



Ashton St. Peter's Church of England VA Primary School

Special Educational Needs and Disabilities Report (School Offer)

How will the school know if my child needs additional help?

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014.

We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher or by the child. We would be alerted by a teacher or parent/carer if a child in any age group was making limited or no progress or if there was a change in their behaviour.

Parents/carers are kept informed at all stages in the process of identification and assessment of needs. They are invited to participate in discussions linked to the support planned for their child and the role that they can play at home.

Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher in the first instance, who will then liaise with the appropriate staff within the School. We have an 'Open Door' policy and parents/carers can contact school via telephone, letter or e-mail and can make an appointment to meet with relative staff.

Our dedicated Special Educational Needs and Disabilities (SEND) contact is Mrs. McGinty and she can be contacted via the school office.

How will parents / carers be informed about their child's progress within the school and how will progress be measured?

We have a system to track and monitor all children's progress using an electronic database and progress tracker. Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this.

The class teacher and SENCO team consider each child's targets and success criteria as agreed with the parent/carer. These are recorded on an support plan. Pupil progress meetings are held termly and involve the SENCO team and any other staff who have supported the

child. Following these, we meet the parents/carers and discuss the child's progress, review the support plan targets and set new targets for the next term. In addition, parents are invited in each half term to 'Look at our Learning' sessions and to attend three parent consultation evenings across the academic year. For particular children more in depth assessments may be required. These can be implemented both in-house and by external agencies. This is particularly in the case for applying for an Education, Health and Care Plan.

What support will parents / carers receive if their child has been identified as having special educational needs?

Our open door policy encourages partnership working with parents/ carers. Partnerships are paramount in enabling children with SEND to achieve their potential. We recognise that parents / carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and make valuable contributions of how to support them.

All parents / carers of children with SEND will be able to access support through:

- Initial meetings with the class teacher and Special Educational Needs Co-ordinator
- Following this initial meeting, a support plan will be written with parents with targets, identified support and success criteria identified
- Termly opportunities to review your child's support plan targets, discuss progress, concerns and developments, and involvement in setting new targets and agreeing outcomes
- Meetings with professionals if appropriate
- School may 'sign-post' parents to other outside agencies and support groups such as The Parent Partnership
- We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.

What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

In line with our caring Christian ethos and Values Education Programme, we are an inclusive school and strive to ensure the wellbeing of all our children. Wellbeing is supported through the following:

- Each teacher has an in-depth knowledge and understanding of the children in their care and one of the advantages of being a small school is that all other staff within the school are aware of the needs of most children
- Medical needs are addressed as required by trained practitioners
- Depending on their needs, some children may have a Care Plan linked to medical conditions
- Medicines are administered in line with our 'Managing Medicines in School' policy
- To promote positive friendships, we may use 'circle time' or members of the school council to act as buddies
- We have Nurture sessions in place and these are accessed as required.
- We are also able to refer children to CHUMS, an outside agency that provides counselling and support in bereavement.

- Emotional well-being is also supported by making sure that children who find "change" difficult are well prepared for any changes or transitions
- When they are about to change class they are helped through transition days and when moving to upper school additional transition days are put in place

How will teaching be adapted to support the child with special educational needs?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs. Differentiation may take the form of adapted resources, differentiated tasks and / or a modified curriculum. The SENCO and external agencies may provide advice and resources to support teachers to meet individual needs through high quality differentiated teaching

What other different types of support can the child receive in school?

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups which addresses their particular needs
- Timetables may be adapted to meet individual needs
- In-class support
- 1:1 or small group work to address the targets in a child's Support Plan

What support is in place to meet children's physical needs?

- Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.
- Ashton St. Peter's is a single storey building. All of the learning spaces are on one level so are accessible to all. We have a designated disabled toilet with a changing bed facility

What support is in place to meet children's medical needs?

- The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children.
- We have a Medical Officer who is a qualified First Aider in the Work Place and Paediatric trained as is another member of Key Stage 1 Team.
- We have a designated medical room for use by children and adults who are hurt or unwell.

- Medicines are stored safely in the medical room.
- All staff have the following training; 1 day first aid, epi pen, Asthma and epilepsy with two members of staff trained as 'First Aiders in the Work place' with Paediatric training
- We are able to administer medicines to children as directed by parents/ carers.

How will the school support the child in unstructured times such as lunchtimes and playtimes and enable her / him to have access to after school clubs, school trips and journeys?

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the School day.

Lunch and playtimes are staffed to ensure safe adult:child ratios. There is a range of equipment available and different activities are led by staff and a children's team of buddies. Specific interventions for children with additional needs include having a named member of staff for support and being guided to specific areas or activities.

Pupils with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis and may join the School's Council if elected. Access to after school clubs is provided as of right and we make it a requirement that any independent provider of after-school clubs must cater for pupils with SEND.

Risk Assessments for individual pupils and for particular activities are completed in conjunction with the SENCO where relevant and necessary.

School trips are accompanied by a high ratio of adults to children and if required, identified children are partnered with a friend and the class teacher or a teaching assistant. Specialist transport is engaged if necessary. Parents/carers are invited to accompany school visits and may be asked to plan visits with school staff if required.

The School complies with the Disability Discrimination Act (2010) in making reasonable adjustments for pupils with SEND.

How does the School involve children in decisions that affect them?

We believe that all children are unique and very special. We are an inclusive school and every child is encouraged to be an independent learner and to express their views. We aim for them to be fully involved in decisions which affect their education. This can be achieved through Pupil Questionnaires, Detective Notebooks, School Council, Support Plan reviews with class teachers, teaching assistants and then with parents.

What other agencies can provide support to children with SEND?

We liaise closely with a range of outside agencies in order to draw upon the expertise of a wide range of external professionals to support pupils with SEND. They contribute through providing observations, reports, advice for teachers and parents, and by attending professionals meetings.

Agencies may include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)
- Early Years Support Team (EYST)
- The Edwin Lobo Child Development Centre (ELC)
- Autism Team
- Jigsaw (Behavioural Support Team)
- Child and Adolescent Mental Health Service (CAMH)
- Child Bereavement, Trauma and Emotional Wellbeing Service (CHUMS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- School and Community Nursing Service
- The Virtual School for Looked After Children (LAC)
- Young Carers
- The Hearing Impaired Team (HI)
- The Visually Impaired Team (VI)

What specialist training do staff have in SEND?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of activities, consistent with school-based intervention as set out in the SEN Code of Practice.

Teachers and support staff receive appropriate training to ensure they are kept up to date with, and informed of new developments and research. This training will be a mixture of 'in house' and externally sourced specialist training. We also have excellent links with our local MLD school and advice and training is also available through them.

Staff have received training linked to supporting children on the Autistic Spectrum and with;

- speech and language difficulties
- dyslexia
- dyscalculia
- emotional difficulties