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SEN Information Report

Welcome to our SEN information report which is part of the Dorset Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information is up dated annually.

At St. Ives First School we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our SEN information Report. The best people to contact for this are:

Mr Nick Musslewhite SEN Governor
Rev. Jude Morton SEN Governor
Miss Sarah Moore SENCo
Mrs Laura Crossley Headteacher

At St. Ives

- **the kinds of special educational needs that are provided for**

The school ensures that all pupils in the school are equally valued by providing a broad and balanced curriculum that can be accessed by all learners regardless of need or ability therefore ensuring that we meet the needs of all learners within the school. We value high quality teaching for all learners and actively monitor the teaching and learning in the school.

- **policies for identifying children and young people with SEN and assessing their needs,**

The SEN co-ordinator is responsible for co-ordinating all the support for children with SEN and developing the school's SEN policy in order to make sure that all children get a consistent, high quality response in meeting their individual needs. The school will work to quickly identify where a child is not making expected levels of progress despite high quality teaching being targeted at specific areas of difficulty. In some cases it may be that the child has SEN.

- **arrangements for consulting parents of children with SEN and involving them in their child's education**

If your child is identified as not making progress because of SEN, the school will set up a meeting to discuss this with you in more detail and plan any additional support your child may need. If you have any concerns regarding your child's progress or well-being, then please either speak to your child's teacher or the SENCo (Sarah Moore)

- **arrangements for consulting young people with SEN and involving them in their education**

For most children, targets will be connected to their learning and will often be specifically related to literacy or numeracy. Other children may require support for social interaction, communication, emotional or physical difficulties. Teachers will regularly discuss how a child is achieving and set targets with them.

- **arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

Monitoring progress is an integral part of teaching and the school uses rigorous tracking systems to ensure that this is done effectively. Children with SEN support will have an Individual Education Plan. Targets for each child will be based on that child's individual needs and may be set either within school or by outside agencies working alongside the school and child. These targets will be reviewed on a termly basis. Children with a Statement of SEN or an Education, Health and Care Plan will be formally reviewed at an Annual Review meeting with all the adult's involved in the child's education.

- **arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Planning for transition is a part of our provision for all learners. The school works closely with children, families and other schools and pre-schools to ensure that this is as easy as possible for your child and treats every case on an individual basis. For children beginning in Reception there is a range of taster sessions where both you and your child is invited into school to spend time getting to know us. We also offer home visits for those children who start with us at the beginning of the Reception Year. When moving classes within the school we ensure that information is passed onto the receiving teacher before the start of the new school year. For those children changing schools or moving onto our middle schools, we work together to ensure that they are aware of your child's needs and ways in which they can be supported and visits to the new school can be arranged if appropriate.

- **the approach to teaching children and young people with SEN**

At St. Ives First School we value high quality teaching for all learners and actively monitor teaching and learning within the school. We believe in an inclusive curriculum and every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. They use a variety of strategies to achieve this, such as using visual timetables, positive behaviour reward systems, small group intervention programmes, ICT etc. Where a child has been identified as having SEN, they are entitled to support that is 'additional or different from' a normal differentiated curriculum. The support that is offered will be dependent on the individual learning needs of the child. This support is described on a provision map which outlines what is available for children across the year groups.

- **how adaptations are made to the curriculum and the learning environment of children and young people with SEN**

The school is accessible to children with a physical disability. We also ensure that equipment used is accessible to all children regardless of need. Where necessary the school will seek out advice from specialist services in order to ensure that they are adapting the curriculum/learning environment for the needs of individual children.

- **the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

The school actively seeks out appropriate training and support to enable all staff to improve the teaching and learning of all pupils, including those with SEN. This will include whole school training on SEN issues or individual training for a more specific need.

- **evaluating the effectiveness of the provision made for children and young people with SEN**

The children's progress is continually monitored by the class teacher and the leadership team. Regular reviews will take place to make sure that the support the children are being offered is having the intended impact. Should this not be the case, consideration will be given to adapting the frequency and/or intensity. Termly reviews will involve the children, parent/carers and the teachers, and a record kept of agreed actions. Where difficulties persist despite interventions, the school may request support and advice from other professionals, with the parent's consent.

- **how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

At St. Ives First School we believe that all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all.

- **support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured and that often these needs manifest themselves through behaviour difficulties, anxiousness, being uncommunicative etc. All classes follow a structured PHSE (Personal, Social, Health and Emotional) curriculum to support this. In addition to this we also offer an in-school nurture group, a 'listening ear' and extra lunchtime/playtime support for those children who may need this. If your child still needs extra support in this area then the SENCo will seek help from other professionals, with your permission.

- **how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

If your child is identified as needing more specialist input, referrals will be made to outside agencies. They can advise and support the school in enabling your child to make progress. The class teacher or SENCo will talk to you before proceeding with the referral and you may be asked to give your permission. Following on from this referral, a plan will be agreed with you and your child as to how they can be supported further. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Where a child's needs are severe, complex and lifelong the school (or you) can request for the Local Authority to carry out a statutory assessment of your child's needs. This is a legal process and will determine whether or not an Education, Health and Care plan (EHC plan) is required. The school will support you through this process if appropriate.

- **arrangements for handling complaints from parents of children with SEN about the provision made at the school**

If you have concerns about your child's progress we ask you first speak to your child's class teacher. If you are not happy your concerns are being managed and that your child is still not making progress please speak with the SENCo or Headteacher. If you would like to take your concerns further please contact the school SEND Governor. We have a policy to explain our complaints procedures. For full details please see our school website.

www.stivesfirstschool.com

Have your say...

St. Ives First School is a community school and welcomes the views of all its stakeholders. This SEN report declares our annual offer to learners within our school with SEN, but in order to be effective it needs the views of all children, parents/carers, governors and staff.

If you have any further questions or comments please contact Miss Moore (SENCo) at office@stives.dorset.sch.uk or via the school office.

