



*Part of the Greenwood Tree Academy Trust*

Frome Valley CE First School  
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SEN INFORMATION SHEET

Before applying to Frome Valley First School, contact:
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| <ul style="list-style-type: none"><li>• The school office to arrange an appointment to view the school and discuss and specific needs</li></ul> |
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Before your child starts at Frome Valley First School, arrange to meet:
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| <ul style="list-style-type: none"><li>• Head teacher</li><li>• SENCO</li></ul> |
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**Before your child starts at Frome Valley First School:**

- read the SEN Information Sheet
- read the school's SEN Policy (available from office or on the school website)

**Before your child starts at Frome Valley First School, staff need to:**

- know about your child's needs
- read information/reports from any professionals who have assessed or worked with your child
- have copies of any assessment reports
- have as much information as possible from any previous settings (school/preschool)
- know if the Local Authority will be providing any resources/equipment/facilities/transport for your child

**If your child is already at Frome Valley First School and you have any concerns, please contact:**

- the Class Teacher (always try to speak to the class teacher first)
- the SENCO (Miss Michelle Carter, based in Yr4)
- the Headteacher (if you feel that any issue/concern has not been resolved)

**If staff have concerns about your child:**

- the class teacher will arrange an initial meeting to express these concerns
- the class teacher will complete a Meeting Log form to record notes from the meeting
- the class teacher will seek advice from the SENCO (as required) as to how best to support your child in school
- the class teacher will arrange a further meeting to discuss progress and further support with you (as required)

**If it is agreed that your child has a barrier to learning which requires support. The class teacher will:**

- arrange a meeting with you (the parent) and your child to discuss an Achievement Plan
- explain the purpose of an Achievement Plan and set out the targets and planned support for your child, using the school Provision Map
- ask for your input on your child's strengths and areas for development
- ask your child where they think are their strengths and areas for development
- help parents to identify any support that can be given at home
- support the child in understanding the planned support
- regularly review progress towards identified targets
- work with the SENCO to establish if outside agency support is necessary

**At Frome Valley First School, the progress of an SEN child is monitored through:**

- Termly SEN tracking and monitoring meetings between the class teacher and SENCO
- SENCO data analysis of interventions
- Regular reviews and feedback from outside agencies (where a programme has been written and is delivered in school)
- Termly Achievement Plan meetings between school, parents and the child
- SEN Learning Walks (SENCO) and lesson observations
- Where necessary, regular parent, teacher (or SENCO/HT) meetings to monitor short term interventions

**There are four categories of Special Educational Need:**

- Cognition and Learning
- Speech, Language and Communication
- Sensory, Physical and Medical
- Emotional, Social and Mental Health

*It is possible for a child to require support in more than one area of need.*

**There are two different levels of SEN support:**

- School Support
- Education Health and Care Plan

At Frome Valley First School, children may receive support from school without being referred to outside agencies. They will still have an Achievement Plan and Provision Map to identify planned support.

**A child who has Cognition and Learning needs may be supported through:**

- additional learning opportunities, such as daily reading
- small group support (led by a teacher or TA)
- 1:1 specialist support (from a trained TA)
- 1:1 support from a specialist SEN teacher from SENSS\*
- pre-teaching of vocabulary and concepts

**A child with Speech, Language and Communication needs may be supported through:**

- additional speaking opportunities to develop confidence and fluency of speech
- pre-teaching of vocabulary
- 1:1 speech and language support following a programme written by a speech therapist
- communication groups focusing on conversation 'essentials' such as turn taking, eye contact, constructing sentences.
- joint working with class teacher and parents to ensure consistency

**A child with Emotional, Social and Mental health needs may be supported through:**

- small group support, such as small group SEAL (Social Emotional Aspects of Learning)
- 1:1 support with trained ELSA (Emotional Literacy Support Assistant)
- whole school and/or class positive behaviour management strategies
- positive behaviour systems for unstructured times (break, lunch)
- regular 'calm down' / brain break / self-regulation times as required
- referrals to the School Nurse or other outside agencies (CAMHS, Mosaic, Behaviour Support Service)

At Frome Valley School, we practise positive behaviour management, encourage children to take responsibility for their actions and guide them to make good choices regarding their behaviour.

**A child with Sensory, Physical or Medical needs may be supported through:**

- access to disabled toilets
- small group support with a teacher or trained TA (Learn2Move, Fiddly Fingers)
- 1:1 support through programmes of exercises delivered by a trained TA
- activities planned with advice from outside agencies (Occupational Therapy, Physiotherapy)
- regular 'calm down' / brain break / self – regulation times as required

**A child with an Education, Health and Care Plan (EHCP) will have an individually tailored programme of support which could include:**

- specific learning programme, tailored to individual needs
- support from a TA if and when required

**At Frome Valley First School, the voice of the child is very important. Children can share their thoughts and feelings through:**

- School Council
- Eco-school Council
- Pupil Governors
- Anti-Bullying Ambassadors
- Playground Pals
- Buddies
- ELSA 1:1 support
- Small group SEAL
- Pupil Questionnaires
- Systems for reporting emotional issues within the classroom (Worry Boxes, Worry Birds, Feelings fans, Smiley books)
- The Achievement Plan review and planning meetings

**A child at Frome Valley First School may receive support from other adults at the school other than their class teacher or teaching assistant such as:**

- SENCO with National SEN Coordination Award
- TAs with additional training in Social and Emotional Support
- HLTA with specialist training in Speech and Language interventions
- TAs with additional training in supporting literacy/numeracy needs
- Teacher led interventions focusing on Literacy and Numeracy

**A child at Frome Valley First School may also receive support from outside agencies such as:**

- Community Paediatrician (who may complete an assessment of need and provide a diagnosis)
- Community Doctor (who may complete an initial assessment of need and provide advice to parents)
- Occupational Therapist (who may complete an assessment and provide an individualised programme of support)
- Physiotherapist (who may complete an assessment and provide an individualised programme of support)
- Speech and Language Therapist (who may complete an assessment and provide a programme of support to be delivered in school)
- SENSS (Special Educational Needs Support Service) (who may complete an assessment to identify underlying learning needs and then provide an individualised programme of support to be delivered in school)
- Hearing and Vision Support Service (who may complete an assessment and provide an individualised programme of support)
- Educational Psychologist (who may complete an assessment and work with school and parents to identify effective strategies and targets through a joint planning meeting)
- Behaviour Support Service (who may support the school in arranging and delivering appropriate behaviour strategies to manage challenging behaviour, who can advise parents on collaborative working and support available)
- CAMHS worker (who may support a family where a child is experiencing emotional or mental health difficulties)
- School Nurse (who may support families with a range of issues, who will liaise with the school to support children for a range of needs)
- Local Integrated Duty Team (who may work with parents where attendance is an issue)

**To ensure a well-balanced and enriched school experience, all children have access to a range of outside activities:**

- Sports activities such as football, swimming, tag rugby, tennis, trampolining or inter school competitions with other DASP schools
- Music activities such as choir, recorder club, brass tuition or ukulele club
- Other school clubs such as book group, cookery, gardening, Film Club or Athletics

**Frome Valley First School is of the Greenwood Academy Trust. This allows us to ensure smooth transitions between schools. A child will be supported when making the transition to Middle School through:**

- opportunities to visit the new school prior to starting
- meeting the Yr 5 staff with whom they will be working
- spending time with other students from the middle school (e.g. Hooke Court)
- opportunities to learn at the Middle School prior to starting
- liaison between SENCO and Middle School Inclusion staff/teachers

Further information can be found in the Frome Valley First School Local Offer document available at:

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=W2WdhjK8hGE>

Search: Family Information Service\_ Local Offer\_ Frome Valley First School