

SCHOOL OFFER POLICY

Autumn 2016

School Offer

Approximately one in five children will have special educational needs (SEN) at some time during their school career.

Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age.

Schools and other agencies can help most children overcome their difficulties quickly and easily. But a few children will need extra help for some or all of their time in school.

This means they have difficulty with:

- Some or all of the work in school
- Reading, writing or mathematics
- Understanding information
- Expressing themselves
- Understanding others
- Organising themselves
- Sensory perception or physical mobility
- Managing their behaviour
- Making friends or relating to adults

What should I do if I think my child may have special educational needs?

- Contact your child's teacher
- Contact the SENCO J Morris
- Contact Head Teacher

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

- Each pupil will be placed on the Special Needs Register and given SEN Support in class by the Class Teacher. They will work with you the parent to write a One Page Profile to highlight your child's strengths and where they have additional needs. It will be differentiated accordingly to suit the pupil's individual needs, setting individual targets and you will be given a copy. Support may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope). These will be reviewed termly.
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention may vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. The impact of the intervention is recorded on an interventions sheet. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held in January. This is a meeting where the class teacher meets with the SENCo and Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Paediatrician or speech and language therapist. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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

- Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- You will be able to discuss your child's progress at our termly Parents Evenings. They will ensure you understand the progress your child is making and whether he/she is working above or below the expected level for his/her age.
- Class teachers are regularly at the class room door (FS and KS1) or on the playground (KS2) at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, SENCo or the Head Teacher by visiting or phoning the school office.
- One Page Pupil Profiles are reviewed termly after discussion with parents.
- If deemed appropriate a Home/School Communication book can be used.

How will you help me to support my child's learning?

- Teachers suggest ways of supporting all children's learning through the curriculum newsletters sent out termly and on the school website. The class teacher may suggest additional ways of supporting your child's learning through a note in the reading contact book, at parent's evening or by arranging a meeting with you.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home and school.
- Parent Workshops occur as and when the need arises.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENCo and Welfare Officers who are readily available for pupils who wish to discuss issues and concerns.
- The Teaching Assistants run wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management, at the request of Class Teachers.
- Support to avoid exclusion (see Behaviour Policy).
- Support from Behaviour Support Team.
- Behaviour contracts.
- Pupils who find lunchtimes a struggle are able to use a quiet eating area and have access to adult support when required.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by Mrs Hopkins in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school where a signed Medi-Careplan is in place. Anti-biotic may be given in some circumstances on discussion with the office staff and on completion of a medication form.
- Where necessary and in agreement with parents/carers help with personal care will be provided as required and with sensitivity.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Outreach from Specialist Resource Provisions eg. Unit at Hayes Park
- Outreach from Special Schools eg. Hedgewood
- Child Protection Advisors
- Educational Psychologist
- Behaviour Support Service
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Hearing/Visual impairment advisors
- Social Services
- Speech & Language Therapist/Occupational Therapy Team
- School Nurse
- Child Development Centre – Paediatricians

An Educational Psychologist is allocated to each school. Currently we have access to 2 days support a year.

Using a consultation approach they would meet with the Class Teacher to discuss how best to support a child—strategies and interventions would then be trialled. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and who have not responded to the interventions previously put in place for them. Parents would be involved at all stages of the process. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Our school Speech and Language Therapist is assigned by Central Services on a needs basis and currently we have 7.5 days of therapy. This takes place in school and may take the form of one to one sessions, small group sessions or advice and discussion with parents and/or teaching assistants to allow follow up work on targets set.

One of the School Governors is assigned as a LINK GOV to work with the SENCO in leading SEND in the school.

If you think your child needs support from one of these services please speak to the SENCO J Morris.

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

All staff have received some training related to SEND.

These have included sessions on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils with speech, language and communication difficulties.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support children with Occupational Therapy needs.
- The school currently buy into the Behaviour Support Service. An experienced teacher visits the school as requested to give advice and support to teachers and parents.
- The school also has some teaching assistants who have received training enabling them to deliver more specialised support.
- Rainbow Road programme to support pupils with fine or gross motor problems.
- Mrs D. Hostein is experienced at using Speech Link and running intervention groups where required.
- Mrs Calder and Miss Dickson Attention Hillingdon.
- Precision Teaching to support those with memory difficulties.
- Mrs Morris SENCO has had Early Bird Plus training to support ASD pupils.
- Future training sessions will include disability awareness, SEN reforms and Down's Syndrome Information.

- All Teaching Assistants are able to work alongside the Speech and Language Therapist to support their in class learning.

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of one to one support is required the parent or carer may be involved in planning the support required. They may also be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the site accessible to all.
- Improvements have been made to the visual and auditory environment.
- Toilets adapted for disabled users.
- Double doors in some parts of the building.
- We have an up to date Accessibility Plan.
- Communication with parents is by text, email, letter, phone and translation is available if requested.

How will St Andrew's school prepare and support my child when joining the school or transferring to a new school?

At St Andrew's we understand that moving classes, key stages and schools can be stressful therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

On entry: Nursery and Reception

A planned programme of visits in the summer term for pupils starting in September including "Play and Stay" visits with parents/carers, visit with playgroup and a visit to their new class (without parent/carer)??

- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Mrs Morris (SENCO) will be informed and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as shorter hours.

- Reception Children start mornings only and are introduced to lunchtimes before staying full time. If parents or teachers feel a child is not ready for full time school they can remain part time.

Transition between year groups

- Visit to new class
- Information sharing sessions between Teachers and all appropriate support staff.
- Transition booklets with photos of the new room and staff for those who need it.
- Transition work for the new teacher.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.
- Parents meeting for children at change of Key Stage and therefore entering year 1 and year 3.
- Additional Parents meetings may be arranged for other year groups as appropriate.

Secondary transition

- Secondary school staff visit pupils prior to them joining their new school.
- Year 6 Class Teacher meets the visiting Secondary School staff to share information.
- Pre visits to their new school are arranged by the SENCO as required. Transition booklets may be prepared.
- Children attend a transition day at their new school which is usually followed by a Parents Meeting.
- Your child's school records will be sent to their new school.

Mid-year transition

- We give all children a tour of the school with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Agree the start date and fill in relevant paperwork. If your child has special needs the SENCO will be informed and a meeting can be arranged to share information and discuss concerns.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources 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.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. educational psychologist).
- Individual Pupil Premium payments are used to support that pupil's learning.
- Impact of interventions and support will be measured by Class Teachers termly.

How is the decision made about how much support my child will receive?

- The Head Teacher in consultation with the SENCO and Class Teachers will agree the level of support needed. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be notified of their child is receiving 1 to 1 or small group support outside of the classroom.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- Writing and reviewing the One Page Profile with the Class Teacher
- During parents evenings
- During discussions with Mrs Morris or other professionals

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- SENCo J Morris
- P Withams Deputy Head

- Head Teacher
- SEN governor

Appointments can be made with any of these people through the school Office 01895 232768.

At St Andrews we value the support and feedback from all our stakeholders, we have an active school and parent council and conduct Pupil and Parent Voice surveys yearly.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.