

SEN Local Offer at Staverton CE Primary School

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We receive information from pupils' previous schools.

The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher/form tutor to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.

2. How will early years setting / school staff support my child?

Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.

When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents.

We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.

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

All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.

Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.

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?

Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.

When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

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

The well-being of all of our pupils is our primary concern at Staverton CE Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.

Pupils' views are sought through school council and other forums.

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

All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

Educational outside agencies include: Educational Psychology; Behaviour Support; Special Needs; English Additional Language and Traveller Service support.

Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physio-therapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals

We work with Social Services, Family Support and Community Police

We also have a Parent Support Worker to support families.

7. What training have the staff supporting children and young people with SEND had or are having?

We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).

Our Special Educational Needs Co-ordinator (SENCo) is a qualified teacher that receives ongoing SEN training in specific areas as appropriate.

All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.

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

Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

9. How accessible is the setting / school environment?

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

Staverton CE Primary School is a modern building with good access for all. The school has a number of disabled facilities and is on one floor.

10. How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?

We have an Induction programme in place for welcoming all new learners to our setting

We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition

Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

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

Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated

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

Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.

Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.

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

We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.

We operate an open-door policy to allow parents to contact their child's class teacher with ease.

Parents are invited to become involved in school-life through a number of means eg the Friends Of Staverton School, parent forums, hearing children read and ongoing invitations to school events throughout the year.

We host regular parent focus groups to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home.

Our Governing Body includes Parent Governors/representatives.

14. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo