 07748 624609

Family Information Outreach Team:

email: familyinfo@dorsetcc.gov.uk

Tel: 01305 221066

Global Mediation-Special Educational Needs:

website: <https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

email: sen@globalmediation.co.uk

Tel: 0800 064 4488