

Support for Children

We are an inclusive school that welcomes and celebrates diversity. All staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children

1. How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Home visits by class teachers in Reception
- Class teacher visit to feeder pre-school to observe your child and speak to their key worker.
- Speaking to parents/ carers and previous teachers.
- Information from other services who have worked with your child, for example a speech and language therapist.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns, we may ask other professionals to give advice and support.



What should I do if I think my child may have special educational needs?

In the first instance talk to your child's class teacher. Your concerns will always be taken seriously, as your views are very important to us.

2. How will school staff support my child?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child with the SENDCo and or Pastoral Lead, setting appropriate targets. This will be reviewed three times a year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND Governor who works with the SENDCo.

3. How will the curriculum be matched to my child's needs?

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Reviews of learning targets for your child are reviewed three times a year with the class teacher and new programmes or support is organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and to 'close the gap' which are regularly updated.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.



4. How will both you and I know how my child is doing...

...and how will you help me to support my child's learning?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo/ Pastoral Leader by visiting the school office.
- The class teacher may suggest ways of how you can support your child.
- The Pastoral Leader may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

5. What support will there be for my child's overall well-being?

- Support we can provide in school may include:
 - Emotional literacy (ELSA)
 - Pastoral support
 - Social skills and friendship groups
 - Additional Phonic support
 - Additional English and Maths support
 - Behaviour programmes including rewards and sanctions.
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school. If your child has significant medical needs, you will need to speak to the SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the SENDCo/Pastoral Lead.



6. What specialist services and expertise are available at or accessed by the school?

Currently we have teachers, teaching assistants and the Pastoral Leader who have had training in the following areas:

- Speech and Language
- Emotional literacy (ELSA)
- Bereavement
- Anxiety and self-harm
- Emotion coaching
- Drawing and talking therapy
- Hidden sentence training
- Anger management

We may access support from other services, for example;

- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services
- Service for Children with Sensory Needs
- Behaviour
- Motor skills
- ELSA
- Specialist teacher advisor-hearing

7. What training have staff had, or are undertaking, to support children with special needs?

- The Head Teacher is the Continuing Professional Development (CPD) Co-Ordinator for class teachers and teaching assistants. This role ensure that all staff have the skills they require to support pupils.
- Skills audits are carried out and a rolling programme of training is delivered by staff in school or outside services.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as diabetes and epi-pen training.

8. How will my child be included in activities outside the classroom, including school trips?

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.



9. How accessible is the school environment?

- The school site is largely wheelchair accessible
- We have a disabled toilet that is large enough to accommodate changing and suitable for wheelchair users.
- Visual timetables are used in all classrooms.
- We have an accessibility plan, which is available to view.

10. 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?

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between the SENDCo and all teachers, especially those teachers in Early Years, and Y6. This may involve multi-agency meetings to support the transition
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Staggered entry to Early Years Foundation Stage classes.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups).



11. How are the school's resources allocated and matched to children's special educational needs?

- The special educational needs (SEN) budget is managed by the Head Teacher and Finance Officer.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

12. How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEND Code of Practice and LA guidance, and personalised or group learning support programme(s) will be developed dependent on need.
- Additional assessments from outside services, such as Educational Psychologists and Speech and Language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- School based plans are discussed with parents and staff up to three times a year (if appropriate).

13. How are parents involved in the school? How can I be involved?

- All parents are actively encouraged to take part in the school community. This may include, but is not limited to:
- Assemblies
- Hearing children read
- School visits

If you are able to offer some time to support the children within the school, please do contact the school office.

14. Who can I contact for further information?

- Your first point of contact is your child's class teacher. You can phone the school office (023 92694412) or pop in to speak to somebody on reception to make an appointment.
- Alternatively, you could arrange for a phone call or to meet with Jade Sweeney, SENDCo, to discuss any concerns you may have regarding your child's Special Educational Needs or the level of support they are receiving.
- Email: jsweeney@gatcombepark.portsmouth.sch.uk
- Please also see the Portsmouth City Council local offer: <http://www.portsmouthlocaloffer.org/>

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.