SEND Information Report, Policy and Local Offer

Aldermaston CE Primary School

.

Version: 2

Reviewed by: Curriculum Committee

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Local Offer

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1: How does the school identify children/young people with special educational needs and disabilities?

There are several ways in which a child could be identified as having a SEND. Observations and tracking of a child's progress in learning, attainment and any particular behaviours seen in school may alert staff to a potential SEND. SEND indicators will be discussed with the SENDCO.   Parents and carers will be involved at the earliest opportunity with discussions about any potential SEND.

1.2: What should I do if I think my child has SEND?

Ensure that you speak to your child's class teacher as soon as possible arrange an appropriate time to discuss your concerns. Once you have met with the class teacher it may be arranged for you to speak with the SENCO to discuss any additional support your child might need.

2. Support for children with special educational needs

2.1: If my child is identified as having SEND, who will oversee and plan their education programme?

Class teachers plan and monitor provision for all children in their class. Where a child has a SEND, the class teacher may be supported by the SENDCO and any will also follow guidance given by any external agencies which may be involved.

2.2: How will I be informed / consulted about the ways in which my child is being supported?

You will have the opportunity to discuss support with your child's class teacher at parents' evening appointments. This will give you the opportunity to find out about the impact of any interventions they are accessing. Teachers are always happy to have additional discussions or meetings to update as required.

Where referrals to external agencies are appropriate, these will be discussed and shared with you. Many such referrals can only be made with your consent. These referrals are usually discussed with our SENDCO.

If your child requires individual provision, this will be recorded and shared with you on a personalised plan which will be regularly reviewed and your views and input will be sought. If we felt that an EHCP (

Education, Health and Care Plan) was appropriate for your child, this would require a joint application in partnership with you.

2.3: How will the school balance my child's need for support with developing their independence?

Independence is an important skill developed at our school. Even when a child is receiving one to one support, we ensure they have frequent opportunities to develop their independence and to succeed at tasks independently.

Adults providing support are skilled at recognising when it is appropriate for a child to work alone, with other children or with one to one support.

2.4: How will the school match / differentiate the curriculum for my child's needs?

Work is adapted to allow every child to succeed and to feel included with their peers as far as this is possible. Individual children may have extra tools to support their learning, additional adult support and/or different learning questions and learning tasks to ensure they can succeed and make progress. Children may be provided with specific interventions to help them overcome barriers to learning. Planed provision will always take into account any external advice received.

2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Our school is committed to matching individual provision with meeting individual needs. Staff are trained and experienced in providing support for a range of SEND and we're happy to discuss specific strategies which relate to a child's needs with their parents and carers.

2.6: What additional staffing does the school provide from its own budget for children with SEND?

Teaching assistants, including those who have received ELSA training and our SENDCO support children with SEND alongside their class teachers.

2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Specific interventions, which have been used in our school, include Catch up, precision teaching, ELSA, ECAT, nurture lunch, sensory breaks, MyMaths and Doodle maths. The decision on whether an intervention will be delivered one to one or in groups will be made based on individual needs.

2.8: What resources and equipment does the school provide for children with SEND?

As an inclusive school we use advice from professionals and guidance from reports to identify what a child requires with supporting their learning and looking into acquiring appropriate resources and equipment. Our Rainbow Room is a quiet place equipped with items to support children who are feeling overwhelmed or anxious, e.g. sensory bubble tank, emotional thermometer, weighted blanket, etc.

2.9: What special arrangements can be made for my child when taking examinations?

For some statutory assessments, the school can apply for extra time or adapted arrangements, e.g. support with reading or movement breaks. We will be required to provide evidence of the children's needs and there is no guarantee that our applications will be granted.

3. My child's progress

3.1: How will the school monitor my child's progress and how will I be involved in this?

Each term Senco, class teachers and head teacher meet for Pupil progress meetings where progress is assessed and evaluated. Termly assessments are made to track the progress of all children.

Termly SEN reviews take place with the school Senco to evaluate the impact of interventions on key individuals. Regular discussions through termly support and acheivement review meetings with parents help to share progress and identify next steps.

In addition, there are two parents evening across the school year where progress is discussed and interventions reviewed with parents.

3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Targets for children are decided in collaboration with both parents and teachers. It is vital that both school and home work in partnership. Outside professionals may offer advice, they may set their own targets which we can implement and monitor. These targets will be evident on a child's SAP and imbedded in teachers planning for lessons.

Class teacher will assess the children against the NC or P-level criteria, or following an assessment, and then appropriate, short term targets will be set if progress and attainment are a particular area of difficulty.

 SAP reviews take place each term and parents are invited to attend. Parents have the opportunity to set targets and discuss areas of concern that they may have. School and parents work together by allowing the child every opportunity to achieve these targets. This consistent approach means everyone is working towards the same goal.

3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

 If desired, parents can contact the class teacher or Senco to arrange a meeting anytime that is convenient for both parties. In addition, parents can ring the school and speak with staff at a convenient time.

3.4: What arrangements does the school have for regular home to school contact?

To ensure effective communication between home and school is maintained we have used a range of strategies including; reward charts, behaviour books and home contact books. In addition, the parents can view our school website for updates and information.

3.5: How can I help support my child's learning?

Become very familiar with your child's SAP targets and plan for opportunities at home to support them.

Follow recommendations from experienced staff and outside professionals. Try to attend all review meetings as often as you can.

3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

Often parents are encouraged to attend network/ parent support groups or training sessions. When received, the Senco forwards this information to designated parents.

3.7: How will my child's views be sought about the help they are getting and the progress they are making?

Pupil questionnaires are given to all children to evaluate their own learning experiences. They are also invited to our termly SAP review meetings and all EHC/ Statement reviews.

3.8: What accredited and non accredited courses do you offer for young people with SEND?

When appropriate we invite SEN pupils to attend their own review/ annual review meetings. We feel that it is vital to hear pupil voice and encourage children to have every input into their own target setting, learning needs and evaluation of their own progress.

3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

All interventions are closely monitored and progress evaluated termly. All adults involved in each intervention are required to record a learning assessment, on each child, for each session.

Senco meets with class teachers and TA's/ LSA's every term to discuss the progress and effectiveness of each intervention. Every class uploads a provision map onto our school network so all staff are aware of what additional support is being offered in each class. This has proved effective during transition processes.

Termly meetings with parents provide the opportunity to share provisions taking place and to communicate proposed provision.

4. Support for my child's overall wellbeing

4.1: What support is available to promote the emotional and social development of children with SEND?

New programmes are implemented when a new learning need has been identified. Staff have training from a qualified professional to ensure the intervention is delivered suitably. We have a member of staff who is trained in administrating targeted support for those who may have emotional or social difficulties.

In addition, buddy systems and social groups are implemented to address particular areas of difficulty and to promote self-esteem and confidence.

4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

In keeping with our Christian foundation and the living out of Christian values upon which the school is founded our relationships are characterised by compassion, forgiveness and mutual respect. Our approach to the management of behaviour reflects these values, and so each individual is given every opportunity to make responsible autonomous choices.

Our aim is that these principles, through education, modelling and promotion, are translated into deeply held values that children take with them into adult life, understanding individuals' rights and responsibilities and the role of rules to support these. Strategies are implemented in the classroom and all staff are provide with information to ensure the strategies are consistent at all times. To support those individuals that find it difficult to conform can be supported from the Behaviour Support Team. This is not always needed but the BST supports us as a school to implement appropriate programmes.

Behaviour plans can be put in place and reviewed termly to ensure progress is being made.

Regular communication between school and home is encouraged. Our head teacher is involved in setting up behaviour plans and is involved in reviewing each child's progress. It is extremely important that parents play a vital role in making decisions.

4.3: What medical support is available in the school for children with SEND?

When a child joins our school that requires medication staff are trained with how to administer this.

4.4: How does the school manage the administration of medicines?

As and when a child arrives in school, staff are provided with training to ensure they are fully aware as to how to administer medication correctly. In addition, staff can be supported by outside agencies to ensure medical needs are addressed appropriately.

4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

As and when a child arrives in school staff, are provided with training to ensure the best support is provided. In addition, staff can be supported by outside agencies to ensure all personal needs are addressed appropriately and with care.

5. Specialist services available/accessed by school

5.1: What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

- Services available and historically used by our school include:-
- Mental Health Support Team
- Cognition and Learning Team
- Therapeutic Thinking Support Team
- West Berkshire speech and language service.
- Occupational therapists and physiotherapists
- School nursing team
- Educational Psychologist service

5.2: What should I do if I think my child needs support from one of these services?

Primarily speak to your class teacher as soon as possible. In addition, you can speak to your own GP for advice

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

School can make a referral for speech and language support. Parents must seek advice from their GP if they require any involvement from the other services.

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Speak to the class teacher or Senco immediately. In addition, you can speak to your GP for advice.

5.5: What arrangements does the school have for liaison with Children's Social Care services?

The school works strongly in partnership with our colleagues Children's social care, particularly in areas around safeguarding, where our two agencies cooperate regularly, sharing information, guidance and support.

6. Training of school staff in SEND

6.1: What SEND training is provided for teachers in your school?

Continuous professional development and training courses are provided to all staff, including teachers, in response to identified training needs. In addition to this, the school SENDCO provides regular in house training.

6.2: What SEND training is provided for teaching assistants and other staff in your school?

Continuous professional development and training courses are provided to all staff, including teaching assistants, in response to identified training needs. In addition to this, the school SENDCO provides regular in house training.

6.3: Do teachers have any specific qualifications in SEND?

School SENDCOs complete additional training to receive their SENCO accreditation.

6.4: Do teaching assistants have any specific qualifications in SEND?

We have several teaching assistants who have attended ELSA (Emotional Literacy Support Assistant) training.

7. Activities outside the classroom including school trips

7.1: How do you ensure children with SEND can be included in out of school activities and trips?

A full risk assessment is undertaken for each offsite activity and reasonable adjustments are made to ensure inclusion.

7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?

Parents are our partners in the planning process where adjustments are required, particularly in relation to residential trips.

8. Accessibility of the school environment

8.1: How accessible is the building for children with mobility difficulties / wheelchair users?

The school is all on one level with wide corridors, double doorways and step free access. There is allocated and marked disabled parking available.

8.2: Have adaptations / improvements been made to the auditory and visual environment?

Clear signage in place and visual timetables in use

8.3: Are there accessible changing and toilet facilities?

We have two disabled toilets which have adaptations to allow children with physical disabilities to access this room independently.

8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?

Detailed risk assessments are carried out by staff on an individual basis as required to ensure an inclusive environment.

8.5: How does the school communicate with parents / carers who have a disability?

The school has an "open door" policy with respect to parents, and will adapt its procedures in order to facilitate effective communication with parents and carers who have a disability.

8.6: How does the school communicate with parents / carers whose first language is not English?

We will ask parents whether they would like support with communication. We may take advice from the EMTAS (Ethnic Minority and Traveller Acheivement Service) team and request support from interpreters and translation services to improve the communication.

9. Preparing my child to join a new school/next stage of education

9.1: What preparation will there be for both the school and my child before he or she joins the school?

Transition meetings can be arranged within school. Collaboration between parents, school, outside agencies and your child will help to ensure a smooth transition can be made. A transition plan can be put into place, which may include additional visits and/ or occasionally a transition photograph booklet can be given to the child.

9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Transition will be tailored to your child's individual needs. They may make additional visits to their new classroom or be given time to spend working alongside new adults.

Within school, teachers and support staff have handover meetings to pass on information about individual children and the strategies which provide them with effective support.

9.3: How will my child be prepared to move on to his or her next school?

Preparing for secondary school transition is a planned part of our Year 6 provision. Sometimes children benefit from completing extra preparation with an adult and making additional visits to their new setting.

9.4: How will you support a new school to prepare for my child?

We will pass on all the information we have about your child and discussions with the new school may involve the class teacher and the SENDCO.

9.5: What information will be provided to my child's new school?

Levels of progress and attainment, SAPS or other individual plans, any reports from external agencies and any EHCP paperwork if relevant.

10. Who can I contact to discuss my child?

10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your first point of contact is your child's class teacher.

10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

We can signpost support groups and help with referrals to local agencies who offer support at home.

10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The SENCO can share targeted information about local support groups and agencies whose services are well matched to the specific needs of children and their families. Information about specific events and workshops is also shared through our school newsletter and school website.

10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?

The school welcomes feedback through letter, phone call, in person or via email.

Class teachers are always available at pick up time and by appointment made through the school office and regular feedback can be received as part of Parents' Evening appointments. Appointments can also

be made with our SENDCO. The normal school complaints procedure would apply if a parent/carer had a specific complaint about SEND provision.