

SEN Information Report

Last Updated October 2017

Written by Special Educational Needs Co-ordinator (SENCo)

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Our school Aim and Provision



Aims

At Ferndown First School our aim is to improve the lives of all children and narrow the gap so that the experience of the majority is the experience of all.

School Provision

At Ferndown First, we believe in every child's right to receive quality first teaching and aim to achieve an holistic approach to every child's needs. We recognise that different learners have different needs and therefore need appropriate personalised provision to meet those needs.

We provide a differentiated curriculum that meets the needs of all pupils and groups by:

- Setting suitable learning targets
- Responding to pupil's diverse learning, emotional and cultural needs
- Overcoming potential barriers to learning and assessment
- Liaising with outside agencies
- Using a 'next steps' approach to curriculum planning
- Implementing the principles of assessment for learning to provide personalised feedback and next steps
- Using the cycle of assessment, evaluation and planning to inform future learning.





There are four broad categories of SEN

- **Communication and interaction**, including speech and language communication needs, Asperger's syndrome and Autism.
- **Cognition and learning** including specific learning difficulties and moderate learning difficulties
- **Social, emotional and mental health difficulties** including ADHD.
- **Sensory and/or physical needs** including physical disability and hearing impairment.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



SEND Areas of Need, School Statistics



September 2017 Statistics

-	TOTAL	SEN Support	EHCP
No.	56	53	3
Perc.	100%	95%	5%
Boys	46	43	3
Girls	10	10	0
Year R	3	3	0
Year 1	7	7	0
Year 2	14	13	1
Year 3	15	13	2
Year 4	17	17	0

May-15	TOTAL	Asperger's Syndrome and Autism	Moderate Learning Difficulties	Physical Disability	Social, Emotional, Mental Health	Speech and Language Communication Needs	Specific Learning Difficulty
No.	56	2	0	2	11	11	30
Perc.	100%	3.5%	0%	3.5%	19.6%	19.6%	54%

-	TOTAL	SEN Support	EHCP
No.	58	55	3
Perc.	100%	95%	5%
Boys	46	43	3
Girls	12	12	0
Year R	6	6	0
Year 1	11	10	1
Year 2	13	11	2
Year 3	13	13	0
Year 4	15	15	0

July 2016 Statistics

May-15	TOTAL	Asperger's Syndrome and Autism	Moderate Learning Difficulties	Physical Disability	Social, Emotional, Mental Health	Speech and Language Communication Needs	Specific Learning Difficulty
No.	58	3	1	2	11	11	29
Perc.	100%	5%	2%	4%	19%	19%	50%



Identifying children with SEND and assessing their needs



Definition

At Ferndown First School, children are identified as having SEN if they require **special, additional or different teaching to the majority of the other children** of their age. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

Process

The teacher and the SENCo decide whether to make special educational provision based upon a range of information gathered from within the school about the pupil's progress compared to national data and expectations of progress. This will include high quality formative assessment, assessment materials, information from parents and pupils and the desired outcomes. For higher levels of need, our school is able to draw on more specialised assessments from external agencies and professionals including children's therapy services, speech and language therapy service, SENSS, educational psychologists and community paediatricians. The school will consult with parents before involving external agencies and professionals.

Purpose

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We will consider the needs of the whole child, which will include not just the SEN of the child. At Ferndown First School, we recognise that children's needs will can be across all areas of need and change over time.



Identifying children with SEND and assessing their needs



Indicators of SEN

- Children who require specialist provision to access the school curriculum and community appropriately and safely;
- Children whose response to an intervention indicates SEN or who despite targeted high quality teaching targeted at their areas of difficulty, still do not make the progress expected;
- Children who are in receipt of specialist advice from an outside agency;
- Children who exhibit commonly found traits of different types of SEN, which have a negative impact on their well-being and progress;
- Children who have clear barriers to their learning;
- Children who are likely to need specialist educational provision if, even with accelerated progress, they would remain below age related expectations by the end of the year.



A Graduated approach to SEN support

We believe that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Ferndown First School, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Lessons are planned to address areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

SEN support at Ferndown First School is a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four processes in our graduated approach are: assess, plan, do and review.

Where, despite relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, our school considers requesting an education Health and Care needs assessment.

Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months.



Provision for pupils with SEND



Assess

The class teacher and SENCo work together to analyse pupils needs based upon the information gathered. This will include parental information, the child's view and when relevant, external agencies and professionals.

This assessment is reviewed regularly, ensuring that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

Clear outcomes are identified including details of expected impact on progress. The support, adjustments or intervention required are put in place and a clear date of review is agreed. Through Joint Working Meetings, parents are informed of the planned support and information and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

A Graduated Response Cycle

Do

The class teacher ensures that the plan is carried out and the support agreed is put into place.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. This, alongside the views of pupils and parents, feeds into the analysis of the pupil's needs and indicate the next steps for the child, thus starting the four part cycle again.



Assessing and reviewing progress towards outcomes

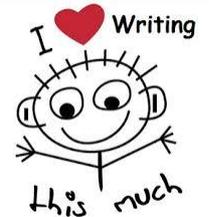
- Class teachers use continuous assessments to inform them of children's progress and next steps and will formally assess children at least three times a year to check a child's progress against age related expectations.
- In addition, regular standardised testing will be used to inform teachers of potential areas of difficulty in reading, spelling and maths.
- Children with an additional Education Plan will have their progress measured every half term form a baseline. This will inform us of the broader picture of progress they have made, for example, the number of high frequency words they have learnt.
- This information will be shared with parents through consultations, Joint Working Meetings, parent reports and provision maps.
- Progress towards the outcomes will be reviewed during each Joint Working Meeting.
- The Special Educational Needs Co-ordinator monitors the progress towards outcomes and the attainment of all children on the SEN register.



Strategies to support and develop English skills



- One to one short daily phonic sessions with a teaching assistant, using a Kinaesthetic (experiencing / doing things) approach. This will support children in increasing their knowledge of phonics and how to apply them to reading and spelling.
- Small group reading support in class through guided reading, and individual reading support out of class from volunteers.
- Individual reading recovery sessions with a specialist teacher, which teach children the whole reading process including how to sound out words, improve their fluency, self-correct mistakes in reading and use clues from the whole text and pictures to gain meaning from their reading.
- Additional reading support sessions with teaching assistants. These focus on increasing the child's knowledge of phonics, high frequency words, fluency and comprehension of the text.
- One to one/two writing sessions with a specialist teacher, which teaches children about composing accurate sentences, editing and improving. IN addition, children experiment with vocabulary, learn about punctuation and grammar and consider the impact of their writing on the reader.
- Additional small group literacy support in class from class teachers and teaching assistants.
- Provision of table top writing packs, as required. These may include: finger spacers, phonics sound mats, high frequency word lists and individual spelling lists.
- Additional individual reading and writing skills programmes for children who present with specific barriers to their acquisition of literacy skills, delivered by a specifically trained higher level teaching assistant.
- Small group additional handwriting development programme, delivered by a teaching assistant.
- Use of various commercially produced assessment materials to assess children's current levels of understanding and skills, with targets and programmes written as a result where required.



Strategies to support and develop Maths skills



- Daily access to quality first teaching through a scaffolded curriculum, INSPIRE maths.
- One to one short daily number and early calculation sessions with a teaching assistant, using a Kinaesthetic (experiencing / doing things) approach. This will support children in increasing their knowledge of numbers and their place value and how to apply them to calculations and number sequences.
- Small group mathematics support in class through guided group work.
- Additional maths support sessions with teaching assistants. These focus on increasing the child's knowledge of numbers and their place value; number facts such as pairs of numbers which make 10 /20/100 and times tables; mental calculation strategies and written methods which support calculations, for example, using a number line or track.
- Additional small group maths support in class from class teachers and teaching assistants.
- Provision of table top maths packs, as required. These may include: number tracks or lines, 100 squares and practical resources such as cubes or diennes.
- Small group, additional daily '1st class at number' sessions delivered by teaching assistants trained in the teaching of the programme.
- Use of various commercially produced assessment materials to assess children's current levels of understanding and skills, with targets and programmes written as a result where required.



Strategies to support emotional well being



At Ferndown First School, we deliver the JIGSAW personal, social and health education programme. Jigsaw PSHE is a comprehensive and completely original Scheme of Learning for the whole Primary Phase. It integrates PSHE (Personal, Social, Health Education), emotional literacy, social skills and spiritual development in a whole-school approach.

In addition to this we have a range of small group and individual interventions, which supports children in their emotional and social development.

- Small group or individual sessions with a trained ELSA (emotional literacy support assistant) for children who need additional support with their emotional well-being.
- Twice weekly small group nurture club, supporting children in coping with the expectations and routines of the school.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- Tailored support strategies advised by the school's allocated educational psychologist or behaviour support team.
- Access to Forest school which promotes team work, resilience, social skills and challenge in a supportive environment.



Outcomes for Pupils with SEND



Headline National Curriculum Data

We strive to narrow the achievement gap between children with special educational needs and those who do not.

During the academic year 2016 to 2017, the % of SEND Support children attaining at age related expectations (ARE) and making good or better progress is detailed below.

Whole School	ARE	Making Good Progress	Narrowing the gap	Closed the gap
Reading	39%	80%	37%	14%
Writing	24%	55%	24%	16%
Maths	33%	75%	33%	12%

Early Years Data

	ARE	Making Good Progress	Narrowing the gap	Closed the gap
Reading	33%	100%	100%	33%
Writing	33%	100%	100%	33%
Maths	33%	100%	100%	33%

Year 2 Data

	ARE	Making Good Progress	Narrowing the gap	Closed the gap
Reading	60%	70%	40%	40%
Writing	50%	70%	40%	30%
Maths	40%	80%	20%	20%

Other Measures of Progress

We recognise that children make small steps of progress in their interventions and use these to track the impact of the intervention on their learning and the effectiveness of interventions.

Examples of these measures are:

- The number of common exception words learnt
- The number of new phonics learnt to read and spell
- The number of maths targets achieved from the skills assessments
- The number of improvements made in a strengths and difficulties questionnaire.
- The increase in reading age using a standardised test.

Progress Reviews

We track each intervention every six weeks and expect each child to make accelerated progress using 'other' measures in their intervention. We give each child a review code.

Review codes:

- **Green code** for accelerated progress, (continue intervention or cease as gap is closed)
- **Amber code** for one half term of not accelerated progress (try again as we feel the child will make accelerated progress in this half term)
- **Red code** for 2 consecutive half terms of not accelerated progress (never two ambers in a row. Change the intervention as it is not meeting the child's needs)



Outcomes for Pupils with SEND



Example of an Intervention Record Card

FERNDOWN FIRST SCHOOL Pupil Intervention Record Card						
Names:	Class	Year	Vulnerable Group	Current Level	Target	
	0	2	0	Sep-16	Oct-16	
				Orange	Purple	
Provision: Reading recovery / ECAR						
Area (ph, Rd, Wr, Mth, BESD, Co-ord, SALT)	Delivered by:	Possible Sessions	Sessions Attended	Date started	Review Date	
Reading	Miss Ware			12/09/2016	14/10/2016	
Targets for Intervention:						
To be reading target level books (see above) with 95% accuracy						
To increase HFW by > 9						
To increase reading age by greater than 1 month						
To increase phonics by > 9						
Progress and Attainment					Review Meeting notes	
Baseline Data			Review Data		Progress	Review Colour
Date	NC level		Date	NC level		
12/09/2016	Orange		14/10/2016			
Date	Assessment	Result	Date	Result	Progress	Review Comment
12/09/2016	Reading Band		14/10/2016			
12/09/2016	HFW		14/10/2016			
12/09/2016	Phonics		14/10/2016			
	BAS / NEALE					
Achieving my targets will help me reach my goal of:						
This is where I am: (please date entries)						

Generic for the intervention

Simple measurable targets understood by all stakeholders, including **children**

Base line and Review measure Curriculum and Other measures of progress

5-6 week duration

Impact. Where next?

Pupil voice



Outcomes for Pupils with SEND



Example of a Pupil Provision Map

Pupil Provision Map 2015 to 2016

Pupil No.	250	Name:		Class:		Year	2	Grp	
Autumn 1									
Intervention	wave	with	no of H/ITs	other accel prog?	review code	estimated cost per half term			
rdEW	3	Ew		y	G				
ma 1st 2c	2	DC	1	n					
rd TD 1	2	DC							
ma 1st 1c	2	DC							
Autumn 2									
Intervention	wave	with	no of H/ITs	other accel prog?	review code	estimated cost per half term			
rdEW	3	Ew		y	G				
ma 1st 2c	2	DC	1	n					
rd TD 1	2	DC							
ma 1st 1c	2	DC							
Spring 1									
Intervention	wave	with	no of H/ITs	other accel prog?	review code	estimated cost per half term			
rdEW	3	Ew		y	G				
ma 1st 2c	2	DC							
rd TD 1	2	DC							
ma 1st 1c	2	DC							
Spring 2									
Intervention	wave	with	no of H/ITs	other accel prog?	review code	estimated cost per half term			
rdEW	3	Ew							
ma 1st 2c	2	DC							
rd TD 1	2	DC	1	n					
ma 1st 1c	2	DC							
Summer 1									
Intervention	wave	with	no of H/ITs	other accel prog?	review code	estimated cost per half term			
rdEW	3	Ew							
ma 1st 2c	2	DC							
rd TD 1	2	DC	1	y	G				
ma 1st 1c	2	DC	1	n					
Summer 2									
Intervention	wave	with	no of H/ITs	other accel prog?	review code	estimated cost per half term			
rdEW	3	Ew							
ma 1st 2c	2	DC							
rd TD 1	2	DC	1	y	G				
ma 1st 1c	2	DC	1	n					
2014 to 2015 Provision Map Cumulative Summary									
Intervention	wave	with	no of H/ITs	other accel prog?	review code	estimated cumulative cost			
rdEW	3	Ew	3	y	G				
ma 1st 2c	2	DC	2	n					
rd TD 1	2	DC	3	y	G				
ma 1st 1c	2	DC	2	n					
Test Progress (Results in Months)									
						reading	period	progress	
						maths		7	6
Data Summary									
Reading and Phonics									
Reading phonics learnt	52								
reading HFw learnt	38								
Spelling phonics									
Spelling HFw									
new spellings									
Reading Bands	8								
Fluency Grade									
Comprehension Targets									
Writing and Maths									
Writing Colour Semantics									
Writing Targets									
Maths Targets									
IEPS and Memory									
Working memory visual									
working memory auditory									
IEP targets									
BESD									
ELSA Positive Changes									
Frst Sch Positive Changes									
Boxhall Positive Changes									
Reduction of pink Slips									
SALT and Co-ordination									
SALT Programme targets									
SALT Narrative Therapy Targets									
CS oral level									
socially speaking skills									
Write from the start improvements									
Learn to Move improvements									

(Costs and pupil details have been removed)

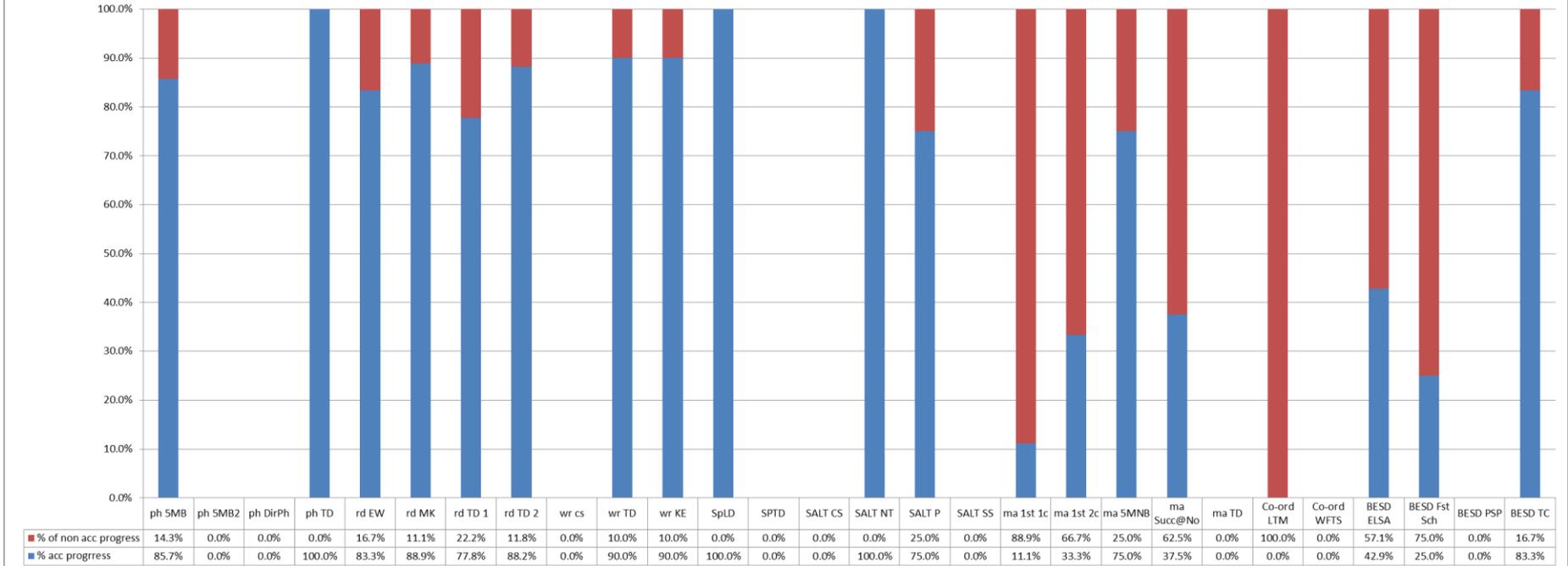


Outcomes for Pupils with SEND



School Provision Map

School Provision Map: 2016 to 2017 Impact of Interventions
July 2017



Key Learning:

- Phonic, reading and writing interventions in the school remain strong with high levels of impact and progress.
- Maths interventions are not having the desired impact. Research from Education endowment foundation indicates that same day intervention and pre-teaching have greater impact on progress. This is to form the school strategy for the academic year 2017 to 2018.



Training and development of Staff in meeting the needs of SEND



In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCO in liaison with the staff Continuing Professional Development Co-ordinator will recommend or arrange appropriate SEN training for staff where needed.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

At Ferndown First School, we have a specialist reading teacher, trained in Every Child a Reader and a specialist Higher Level Teaching Assistant who holds the OCR level 5 qualification for teaching children with Specific Learning Difficulties. In addition, we employ an every child a writer teacher and a specialist speech and language teacher.

Recent training:



Supporting children in developing their number sense through the use of concrete apparatus and visual images.

Training in creating an environment and relationship in which children with complex communication difficulties can feel less anxious and therefore more ready to learn and progress.



Chimp management

Supporting children in managing their reactions and emotions leading to greater self esteem, resilience and aspiration.



Consulting with parents, when identifying children with SEN

At Ferndown First School, we have an open door policy and encourage joint working with families. There are a minimum of 3 consultation evenings a year.



As part of the identification of whether a child has a special educational need, an Initial Joint Working meeting with parents will be held.

At this meeting information about the child's strengths and areas of difficulty, as well as parental concerns and aspirations will be gathered. Outcomes for the child will be agreed and consideration given as to whether the outcomes can be met by making adjustments to the school's core offer or whether additional or alternative provision is required.



Continuous Joint Working

At Ferndown First School, we hold Joint Working Meetings at least three times a year with parents of children on the SEN register. These meetings will allow parents and school to discuss and agree long term outcomes for the child and the graduated response needed to support that child in achieving the outcomes.

A typical agenda may include:

- Setting and revising clear long term and short term outcomes and reviewing progress towards them;
- Discussing the activities and support that will help the child achieve them, and identifying the responsibilities of the parent, the pupil and the school;
- Gathering essential information on the impact of the SEN support outside of school and any changes in the pupil's needs;
- Agreeing adjustments, interventions and support to be put in place to help the child reach the desired outcomes through the school's graduated response;
- Setting a review date and sharing the expected impact on progress, development or behaviour by that date.



Consulting with Children

Before a Joint working meeting, the views of children with SEN will be gathered in a manner suited to their needs and stage of development. These views will be included in the Joint Working Meeting.

Children's aspirations and self-assessment are included in the half termly reviews of the intervention or additional / alternative support provided.

Achieving my targets will help me reach my goal of:

This is where I am: (please date entries)



Access to Wider Opportunities for Children with SEND



As part of our tracking and monitoring procedures, we track the attendance to wider opportunities offered at the school. This information is used to ensure that the opportunities provided are accessible to different vulnerable groups including children with SEND. All efforts are made to ensure that children with SEND can attend clubs of their choice.

When planning trips beyond the school grounds, when required, trip leaders will meet with parents to discuss an accessibility plan and risk assessment.



We recognise that transition for children with SEND and their families can be more challenging.

We will host a transition meeting with the receiving school, where all relevant information will be shared. The views of your child will be sought, collected and fed into this meeting. We do not feel it is appropriate for our school children to attend formal meetings.

When necessary, additional transfer visits are arranged and supported by either the parents and / or member of the school staff. In addition, transfer sessions with an Emotional Literacy Support Assistant take place for those who require this support.



Working with Outside Agencies



When a child at our school, continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we will consider involving specialists from outside agencies. This will be discussed and agreed at a Joint Working Meeting between the parents and the class teacher and when appropriate, SENCo, Base Leader or Headteacher.

When the outside agency visit the school, the SENCO and class teacher, together with the specialists, and parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes will be agreed along with the support needed and a date by which progress will be reviewed.

Outside agencies include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Community Paediatricians
- Information on the Dorset Local Offer can be found using the following link:

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>



Related Information and Links



Ferndown First School Accessibility plan

<http://www.fernfirst.dorset.sch.uk/wp-content/uploads/2014/10/Accessibility-Plan-Jan-2015-to-2019.pdf>

Ferndown First School Local Offer

<http://www.fernfirst.dorset.sch.uk/wp-content/uploads/2013/11/Inclusion-Schools-Local-Offer-for-Pupils-with-SEND-Sept-2014.pdf>

Ferndown First School Equality Objectives

<http://www.fernfirst.dorset.sch.uk/information/equality-objectives-2015/>

Ferndown First School Inclusion Policy, containing SEN Policy and Supporting children with medical conditions & managing medicines.

<http://www.fernfirst.dorset.sch.uk/wp-content/uploads/2013/11/Inclusion-Policy-March-2015.pdf>

Ferndown First School Intimate Care Policy

http://www.fernfirst.dorset.sch.uk/wp-content/uploads/2013/11/Intimate_Care-Policy-2015.pdf

Dorset Local Education Authority Local Offer

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>



Support Services for Families with children with SEND



Virtual School for Looked after children

- Dorset <http://www.dorsetnexus.org.uk/Services/1627>
- Poole http://www.proceduresonline.com/poole/childcare/chapters/p_educ_lac.html
- Bournemouth <https://www.bournemouth.gov.uk/childreducation/ChildrensSocialCare/LookedAfterChildren/VirtualSchoolForLookedAfterChildren.aspx>

SENDIASS <https://www.dorsetforyou.gov.uk/parent-partnership-service>

- SENDIASS offers impartial information and support to parents and carers of children with special educational needs (SEN).
- They are a free, impartial and confidential service who provide information, advice and support to:
 - children and young people aged 0-25 with special educational needs (SEN) and/or a disability
 - parents and carers of children and young people with SEN and/or a disability
- They work with:
 - the Local Council
 - education and training providers
 - the Voluntary sector
 - other agencies

Support Services for Families with children with SEND



Family Partnership Zones

Offer help to families that are facing problems or are likely to face problems in the future if the issues are not sorted. They want to make sure we find out about any problems early and help stop them from becoming bigger issues.

The support they offer includes:

- targeted individual support
- access to positive activities
- group work with children and young people
- access to parent support groups
- help with periods of change in a child's life

<https://www.dorsetforyou.gov.uk/family-partnership-zones>

Dorset Parent Carer Council

Dorset Parent Carer Council is run by parents for parents and our families.

They work to provide a strong and united voice for families in Dorset aiming to inform all agencies that offer help, advice and benefits to our children and ourselves

<http://www.dorsetparentcarercouncil.co.uk/>



Complaints Procedure



It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo. Information on how to make a formal complaint is available on request.



