

SEN Information report September 2025

Inclusion Leader with responsibility for SEND Sara West

Governor Dorothy Woods

1. What kinds of Special Educational Needs are provided for at Conifers Primary School?



At Conifers Primary School we provides support for pupils across the 4 areas of need as laid out in the **SEN** Code of Practice 2014(updated in 2020) :

- Communication and interaction – speech and language difficulties, ASD (autistic spectrum difficulties) and Asperger’s Syndrome
- Cognition and learning - Specific learning difficulties - dyslexia, dyspraxia and Moderate learning difficulties
- Social, emotional and mental health difficulties – ADHD (attention deficit hyperactivity disorder) and attachment disorder
- Sensory, medical and physical needs -hearing impairment, vision impairment, sensory processing difficulties

We have a Thrive base that supports children with their emotional well-being.

- Looked after children are supported through additional interventions to ensure they make good progress. Children’s emotional well-being is supported through our ELSA’s and through the Thrive base where appropriate. Meetings are held regularly with other professionals and each child has their own PEP (personal education plan) that is regularly monitored




2. What are the school’s policies for identification and assessment of pupils with SEN?










Our assessment policy outlines the range of assessments regularly used in school. If, despite interventions, a child is making significantly slower progress than that of their peers starting at the same baseline or the child fails to match their previous rate of progress a child will be placed on the **SEN** register after discussion with the parents/carers and appropriate agencies.






Pupils who are identified as having **SEN**, have their needs assessed through :

- Feedback from teaching staff, teaching assistants and observations
- Progress data, year tests, **KS1 and KS2** results and baseline testing
- Assessment, reports and reviews from external agencies

<p>3. What are the school's policies for making provision for children with SEN whether they have Education Health and Care Plans?</p> <p>a)How do we evaluate the effectiveness of provision for children with SEN</p> 	<p>Start and end of intervention data is analysed, and the progress of the children is discussed during Pupil progress meetings each half term. Actions are then planned for the following term.</p> <p>The school is supporting children who may have fallen behind with their learning with 'catch up programmes' in small groups.</p> <p>Children with EHC plans are also having additional intervention 1:1 or in small groups depending upon the intervention taking place.</p>
<p>b) What are the arrangements for assessment and reviewing the progress of children with SEN?</p> 	<p>Progress of SEN children will be discussed by the class teacher, Inclusion Leader, Assessment Lead and Head teacher during pupil progress meetings held each half term.</p> <ul style="list-style-type: none"> • Use of attainment and progress data for children with SEN as part of whole school tracking of children's progress in terms of Age-Related Expectations (ARE) each term • Targets on a child's Provision Map/Personal Progress Reviews are reviewed and shared with parents each term • Use of pupil/parent interviews/questionnaires • Children under Speech and Language are reviewed by the service (SALT) • Children holding an EHC Plan will have an Annual Review, where a representative from all agencies involved with that child will be invited and interim reviews will be held if necessary
<p>c) What is our approach to teaching pupils with SEN?</p> 	<p>Provision for SEN pupils includes:</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate adjustments in place • Alternative ways of recording their ideas (ICT, photographs, use of technology) • Extra adult support in classrooms where appropriate • Personalised provision through adapted resources and intervention programmes • Advice from external agencies

<p>d) How do we adapt the curriculum and learning environment?</p> 	<p>The school always acts upon advice received from external agencies:</p> <ul style="list-style-type: none"> • Instructions broken into small steps • Visual prompts • Positioning of children with hearing and vision difficulties within the classroom and use of aids as recommended • use of laptops • use of coloured overlays • use of sensory breaks, sensory cushions, fiddle toys • use of manipulatives • Visual timetables
<p>e) What additional support, for learning, is available for children with SEN?</p> 	<p>Each year group have access to a dedicated TA that supports children in lessons and runs interventions for that class/year group. We also have TAs that run specialist interventions for children across all ranges in the school. Where appropriate, resources and equipment are provided to assist children to access the curriculum.</p>
<p>f) What other activities are available for children with SEN?</p> 	<p>A range of extra-curricular clubs are available for all our children. In addition, Residential trips are offered to all children in Year 4 and 6. All necessary arrangements /adjustments would be put into place to enable all children to participate in extra-curricular activities.</p>
<p>g) What support is available for improving the emotional and social development of children with SEN?</p> 	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • An anti-bullying policy with contributions from all members of the school community • The PSHE programme of work followed by all classes • Friendship groups • Two trained ELSA's. They support children with programmes such as friendship issues, anger management, self-esteem building • Targeted nurture support for individual pupils • Family liaison and mental health support worker • Lunch club • Nurture group every morning • Thrive base • Thrive support staff • Referral to CAMHS

	<ul style="list-style-type: none"> ● Referral to MHST ● Referral to the horse course
4. The name and contact details of the Inclusion leader.	The Inclusion leader is Sara West; she can be contacted through the school office. Telephone 01305771289, email office@conifers.dorset.sch.uk . The Inclusion leader works full time and is happy to speak to parents/carers about any concerns or questions you have.
5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured? 	<ul style="list-style-type: none"> ● TAs and Teachers are trained to deliver a range of effective interventions, Blanks Questioning, Learn to Move, Precision Teaching, 1:1 reading and Little Wandle phonic programme. ● Individual training (specialist TAs/ teachers) include: Speech and Language, ADHD, ASD, Attachment awareness, specific learning difficulties; Team teach, Thrive Practitioners and ELSAs. <p>Specialist expertise and external services are provided by outside agencies such as: Educational psychologist, Specialist Teacher, Outreach from the local special school, Hearing and Vision Support Service, Speech and language, MHST and family support services.</p>
6. How is equipment and facilities to support children with SEN secured? 	<p>The Inclusion Leader has a small annual budget to purchase equipment for SEN children. The prioritise for this is decided through:</p> <ul style="list-style-type: none"> ● discussion with specialist agencies involved ● through discussion with parents ● through discussion with teachers ● through discussion with teaching assistants <p>Our school's Accessibility Plan (available on the website) outlines adaptations that can be made to the building to meet particular needs, if they arise.</p>
7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child? 	<p>We have a parent evening in the Autumn and Spring term to discuss the progress of all children, where targets and Provision Maps will be shared. Additionally, teachers are available before and after school to discuss small concerns. The teacher will feed this back to the Inclusion leader and a meeting can be arranged if needed. If a child is to have an intervention parents will be informed either by the class teacher or the Inclusion leader. For some interventions the TA running the group will offer an opportunity to discuss the programme with parents. Please get in contact if there are any concerns or questions regarding interventions and how you can support your</p>

	child.
<p>8. What are the arrangements for consulting children with SEN about and involving them in their education?</p> 	<p>For any child with an EHC Plan, during the Annual Review, the child is invited to attend, choose snacks and share some of their work. Prior to the meeting the children are asked to complete a questionnaire about what they think they are good at, things they like doing and whether they are getting the help they need as well as what they would like to get better at. Their views are valued and taken into consideration on their EHC Plan.</p>
<p>9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning provision made at school?</p> 	<p>It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our complaint procedure can be found on the school website. If you have a complaint, please first talk to your child's teacher. Then, if you feel it is still unresolved, please speak to the Inclusion leader and then the Head Teacher. If the matter remains unresolved, please contact our Chair of Governors, Dorothy Woods.</p>
<p>10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?</p> 	<p>External support services play an important part in helping school identify, assess and make provision for pupils with SEN. The school is supported by Educational Psychologist (Kam Lo) Speech and Language Service (Louise Arnold) Hearing and Vision Support Service (Sharon Cade), Specialist Teacher (Caroline Hall) . The school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN. Drop in sessions are arranged for parents from the school nurse, SALT and MHST.</p>
<p>11. What are the contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with section 32.</p> 	<p>Dorset SENDIASS Dorset SEND Information, Advice and Support Service Catherine Breakwell 07771 978404 Dorset Parent Carer Council (run by parents of children with disabilities) 07827 793 244 dpcc@dorsetparentcarercouncil.co.uk.</p>
<p>12. What are the contact details of support services for supporting children with SEN in transferring between phases of education?</p> 	<p>We have a transition programme in place for the move from Pre-school with regular visits to the school and visits to the home. We have transfer meetings to pass on information/paperwork about SEND children with our local secondary schools. There is an enhanced transition programme for children where it is felt appropriate.</p>

13. Where is the Local Authority's Local offer and schools Local Offer published?



School website : conifers@dorset.sch.uk.