



# **SEND**

## **Special Educational Needs and Disabilities**

### **School Offer**

### **2016-2017**

This document provides information on Ottery St Mary Primary School's provision for children with Special Educational Needs and/or disabilities and should be read in conjunction with:

- The Devon County Council Policy for SEND (which can be found at: <https://new.devon.gov.uk/send/>)
- The SEND Code of Practice 2014 (which can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

## **How does the school know if a pupil needs extra help and what should parents do if they think their child has special educational needs (SEN)?**

Children who are showing signs of difficulty or are not making expected progress academically and/or socially will be assessed through a variety of observations, class-based assessments and diagnostic assessment. Parents will also be consulted to see if any changes or difficulties have been noticed or have occurred at home. Teachers and support staff will share any concerns with their Key Stage SENCo who will arrange further assessments (formal and informal) and liaise with other professionals where appropriate. Similarly, if you have any concerns you should contact your child's teacher in the first instance.

## **How will school staff support my child?**

We are an inclusive school with a strong commitment to meeting the needs of all our pupils. Our team of teachers and Teaching Assistants work together to ensure that lessons include a range of tasks and ways of working and that extra curricular activities are accessible to all pupils. All our planning is highly differentiated within class for all children in the school and staff are constantly monitoring all the children they work with on a day to day basis.

We also provide a range of additional support for pupils who have been identified as having difficulties or specific needs. This could include targeted individual or group work in class with the teacher or Teaching Assistant, in-class support across the curriculum, specific small group work in reading, writing or maths, social skills groups, behaviour, emotional, social development projects, Thrive and support with homework. The impact and effectiveness of any such additional support will be continually monitored and assessed.

## **How will the curriculum be matched to my child's SEN?**

All our teachers strive to use a range of strategies and resources to make sure that pupils enjoy and achieve within their classroom. We aim to provide a curriculum that is relevant and helps children to become as functionally literate, numerate, communicative, independent and confident as possible in an environment that promotes positive learning experiences. It is based on quality first teaching provision with all staff working alongside teachers to support children with SEND individually, in small groups or within class based situations.

## **How will I know how my child is doing?**

We track children's progress on an ongoing basis and take action when pupils are not making expected progress. As parents you will receive regular reports and be invited to meetings to discuss your child's progress. Pupils with a statement of SEN and/or an EHC (Education and Health Care) Plan will also have an annual review meeting to discuss arrangements and progress. You are also able to request an appointment to see the classteacher, the relevant Key Stage SENCO or the headteacher should you have any questions or concerns of your own and for pupils with a high level of need, regular contact can be arranged.

### **What support will there be for the child's overall wellbeing?**

We are committed to helping all children stay safe and healthy, enjoy their time at school and help them to grow into mature and caring young people who make a positive contribution to the school and the wider community. We have a robust safeguarding policy and protocol in place and medical needs are managed with support from specifically trained external staff and staff regularly undergo relevant training including First Aid and the use of epipens.

Within school we have staff trained in emotional development which is undertaken as a whole class within PSHE and on an individual basis if necessary; this includes daily support for children's emotional understanding through a Thrive programme. Classes and individuals are assessed each term and adjustments to support and targets made accordingly. Parents will be informed and asked for consent if children are identified as requiring a 1:1 program of support.

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

We have a Pastoral Manager on staff who works to support children and families. We also have access to the full range of Local Authority specialist services in education, health and social care. School staff are supported by the SENCO, Speech and Language Therapists, Educational Psychologists, School and Community Nurses, Communication and Interaction Team, Behaviour Support Team, Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services, CAMHS (Child and Adolescent Mental Health Services), Counsellors, Multi-Sensory Support Teams and Specialist Teacher Advisors (maths and English) where and when appropriate.

### **What kind of training do the staff supporting pupils with SEN already have or plan on undertaking?**

All of our teachers are fully qualified and are supported by the school's SENCOs and external agencies to ensure specific needs are met. Where circumstances change or develop, relevant staff are trained to meet any needs. We have staff trained in a number of specific programmes to support children including Thrive, Numbers Count 2, Success@Arithmetic, Fun Fit, Phonics, Makaton, Counting to Calculating, Letters and Sounds, Speech and Language and Grammar.

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

Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips and where necessary additional adult support is arranged.. Provision is again highly differentiated within the planning and carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment.

### **How accessible is the school environment?**

Our school is fully accessible with ramp access to all parts of the site including the lower deck of our library bus. We have three lifts in the school which further support movement around the buildings. We have changing facilities for children who require adult support and four disabled toilets. When families or children first join the school, we ask you to let us know of any access issues you may have.

### **How will the school prepare and support my child to join the school, transfer to a new school or progress to the next stage of education or life?**

We can offer a structured induction for your child if necessary and we liaise closely with other schools to ensure that transition both to and from our school is as smooth as possible. We will liaise closely with families about children's needs while waiting for information from their previous school. We work extremely closely with our local secondary school, The King's School, and there is a well established and highly successful transition programme in place for all children. This can be further enhanced for those children who experience more difficulties at this time.

### **How are the school's resources allocated and matched to a child's SEN?**

Pupils will be allocated resources based on their individual needs. If, in exceptional circumstances, we consider that a pupil needs extra resources, we will apply to the Local Authority for more funding.

### **How will the school decide how much money is spent on my child?**

The school's budget is used to provide a wide range of support outlined in this document. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in Education, Health and Care (EHC) Plans and for those children with lower levels of need, information from parents, other professionals and school staff will be used to plan that support which can be paid for within the school's budget.

### **How are parents involved in the school? How can they be involved?**

We have an active PTA which all parents are welcome to join. We hold regular events throughout the year including Christmas performances, film nights, bedtime story evenings, quiz nights and a summer fete. We also involve parents through our Celebration of Dance, Festival of Music and Sports Days. Parents are also welcome to volunteer in school and should contact the classteacher or office if they wish to do this. We hold regular meet the teacher evenings throughout the year and are developing parents workshops and coffee mornings in the coming year. Please see the office if you would like to volunteer in school so that we can arrange a DBS check on your behalf.

### **Who can I contact for more information?**

We hold a lot of information on our school website which is continually being updated in the light of all the current changes in education

In the first instance we encourage you to contact your child's classteacher. If your concern is specifically SEN based, do please contact the SENCO, Judy Thompson. Our Pastoral Manager, Anna Vine can also be contacted for concerns that are not SEN based. If you still have concerns, please contact the headteacher Mr Mark Gilronan. In the unlikely event that your concern is not resolved then please contact our Chair of Governors, Mr Oliver Helm.