



Frome Valley CE First School

Special Educational Needs (SEN) information report

*“Together, with God’s love,
we learn, nurture and grow, without limits.”*

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.frome.wessex.ac/key-information/sen-provision>

Or you can ask a member of staff to make a copy or email you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Adverse childhood experiences and/or mental health issues
	Anxiety and depression
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Miss Rachel Dixon.

Miss Dixon has four years of experience in the SENDCO role and has worked within education for 32 years. She is a qualified teacher who currently teaches in the Year 1 class and also leads Forest School provision. In addition, she is a member of the Senior Leadership Team (SLT) and serves as a Deputy Designated Safeguarding Lead (DDSL).

In 2023, Miss Dixon achieved the National Award for Special Educational Needs Co-ordination (NASENCO) with distinction. She has also undertaken specialist training in autism awareness, specialist reading practitioner approaches to support pupils with dyslexia, and Therapeutic Thinking, a therapeutic and relational approach to behaviour support.

Miss Dixon is allocated one day each week to lead and manage SEND provision across the school. To ensure her knowledge remains current and to support continuous improvement, she meets termly with Dorchester locality SEND specialists and collaborates with SEND colleagues from Wessex Academy Trust on a termly basis. This enables her to share best practice, access specialist advice, and ensure that pupils with SEND receive high-quality support tailored to their individual needs.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

All staff have received training on dyslexia, ASD and sensory needs. They have also been trained in using precision teaching strategies and comic strip conversations.

Teaching assistants (TAs)

We have a team of eight TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 4 teaching assistants who are trained to deliver interventions such as Hamish and Milo, ELSA and speech and language interventions.

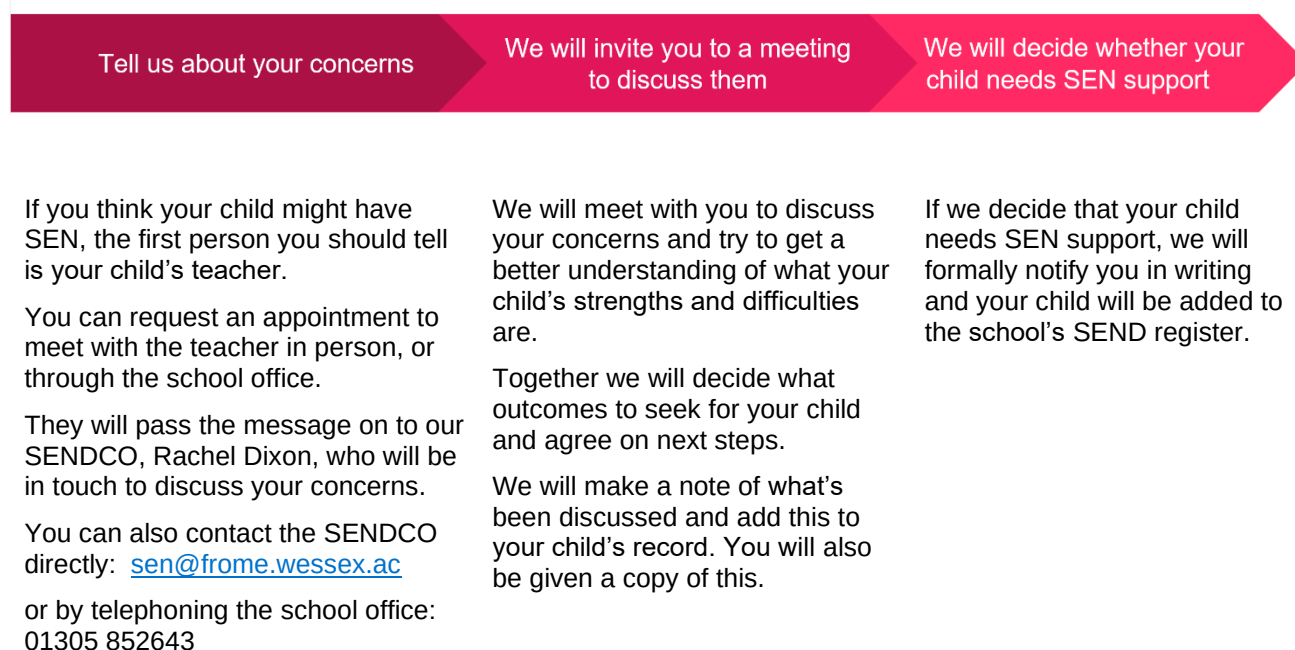
In the last academic year, TAs have been trained Therapeutic Thinking and autism awareness.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

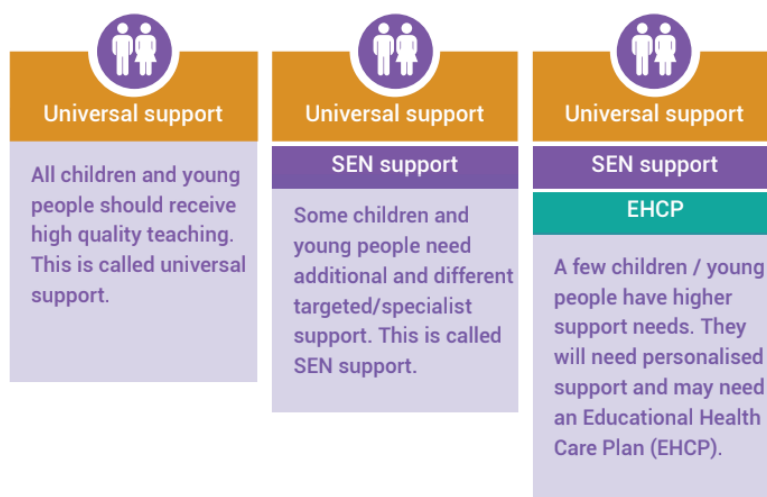
- Dorset Speech and language Service – we have a named Speech and Language Therapist who supports the school and meets with the SENDCO every term.
- Educational psychologists – We have a named Educational Psychologist who meets with the SENDCO at least twice a year.
- Dorset County Specialist teachers – who offer support, advice and training for all areas of need, including behaviour.
- GPs or paediatricians
- School nurses
- TADSS – the Teaching Alliance of Dorset Special Schools who offer outreach support working with staff, parents and pupils.
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- In preschool we work closely with the Best Start in Life advisors along with Early Years health care professionals.
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing or number work. We follow the Dorset County graduated response. 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

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

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

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. They may be added to the SEND monitoring list and further evidence will be gathered to decide whether SEN support is necessary.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEN support plan for them. Our SEN support plans are known as Pupil Passports and include strategies and interventions to support your child's progress.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide a mid-year annual report and a summary report at the end of the year. Alongside these, your child will receive a pupil passport.

Your child's class teacher will meet you every term to review the pupil passport. This meeting is intended to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will also follow our accessibility plan to ensure children have equal access to activities in school and on school trips.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting learning outcomes, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when necessary
- Teaching assistants will support pupils in small groups when necessary

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy which could be 1-1 with the Speech and Language Therapist or trained HLTA in school. Or work in small groups with trained TAs focussing on vocabulary and sounds knowledge.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope. Writing line guides. Sentence starts. Visual vocabulary. Visual prompts. Multi-sensory writing/number opportunities. Concrete resources. Specialist reading programme.
	Moderate learning difficulties	Visual prompts. Pre-teach. Precision teaching.
	Severe learning difficulties	Specific equipment as advised by EHCP/specialist provision needs.
Social, emotional and mental health	ADHD, ADD	Quiet workstation within the classroom. Movement breaks. 'Fiddle' tools. Wobble cushions.
	Adverse childhood experiences and/or mental health issues	ELSA sessions, Hamish and Milo. Trauma informed practitioner. Emotionally available adult. Emotions books.
Sensory and/or physical	Hearing impairment	Classroom acoustic check. Positioning in classroom for optimum hearing.
	Visual impairment	Limiting classroom displays. Positioning in classroom for optimum sight.
	Multi-sensory impairment	Sensory breaks based on sensory needs identified in a sensory profile.

	Physical impairment	There are several features as identified in our accessibility plan, including disabled toilet facilities and accessible classrooms.
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These interventions are part of our contribution to Dorset County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term in their pupil passports. This includes asking the child how they feel they are progressing.
- Reviewing the impact of interventions at least termly, more often for some interventions.
- Monitoring by the SENDCO through class visits, pupil conferences, book scrutiny.
- Using pupil passports to measure progress and set new or adjusted targets.
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- External specialist expertise
- Further training for our staff

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

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

All pupils are encouraged to go on our school trips, including our residential trip to Hooke Court.

All pupils are encouraged to take part in our sports days, Year 4 performance and any special extra-curricular days we offer.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- We are proud of our inclusive approach to ensuring all children are able to achieve and make progress in our school.
- We follow the Dorset County Council Local Offer for arranging admission for children with SEND needs. Working with other agencies to ensure that children's needs can be met.
- Children with an EHC plan which names our school will be admitted before other places are allocated with the assistance of our Provision Lead who helps to ensure places are allocated before general places are allocated. The SENDCO works closely with the Provision Lead and Head of School to consult on places as required by EHC plans.

13. How does the school support pupils with disabilities?

- As part of our inclusive approach, we ensure all children are treated with equity. We have a DEI lead who is responsible for informing staff and children of updates to legislation. They also create assemblies which promote understanding and celebrate differences.
- Our facilities are well-suited to meet physical needs. The school is on one level and has two accessible toilets available. We are prepared to provide auxiliary aids and services as required, working closely with medical agencies to ensure needs are met. Children with medical needs are included in a medical section of our SEND register to support staff awareness and identify necessary adaptations to provision.
- Our school's accessibility policy and plan can be found in the SEN policy section on our website. It explains how we will:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and Eco-School council
- Pupils with SEN are also encouraged to be part of gardening club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through our ELSA and Hamish and Milo interventions.
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We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our anti-bullying policy. We teach understanding acceptance of diversity through our PSHE curriculum and DEI assemblies.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed

- Schedule lessons with the incoming teacher towards the end of the summer term. Children are visited by their new teacher in their current class and they also visit their new classroom to become familiar with the new surroundings
- Teachers work towards developing a positive relationship with their new cohort around the school at times such as break and play times
- Teachers send postcards home to children with SEND needs during the summer holidays to keep in touch and encourage positive relationships
- We have a Dorchester area schools transfer day where children spend the day in their new classes

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. SEND records and professional reports/referrals are shared with the new school SENDCO.

Between phases

The SENDCO of the middle school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a middle school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- We have a Dorchester area schools transfer day where children spend the day in their new classes

16. What support is in place for looked-after and previously looked-after children with SEN?

The Head of School will work with Rachel Dixon, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our complaints procedure can be found in the policy section of our website in the general policies section.

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. Meetings can be arranged with the SENDCO and or Head of School as necessary.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

Further support can be requested from Dorset SENDIASS. Their details are given on the SEN page of our school website.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Dorset For You website in the children and families section: 'our local offer':

- [SEND Local Offer - Dorset Council](#)
Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:
- [Dorset SENDIASS | SENDIASS](#)
Local charities that offer information and support to families of children with SEN can be found in the local offer pages:
- [A network of support in SEND - Dorset Council](#)
National charities that offer information and support to families of children with SEN are:
- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – When teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages