



Somerford Primary School

Special Educational Needs and Disabilities: Local Offer

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Please give a brief overview of the capabilities within your service to provide for children and young people with special educational needs and disabilities (SEND).

All children at Somerford Primary School are valued for who they are irrespective of their background or need. We celebrate with all children their strengths and are proud of our inclusive philosophy and practices.

All Teachers and Support Staff in our school are responsible for meeting the needs of all children, including those with Special Educational Needs and Disabilities (SEND). We aim to provide access to a broad and balanced curriculum that offers small group support as well as individual help, when children have specific needs.

As a school, we develop an ethos of care, empathy, and understanding. This is essential when supporting children with Special Needs, who may have low self-esteem. All children are valued, and we aim for all children to experience success with a strong sense of self belief and increasing levels of independence and resilience.

Teachers at our school are experienced at identifying the individual strengths and areas of need some children Special Educational Needs (SEND) have. Consequently all learning is differentiated to specific need in order to meet the wide range of needs children will have at different ages and stages of their development. Our skilled teaching assistants are used additionally to support children who may have specific needs, to ensure their achievement is in line or above national expectation. For children that require additional support beyond that which is provided in the classroom, we have a range of onsite resources and access to external agencies to ensure those children's needs are fully met.

How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?

Our class teachers are committed to the early identification of special educational needs through a 'graduated response'. High quality teaching using different teaching strategies is the our first response to enable all children irrespective of need or ability to make good progress. Our class teachers will identify children at Somerford Primary School who need extra support during Pupil Progress meetings that are held every half term with the Head of School, Deputy Head and SENCO so that no child is missed. Our classroom learning environments are set up to support all learners, with additional resources and equipment for those that require additional help.

If a class teacher becomes concerned about a child's progress then they will discuss this with the parent/ carer. They would then complete a 'Log of Concern' form which would be given to the school's SENCO, Initially the SENCO may conduct observations or assessments and advice, will then be shared with the class teacher to enable them to meet the needs of the child more effectively. Occasionally, with a parent's consent, a referral might be made to an outside professional such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Pediatricians or the Behaviour Support Service.

If a parent is concerned about any aspect of their child's progress they should approach the child's class teacher immediately to share their concerns.

How will your staff support my child/young person?

After a Pupil Progress meeting, the class teacher will plan a targeted individual intervention for children who are identified as underachieving. They will be differentiated according to the child's individual needs. This may include additional support from the teacher or teaching assistant. Teachers and teaching assistants are equipped to provide appropriate learning opportunities to meet the needs of individual children. We recognise that children learn differently and opportunities to learn using alternative learning styles are provided. Our classrooms are bright, positive and supportive environments where children feel comfortable and confident to contribute to school life.

We recognise that some children require additional support related to specific areas of the curriculum. If a child needs extra help, the class teacher will target specific areas that the child finds difficult. The teacher will plan focused learning in smaller groups to address these needs. These small group interventions will be run by a teacher or teaching assistant and will be reviewed regularly to ascertain the child's progress and the effectiveness of the provision to move the child forward.

The SENCO co-ordinates specialist interventions. Such programmes as this target early reading, writing and spelling. Other specialist interventions focus on children's mathematics, physical co-ordination and handwriting. If a child continues to need support a specialist teacher may assess a child's learning needs in depth. The specialist teacher will then either teach your child for a specific period of time, depending on their need, or write an individual programme of support for a teaching assistant to follow. The school has a Parallel Provision run by a Behaviour Teacher, also qualified Emotional Literacy Assistants, as well as a School Counsellor and a Play Psycho Therapist that support children with their emotional well-being.

How will the curriculum be matched to my child's young person's needs?

If a child has additional needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching assistants or additional resources may be allocated to small groups of children to target specific areas of need.

If a child has been identified as having a Special Educational Need this will be discussed with the parent or carer at parent's evening. The child will have an individual Support Plan to target their specific area of need. This will be reviewed termly by the class teacher and shared with parents and carers. If a child has a medical need they may require a Health Care Plan or an Intimate Care Plan. This will ensure that all staff working with a child are aware of their needs.

It may be appropriate for specialist equipment to be used by some children e.g. writing slopes, pen/pencil grips, easy grip scissors or concentration cushions. These would be purchased by the school on your behalf.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We track children's progress at least every half term, throughout the school year. Teachers review the level which the children have reached in relation to the National Curriculum every 5-7 weeks. Targets are reviewed continuously and amended to ensure they are challenging but achievable.

Parents are able to discuss their child's progress with the class teacher as regularly as they wish, at a mutually convenient time. The teacher will explain the child's progress in relation to what is expected for their age and year group.

Class teachers will be available at the end of the school day if you wish to raise a concern. If you wish to speak to the teacher in more detail please request an appointment through Miss Miles at the front desk. If your child has already been identified as having Special Educational Needs or Medical Needs you may wish to speak to the SENCO. Please leave a message at reception and the SENCO will contact you to arrange a meeting.

What support will there be for my child's/young person's overall wellbeing?

All children take part in a daily assembly and regular PSHE lessons aimed to promote self-esteem, confidence and social interaction. If a child is experiencing emotional difficulties and they require additional help they may be supported by an Emotional Literacy Support Assistant, or referred to the School Counsellors for further support.

We run a parallel classroom which provides a positive, structured, small group environment for children who struggle to access the mainstream classroom, due to their emotional and/ or behavioural needs. This provision is run by Mr Godmon and highly skilled members of staff who teach the children how to manage their feelings and support them with this in their mainstream classroom as well as in the parallel classroom.

Children with medical needs

If a child has medical needs these will need to be discussed with the SENCO and the Head of School. A Health Care Plan or Intimate Care Plan may be required. This will be compiled with the support from the school nurse and in consultation with you as the child's parent/ carer. We have qualified first aiders in school who are on duty at all times.

What specialist services and expertise are available at or accessed by your setting?

Occasionally it may be necessary to consult with specialists to meet the needs of a child. Onsite we have two qualified counsellors. We also receive advice from outside agencies including;

- Educational Psychologist
- Speech and Language Therapist
- Behaviour Support Service
- Hearing Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Pediatrician
- Occupational therapist

- Physiotherapist
- Family Support Services
- Social Services and Early Intervention

The Educational Psychologist (EP) would usually only work with a child if their needs were significant and they had not responded to interventions previously put in place. This involvement would usually be planned intervention where the EP would observe, talk to the child and then hold a consultation with parents, the class teacher and SENCO in order to establish the best support for the child.

We have a range of specialist SEND facilities in place. These include:

- A specially adapted Sensory Room.
- An acoustic adapted room for meeting the needs of hearing impaired pupils which also enables individual and small group speech and language work.
- A Play Psycho Therapist and School Counsellor with a designated therapy room.
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What training do staff supporting children and young people with SEND have?

Teachers and teaching assistants have received training on different areas relating to SEND, for example;

- Write Away together- support for children with writing difficulties
- Better Reading Partners- support for children with reading difficulties
- Fischer Family Trust- Support for children with early reading, writing and spelling difficulties
- Supporting children with autistic spectrum disorder
- How to support children with speech and language difficulties
- How to support children with Specific Learning Difficulties (SpLD)
- Medical training - anaphylaxis and epilepsy
- Hearing support

Mrs Bowen is the Special Educational Needs Co-ordinator and is working towards the 'The National Award for Special Educational Needs Co-ordination'. Mrs Fever is the Parent Liaison (PAL). Mr Godmon is the Behaviour Teacher.

How will my child/young person be included in activities outside the setting including trips out?

Activities and school trips including residential are available to all children irrespective of need or ability. Risk assessments are carried out and procedures are put in to place to enable all children to participate but on occasion parents may be asked to accompany their children on certain trips. This is assessed as part of the risk assessment procedure.

How accessible is the setting environment?

As a school we are open to discuss access requirements on an individual basis. We have wide doors that enable access to most areas of the school. We are committed to equal opportunities for all learners irrespective of need, please see our Equal Opportunities Policy on the school website. The school's Accessibility Plan (available on the school website) sets out ways the school has adapted the curriculum, environment and information to make it more accessible to learners.

How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?

A range of strategies are in place to enable a child's transition to be as smooth as possible. These include:

- Discussions with the previous or receiving schools prior to your child joining/ leaving
- We offer visits to the school for children and their parents, where they will be given a tour of our classrooms and facilities.
- Additional visits and support, for example a social story, are also available for children who need extra support with the transition.
- Secondary school staff visit children prior to them joining their new school.
- The SENCO from our school always liaises with SENCOs from the secondary schools.
- A small group of children with SEND will attend some transition sessions with familiar teaching assistants, at the secondary school in order to prepare them for the changes ahead.

How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

The SEN budget is allocated each financial year by Dorset County Council (DCC). The money is used to provide additional support and resources depending on the needs of the children. This additional support may be provided as a result of an identified area of need for a group of children or an individual.

How is the decision made about what type and how much support my child/young person will receive?

The decision is made by the SENCO and Head of School. This would be in consultation with the class teacher and is often as a result of the specialist advice provided by a professional from an outside agency. If an application is made to DCC for an Education Health Care Plan, a panel at DCC will decide on the support given.

How can I be involved?

The role of the parent/carer is critical in the development of the child and we actively seek strong links with the home, recognising the parents as partners in their child's development. Parents are encouraged to contribute to their child's education. This may be through:

- Informal discussions with the class teacher
- Discussions at parent's evening
- During discussions with the SENCO
- Attend all meetings with professionals and external agencies.