

Little Stoke Primary School



Our SEND Offer

Updated July 2019

Respect, Integrity, Responsibility

At Little Stoke Primary School we recognise the individuality of pupils' social and academic needs. We aim to provide the most appropriate learning environment to meet the needs of children so that every child can flourish. Many pupils will require specific intervention for a short period of time, whereas others may require more substantive longer-term support. We believe that all children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

The policy for Special Educational Needs and Disabilities (SEND) is available to all parents through the school website. Our ethos is based on caring and respect for all and our three core values are: respect, integrity and responsibility.

[Please see our full Special Educational Needs and Disability Policy.](#)

On 1st September 2014, the Children and Families Act 2010 introduced a new framework for children with special educational needs and disabilities (SEND). This framework is published by the Department for Education and Health and is entitled: Special educational needs and disability code of practice: 0-25 years. It can be accessed at:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

All Local Authorities are required to publish information on 'the Local Offer' about SEND services, along with details of any eligibility for specialist services and a signpost to support for those who do not meet thresholds. Further information on the South Gloucestershire Local Offer can be accessed at:

[South Gloucestershire Local Offer](#)

Parents can seek advice or information through the Supportive Parents organisation. [Click Here](#)

Schools are also required to publish their Local Offer with details of how we support children with SEND.

At Little Stoke Primary School we are supported by South Gloucestershire Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Staff are trained and supported to be inclusive and to do their best to meet the needs of all the children.

Because this is a very complex area to explain we have identified some frequently asked questions which we hope will give you enough information about how we meet the needs of children with SEND at our school.

Frequently Asked Questions:

Who is responsible for SEND in our school?

The Class teacher is responsible for:

- Monitoring the progress of your child and then identifying, planning and delivering any additional help your child may need.
- Creating a positive learning environment in the classroom that will support your child with their learning.
- Writing your child's Learning Plan and reviewing the short term targets Termly.
- Sharing this plan with you and your child.

The Special Educational Needs Co-ordinator (SENDCo), **Sue Anstey**, is responsible for:

- Co-ordinating all the support for children with SEND and developing the school's SEND Policy to ensure that all children receive a consistently high quality provision to meet their specific needs.
- Providing specialist support and training for teachers and support staff
- Updating the school's SEND register
- Reviewing how all children on the SEND register are doing.
- Liaising with outside agencies to ensure the best possible provision.
- Meeting with parents.

The Headteacher, Anne Sargent, and Deputy Headteacher, Chris Jelf, are responsible for:

- The day to day management of all aspects of the school, which includes the support for children with SEND.
- Ensuring that Governors are kept up to date about any issues relating to SEND.
- Regularly monitoring classroom practice which includes provision for SEND children.
- Monitoring data so that progress of children with SEND can be closely tracked.

The Family Support Worker, Karen Tyson is responsible for:

- Further support for parents of children with SEND in liaison with the SENDCO
- Signposting parents to relevant support services
- Running SAFehs to support the wider family with broader issue which may impact on children with SEND

The school's Governing Body (designated Governor - Steve Wells) are responsible for:

- Making sure that the necessary support is made for any child with SEND who attends the school.

What are the different types of Special Educational needs?

SEND is separated into 4 broad areas of need;

- **Communication and interaction**—children generally have difficulties communicating with others, maybe because they find it difficult saying what they want or understanding what is said to them. Children on the Autistic spectrum may experience language and communication difficulties
- **Cognition and learning**—learning difficulties can be moderate, severe or profound and result in children learning at a slower pace. They may also have specific learning difficulties like dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**— these difficulties can manifest in many ways; becoming withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, other children may have attention deficit disorder.
- **Sensory and/or physical needs**—some children have physical difficulties which hinder them making use of educational facilities generally provided and as a result need modification. These difficulties may be vision or hearing impairment, multisensory impairment or physical disabilities.

Little Stoke Primary School is a mainstream Primary School and we will always do our very best to meet the needs of SEND children with any or all of the above needs. There may be times when we have to ask other agencies for advice and support in identifying the right provision for your child.

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

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs. We believe that it is our responsibility to make changes to the curriculum and the learning environment to meet the needs of children with SEND and not expect the children to change to fit in with what is generally provided.

The Class Teacher plans any specific individual programmes and interventions in collaboration with the SENDCo. If a child needs specialist equipment we will ensure that we obtain it and that our staff are able to help the child to use it during lessons. The Class Teacher is responsible for the overall planning and management of support and supports either an individual or a group of children in class at any one time. If we are aware that our Class Teachers or TAs lack skill in an area where we don't have someone else in school who can help them, we send them on training.

Alongside their academic learning, the spiritual, moral and cultural education and emotional, social aspects of learning about life are very important for children; the ability to appreciate the spiritual nature of themselves, to consider moral issues, to understand the social contexts in which they will find themselves

and to function confidently and with empathy in a culturally diverse world. At Little Stoke we aim to fully develop these attributes in our children and make sure we interweave this learning successfully into our school and curriculum.

What kind of support is available for children with SEND?

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in their learning within the class. This may involve things like engaging in practical learning or being given learning prompts.
- At times the teacher may direct the class based teaching assistant to work with your child as part of normal working practice.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn. These will be identified in your child's Learning Plan.
- Your child's teacher will have carefully checked on your child's progress and will have identified that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work with a smaller group of children. This means your child has been identified by the class teacher as needing some short term, extra support in school. These groups, often called intervention groups by schools, may be:

- Run in the classroom or elsewhere in the school.
- Run by a teacher or more usually by a teaching assistant who has had training to run these groups.
- These interventions will normally run for a short period of time e.g. One Term

The Learning Zone. This is a longer term intervention to meet the needs of children who are finding it difficult in some way to cope in the classroom. This intervention runs for five mornings per week and there is a small group of children supported by two adults. The aim of the Learning Zone is to allow children, through a very structured, personalised basic skills curriculum, to accelerate their progress and through a targeted nurturing approach to eventually be able to be re-integrated back into the mainstream classroom.

Individual TA support in the classroom. This is usually offered to those children who are able to cope in the classroom but need to have a particularly high level of support. Usually these children have Education, Health and Care Plans (EHCP) which have provided extra financial support.

Pastoral Support. There are times when children may need some form of pastoral support and the school offers a graduated support which may involve some class teaching around certain themes, small group work or individual mentoring or counselling. At Little Stoke there is a very strong caring ethos and staff are keen to make sure that children are happy to come to school and have the appropriate support if things go wrong. The school is very keen to eradicate any form of bullying and the Anti-Bullying Policy is available on the school website. We encourage parents to tell us straight away if they have concerns that their child is being bullied.

What is an Education, Health and Care Plan and how does a child get one?

The vast majority of children with SEND will have their needs met by the resources already available in school. In order to meet the threshold for starting an EHC needs assessment the child must have Special Educational Needs or a disability that significantly impacts on their ability to access education and are so severe that they present an ongoing barrier to social and/or learning development. South Gloucestershire will carefully consider a request for an EHC needs assessment on an individual and case by case basis.

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

Talk to us. Initially speak to your child's Class teacher and/or arrange to speak to the SENDCo, Sue Anstey. The SENDCo is in school on Tuesdays and Thursdays and can be contacted either through the Class teacher or by leaving a message with the School Office.

What if I am not happy with the support my child is getting?

If you have any concerns about the SEND provision we have made then please contact the SENDCo in the first instance. We will always attempt to resolve any issues as quickly as possible.

You will find a copy of our complaints procedure on the school website.

How is the decision made about the type and amount of support my child will receive?

Each Term the Senior Management team and SENDCo meet to review the progress of children with SEND and they will discuss the success of the provision. Through scrutiny of the data, decisions will be made as to which interventions will continue or be put into place and which children would benefit from these interventions. Class teachers are also consulted and are responsible for allocating Teaching Assistant support within the classroom. Your child's Learning Plan will show which interventions are in place. If your child has an EHCP then support is closely linked to achieving the short Term objectives in that plan.

How will the school keep me informed?

We work closely with parents as we recognise this leads to the best outcomes for learners. If your child is identified as having possible SEND this will be discussed with you fully:

- Class teachers will share their thoughts and concerns at the first available opportunity and will listen to any concerns that you may have
- Your child's Learning Plan will be shared with you by Class teachers and follow up meetings will be planned to review progress.
- Class teachers and the SENDCo will be available for additional meetings as required.
- Children with an EHCP will have this plan reviewed annually and the SENDCo will keep in touch with you throughout the year.
- The designated Governor (Steve Wells) can be contacted through the School Office.

How will my SEND child be listened to and involved?

The SEND children attending our school are aged 4-11 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate, especially when many often have communication difficulties.

We use the following strategies:

- Have meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home;
- Make close observations during the school day to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school.
- Have frequent discussions amongst colleagues who work closest with the child
- Children with SEND will be involved in their Learning Plans as fully as they are able to engage. They will be aware of their short term targets and what support they will receive. They are involved in the review process and the setting of new targets. Children's views will be gathered to enable us to evaluate the effectiveness of support and intervention programmes.
- Children who have social, emotional needs and it is considered will benefit from extra support from an adult are allocated an adult mentor who will arrange to meet them on a regular basis. If your child attends the Learning Zone opportunities are built into the day for children to address social and emotional needs. Should there be an ongoing social, emotional need then your child will be referred to our members of staff who provide pastoral support.

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

We aim to identify children who have any difficulties as soon as possible so that appropriate interventions and support can be given from an early age. Children may be identified as having SEND through a variety of ways including:

- Liaison with previous school or setting
- Progress against the Early Learning Goals in Reception
- Ongoing teacher observation and monitoring.
- Regular assessments that show that a child is performing below age related expectation or not making expected progress in Reading, Writing and Mathematics
- Standardised screening or assessment tasks.
- Concerns raised by a teacher or parent
- Liaison with external agencies
- Health diagnosis
- An existing EHCP or Statement of SEND.
- If they have a disability which prevents them from making use of educational facilities.

How does the school evaluate the effectiveness of our SEND provision?

The school operates a Plan, Do and Review cycle for all children with SEND. The Class teacher is responsible for setting short term targets in the child's Learning Plan. Then strategies put into place to support each child to achieve their short term targets. These will then be reviewed and new targets set. The Learning Plans are monitored termly by the SENDCo and class observations take account of monitoring SEND provision in the classroom. Alongside this is careful monitoring of overall progress in Reading, Writing and Mathematics (5 times a year). Pupil Progress meetings with the Senior Leadership Team and Class teachers will identify any children who are not making sufficient progress. It is also important to monitor the general wellbeing of each child and to quickly respond to any problems that may occur and this is done through teacher discussions with the SENDCo. Views of parents about the SEND provision are collected from parents through regular meetings and are always incorporated into annual reviews of EHCPs.

How accessible is Little Stoke Primary School?

We make every reasonable adjustment possible so that all children can access the building and the curriculum. The school building is all on one level and this makes it very accessible for wheel chairs or for those with a physical disability. There are disabled toilets on site.

Arrangements can be made for the administration of medication and additional support for trips and swimming lessons can be made as required. There will be close liaison with other schools/preschools to enable smooth transition for all children.

More details are available in the School's Accessibility Plan which can be found on the school website.

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

We work closely with a range of external agencies who we feel are relevant to the individual needs of children with SEND within the school. These include:

- Educational Psychology Service (EP)
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy (SALT)
- Social Care
- Occupational Therapy (OT)
- Physiotherapy
- General Practitioners/Paediatricians
- School Health Nurses (SHN)

The school also subscribes to:

- Inclusion Support Service

- Behaviour Support Service
- Therapeutic Services

There are regular SEND training opportunities for both teaching and non-teaching staff throughout the school year. The SENDCo attends the local termly SENDCo Cluster meetings and this is a useful forum for sharing expertise. All advice from external agencies is welcomed and acted upon.

How are teachers and teaching assistants trained in order to meet the needs of SEND children?

We encourage staff to continually update their skills and knowledge and the school has an on-going programme of training for teaching and non-teaching staff, based on identified needs in skills training and updating on current issues e.g. Inclusion, disability and Closing the gap

The need for training is identified through monitoring and informal discussion and performance management process. Teaching Assistants who provide 1-1 support for children with SEND will be given specific training as is necessary to enable them to effectively give the best possible support to a child.

Within school there are staff who have been specifically trained in a number of areas: speech and language, reading and mathematics strategies, dealing with medical issues and behaviour management strategies. Training takes place both within school and externally.

How will my SEND child be included in activities outside the classroom?

Our Inclusion Policy promotes the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. If there is an issue around safety due to behaviour, we would act in accordance with our behaviour policy. Where applicable, parents / carers are consulted and involved in planning.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances. The school's Provision Map describes the support that is offered within the school for children with SEND. Children with Education, Health and Care Plans and children with more complex needs have Individual Provision Maps which identify the level of support provided for them.

What happens when my child has to transfer to another school or another class?

At Little Stoke Primary School we recognise how important a successful transition is to our pupils with additional needs. Arrangements for transition are taken very seriously as it is important that all relevant information is passed on to the new class or school prior to the move in order to make it successful. The SENDCo will take responsibility for communicating with a new school prior to the move and transferring all documentation. If possible, visits will be organised.

In transition to Secondary School an enhanced transition plan will invariably be put into place. We work in partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority. This ensures parents/carers can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

Transition from each year group is supported so that the children meet with their new teachers and are familiar with the new classroom environment and organisation. Before transition a child's current and future teacher meet with the SENDCo to share information. A transition book may be provided with information that can be shared at home prior to starting in the new class and opportunities for visiting the new classroom in the Term preceding the move can be arranged.

Children who are starting in Reception are provided with the following opportunities:

- Parent Open Information Event
- Teachers visit the children in pre-school settings
- Teachers and TAs will carry out a home visit before the children start school
- Children's visits to Reception class in the Summer Term – Strawberry Day
- In some cases, if needed, more frequent visits can be made available

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

If we haven't been able to answer your question then please do not hesitate to ask.