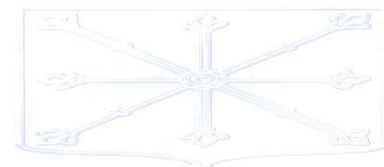


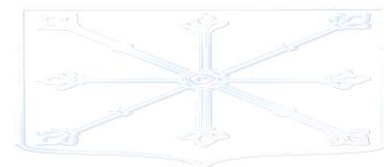
<p><b>How does the school know if the children need extra help and what should I do if I think my child may have SEND?</b></p>	<p>A child's special educational needs should be identified as early as possible. Initial identification of children with SEND is achieved through;</p> <ul style="list-style-type: none"> <li>a) Pre-school –practitioner observations; information from parents/carers; links with Health Visitor; liaison with Nursery providers</li> <li>b) In school – teacher observation and assessment; screening; information from parent/carers; pupil progress meetings; SEND review meetings;</li> <li>c) Transfer – liaison with previous school; transfer of information; visits to/from transferring school staff</li> </ul> <p>If concerns regarding progress, attainment or behaviour persist these are discussed with the SENDCo and parent/carers. The teacher and SENDCo carry out a clear analysis of the child's needs using the <a href="#">Somerset Graduated Response Tool</a>, drawing on teacher assessments and knowledge of the pupil, additional targeted assessments; tracking or progress and attainment; views of child and parent/carers. Teachers will complete a Teacher Initial Cause for Concern form with the parents and pupil. This is part of the Assess, Plan, Do, Review (APDR) process.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Educational Needs and Disabilities Coordinator (SENDCo) where appropriate.</p> <p>If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENDCo, Mrs. Leeson who is in school on Tuesdays. Her email is <a href="mailto:senco@westcoker.somerset.sch.uk">senco@westcoker.somerset.sch.uk</a>. In the absence of Mrs Leeson, you can contact the Head Teacher Mr Philip Hyland via the school office.</p> <p><a href="mailto:office@westcoker.somerset.sch.uk">office@westcoker.somerset.sch.uk</a> 01935 862568</p>
<p><b>How will the school staff support my child?</b></p>	<p>The <a href="#">Code of Practice</a> is statutory guidance and it concerns children with special educational needs (SEND) and disabled children. It details the four broad areas of need:</p> <p><b>Communication and Interaction</b> – speech and language delay, impairments or disorders; specific learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia); hearing impairment; autistic spectrum</p> <p><b>Cognition and Learning</b> – moderate, severe or profound learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia)</p> <p><b>Social, Emotional and Mental Health</b> – attachment disorders; withdrawal or isolation; disruption or disturbance; hyperactivity or poor concentration</p> <p><b>Sensory and/or Physical Needs</b> – sensory, multi-sensory and physical difficulties</p> <p>We inform the Local Authority on the level and types of need within our school by completing the School Census.</p> <p>The <a href="#">Graduated Response Tool</a> was launched in March 2022 to replace the Core Standards. Somerset's Graduated Response Tool makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and those who provide services to families.</p> <p>The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.</p>

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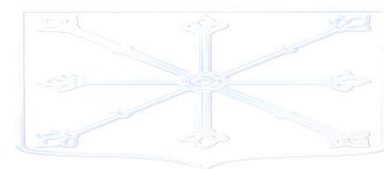
	<p>Class teachers may liaise with the SENDCo for additional advice or support. If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist via an EHA (Early Help Assessment). A referral will not be made without parental permission.</p> <p>The SEND Governor works closely with the school to help monitor provision. The SENDCo and SEND Governor endeavour to meet regularly to enable this process. The current SEND Governor is Rebecca Kilburn.</p> <p>SEND provision, including interventions, is recorded on a Whole School Provision Map. Progress is monitored closely to measure the impact of interventions.</p>
<b>How will I know how my child is doing?</b>	<p>We believe in working closely with parents/carers in sharing ideas and information to encourage children to aspire to achieve of their best in their learning and their self-esteem.</p> <p>If a child needs a more bespoke programme of support, targets may be recorded on an Assess, Plan, Do Review and the child is entered on the SEND register. This is the second part of the APDR process. Children complete an 'All about me' at the start of each academic year and will amend when necessary to ensure they are included in the planning stage. This level is SEND Support in the Somerset Graduated Response Tool. These targets may be related to an area of the academic curriculum or to develop social or emotional skills. Their progress at meeting these targets will be shared regularly with parents/carers and the child, where appropriate (Review Stage in APDR). This is supported by progress informed through Wakefield Progression Steps and The Early Years Developmental Journal where appropriate.</p> <p>In addition to formal parent/carer consultation evenings (Autumn &amp; Spring Terms), information can be shared via email, telephone, and home/school liaison books or face-to-face, where an appointment may be necessary.</p> <p>All parents/carers will receive an end of year written report detailing their child's progress across the curriculum. Teachers and/or SENDCo <b>must</b> meet with parents to discuss progress at least three times a year.</p>
<b>How will the learning and development provision be matched to my child's needs?</b>	<p>Quality First Teaching is the expectation in all classrooms and the provision of opportunities for all to meet their potential. Provision for pupils with SEND follows a whole school approach based on the Somerset Graduated Response Tool - all teachers are teachers of all SEND. A continuous cycle of assessment, planning, provision and reviewing is firmly embedded and takes account of the wide range of abilities, skills, aptitudes and interest of our children. Pupils with SEND will receive support that is additional to and different from that made for other pupils. Teachers take account of pupils with SEND in their planning and assessment. They provide support in which area(s) of SEND the pupil requires, with support and advice from the SENDCo and other outside agencies as required. This is the Do stage of the APDR.</p> <p>The SEND Governor also closely monitors the progress of identified groups of children, including those with SEND.</p> <p>We can be request advice from outside agencies and this will be incorporated into the child's provision.</p> <p>Regular assessment will inform where amendments to provision may be required.</p>
<b>What support will there</b>	<p>The well-being of all pupils is of primary concern at West Coker Primary</p>

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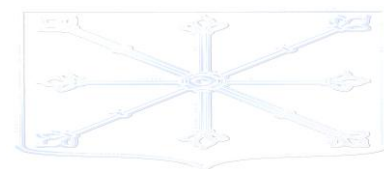
<p><b>be for my child's overall wellbeing?</b></p>	<p>School. We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together to make school a safe and happy place for everyone.</p> <p>Children are supported with their social and emotional development throughout the school day through the curriculum, Zones of Regulation and extra-curricular activities. Personal, Social and Health Education (PSHE) is an integral part of our curriculum and can be taught explicitly in class.</p> <p>Additional support from specialist agencies can be accessed via an EHA with parental permission.</p> <p>Our Behaviour Policy, which includes guidance on expectations, is fully understood and in place by all staff.</p> <p>We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence.</p>
<p><b>What training have the staff, supporting children with SEND had or are having?</b></p>	<p>Teachers and TAs (Teaching Assistants) access external training to enable their Continued Professional Development. The SENDCo has previously attended the SENDCo Annual Conference. Previous training has included ILI, Team Teach and Spelling Detectives.</p> <p>In-house and external training will also be accessed to help staff develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND.</p>
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Our SENDCo can offer advice and training for a range of SEND. If further advice and support is required, Mrs. Leeson will make a referral (EHA- Early Help Assessment), with parental permission, to an appropriate outside agency or service. This may include the Educational Psychology Service or Speech &amp; Language. There is an extensive range of services within Somerset who will only be accessed with parental permission.</p> <p><a href="#">Somerset Choices</a> is the website that contains all the information regarding outside agencies and support available to parents and children in this area.</p> <p><a href="#">Somerset's Local Offer</a> is about services and support available locally for children and young people with Special Educational Needs and Disabilities (SEND) from birth to 25 and this is the Local Offer page for <a href="#">West Coker</a>.</p>
<p><b>How will you help me to support my child's learning?</b></p>	<p>At West Coker, we value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home.</p> <p>Formal parent/carers' Assess, Plan, Do, Review consultation meetings take place in the Autumn and Spring term, with a final meeting in the Summer Term to view your child's current progress, achievements and transition.</p> <p>Our SENDCo will also be available at these meetings when requested, if you would like to discuss your child's strengths and needs with her and explore further ways in which you can support your child's learning.</p> <p>In addition to the formal meetings, you may be invited to a variety of parental workshops to enable a fuller understanding of how the particular area of the curriculum is explored and developed in school and how your child can be further supported at home.</p> <p>Further support can be found at the <a href="#">Somerset Parent Carer Forum</a>.</p>
<p><b>How will I be involved in discussions about and</b></p>	<p>In addition to formal parent/carer consultation meetings, you can also discuss your child's education with their class teacher, SENDCo or Head</p>

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<p><b>planning for my child's education?</b></p>	<p>Teacher. If you need an appointment, this can be made through the school office.</p> <p>For some pupils, a school/home communication book may be used to enable regular information sharing and updates between key school staff and parents/carers.</p> <p>If your child's needs are significant, it may be appropriate to undertake a statutory assessment of his/her needs. The assessment may lead to the issue of an EHCP (Education and Health Care Plan), which replaces the previous Statement of Special Educational Needs. This is High Needs in the Somerset Graduated Response Tool. Once an EHCP is in place, regular review meetings will be organised and the Plan will be fully reviewed annually.</p>
<p><b>How will my child be included in activities outside the classroom including school trips?</b></p>	<p>At West Coker, children have a wide range of extra-curricular activities to enjoy. All clubs are run by school staff. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.</p> <p>Pupils may also have the opportunity to attend enrichment events both on and off the school site. Where necessary, risk assessments will be undertaken and reasonable adjustments made to enable inclusion regardless of need or disability.</p> <p>School trips, including residential, are a regular feature at West Coker. These experiences are hugely enriching both from a learning and social aspect. All children are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all children can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trip's events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.</p>
<p><b>How accessible is the school environment?</b></p>	<p>Where feasible, we make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.</p>
<p><b>Who can I contact for further information?</b></p>	<p>In the first instance, parents/carers are encouraged to contact their child's class teacher. For pupils with SEND, further information and support can be sought from our SENDCo, Mrs. Leeson, who is in school on Tuesdays. Parents/carers can discuss their child's strengths and needs in person, by telephone or email, if preferred.</p> <p>Parents/carers are also able to contact the Head Teacher or SEND Governor.</p> <p>If further assistance or advice is desired, this can be sought from the SEND Casework team. Email: <a href="mailto:SENDassessmenthub@somerset.gov.uk">SENDassessmenthub@somerset.gov.uk</a> or telephone: Somerset Direct 0300 123 2224</p> <p>Support can be found at <a href="#">Somerset SENDIAS</a> or <a href="#">Somerset Parent Carer Forum</a>.</p>
<p><b>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b></p>	<p>The first day at school for all children can be both exciting and stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting. As children progress through the school, they will all participate in a transition day, where they will have the opportunity of spending part of the day in their new classroom with their new teacher. The current class teacher will pass on important information about the child's education and welfare to</p>

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	<p>their new teacher. The SENDCo may also become involved during this "handover".</p> <p>When transferring from one primary to another, all electronic and paper records will be sent to the receiving school within 15 days of the child leaving.</p> <p>"Moving on" (transition) can be difficult for all children, but especially those with SEND. To aid a smooth transition, a carefully planned programme supports each child. When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. Meetings between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and important questions to be addressed. A School Entry Plan may be completed in some cases in liaison with class teachers, parents, outside agencies and new school to ensure support is continued.</p>
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>The school's budget is decided by the Head Teacher and the School Governing Body.</p> <p>Human Resources and interventions are closely monitored to ensure value for money.</p> <p>Within the budgetary constraints, support is allocated according to the level of need.</p> <p>Additional funding can be applied for where needs are judged to be exceptional for individuals. Parents/carers would be consulted prior to an application being made for an EHCP.</p>
<p><b>How is the decision made about how much support my child will receive?</b></p>	<p>At West Coker, we aim to provide a stimulating and inclusive education alongside quality first teaching. The teaching staff use a variety of assessments to plan the learning and review the progress of each child. The assessment can be from class work, observations, and standardised formal assessment such as BPVS (British Picture Vocabulary Scale) or the Year One Phonics Check. Sometimes, pupils need support, which is different or additional to that of their peers. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, parents/carers and the pupils, as necessary. Every effort will be made to continue to foster independent learning.</p>