

Firle CE Primary School SEND Information Report (Local Offer) 2016/2017

The aim of this document is to provide information about how we at Firle meet the needs of pupils with Special Educational Needs and/or Disabilities. If you require further information, please contact either the school office or the Inclusion Manager (details below).

All East Sussex maintained schools have a similar approach to meeting the needs of pupils with special educational needs (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with special educational needs being met in a mainstream setting wherever possible, where families want this to happen.

At Firle we work closely with our local schools, to promote inclusion and inclusive practice so that all our children have access to quality education.

We have worked in partnership with parents, carers and governors to provide this information and guidance about how we meet the needs of all pupils. This is called our Local Offer.

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

- ✓ Information from your child's pre-school or previous school.
- ✓ Individual meetings with parents/carers of new children entering Reception.
- ✓ Class teacher visit to feeder pre-school to observe your child and speak to their key worker.
- ✓ Information from other agencies who have worked with your child. Such as speech and language therapist.
- ✓ Close working with previous schools or settings
- ✓ This information will be used to plan for your child to meet any additional needs they have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask for your consent to contact other professionals to advise us.

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

- ✓ Talk to your child's pre-school key worker if your child is in nursery.
- ✓ If your child is at school then their class teacher is the first point of contact. The class teacher will discuss your concerns with the Inclusion Manager. Our Inclusion Manager (SENCO) is Mr Bill Gratwick. He can be contacted through the office or by email: bgratwick@firle-school.e-sussex.sch.uk .
- ✓ Your concerns will always be taken seriously as your views are very important to us. We recognise that you know and understand your child better than anyone.

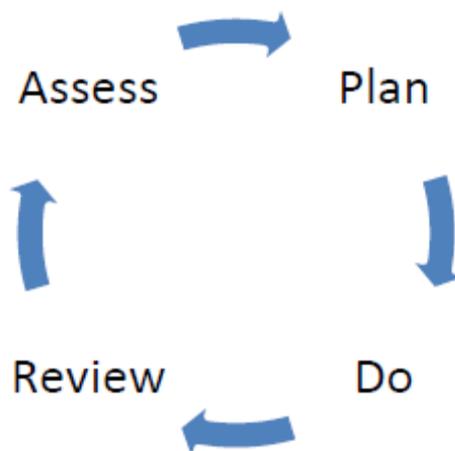
3. How is the decision made about what type and how much support my child/young person will receive?

We aim to identify children's special educational needs (SEND) as early as possible, so that the child achieves the best possible outcomes.

"A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age."(SEND Code of Practice)

We employ an "Assess>Plan>Do>Review" cycle within a hierarchical approach. In other words, we assess need>plan an intervention>implement the intervention>evaluate its effectiveness. If there is little or no progress, we will try something else. If progress is still limited, we may seek advice. In some cases, we may eventually request that the Local Authority carry out a Statutory Assessment if we feel that a child needs an Education, Health and Care Plan.

- ✓ Each child is assessed individually and appropriate support is put in place.
- ✓ Additional assessments from outside services, such as educational psychologists, language and learning support, and speech and language may be used to inform the types of support and/or resources needed.
- ✓ Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- ✓ Pupil Progress Meetings are held with the Head of School and class teacher to track progress and decide upon further support.
- ✓ School based plans are discussed with parents and staff up to three times a year (if appropriate).



4. How will school staff support my child?

- ✓ All children will be supported by their class teacher with high quality lessons where planning takes account of the needs of each child.

- ✓ Class teachers will plan for a range of additional support to meet the needs of the children in the class. This will be reviewed at regular intervals to ensure that provision remains appropriate.
- ✓ Pupil Progress Meetings are held regularly with the senior leadership team, Inclusion Manager (SENCO) and class teachers to monitor the progress of each child and ensure that additional support is meeting the needs of the pupils.
- ✓ Where necessary, the class teacher will consult with the Inclusion Manager (SENCO) and a more personalised programme of support may be introduced.
- ✓ The school may seek your permission to make a referral to an outside service for further advice and support.

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

- ✓ Lessons are planned so that all children can learn and make progress.
- ✓ The class teacher tracks the progress of each child towards meeting their targets.
- ✓ Opportunities will always be provided for children with additional needs to work in a variety of ways e.g. mixed ability and similar ability groups with peer support, adult supported small groups, 1:1 support with an adult and independently.
- ✓ The school will make every effort to make reasonable adjustments to ensure that all pupils can access the full range of opportunities offered within the curriculum.

6. How will I know how my child is doing and how will you help me to support my child's learning?

- ✓ Regular parents' evenings to review progress with an opportunity to meet the Inclusion Manager (SENCO).
- ✓ Open door policy with teacher/Inclusion Manager (SENCO)/Head of School.
- ✓ Information about your child's targets shared with parent/carers.
- ✓ Annual written report from class teacher.
- ✓ Reports from outside agencies shared/discussed as appropriate.
- ✓ Review meetings for individual children's plans of support.
- ✓ Parent opportunities to develop understanding of the curriculum, such as presentations, workshops or one to one meetings.

7. How does the school know that the provision for pupils with SEND is effective? What is the outcome on pupils with SEN?

- ✓ 100 percent of pupils with SEND in Year 2 achieved the expected standard for the phonics screening check in 2016.
- ✓ In 2016, 50% of children with SEND achieved the expected standard in reading and maths.
- ✓ Progress of all pupils is monitored regularly. Pupil progress meetings are held 6 times per school year. At these meetings, intervention effectiveness is discussed and adjustments made where necessary.
- ✓ Interventions are regularly monitored and evaluated using pupils' progress as the key criterion.

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

- ✓ We are an inclusive school and we welcome and celebrate diversity. We recognise the importance of physical and emotional health and are committed to ensuring children's safety and well-being. We believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all our children.
- ✓ Our whole school behaviour policy reflects the values of the school, and encourages all children to make a positive contribution to the school and wider community.
- ✓ We can provide additional support for children's emotional, social and behavioural needs. This may include: nurture groups, social skills and friendship groups, pupil voice, individualised behaviour programmes including rewards and sanctions.
- ✓ Prescribed medicine can be administered in school with signed parental permission with the agreement of the Head of School. There are nominated first aiders in school and several members of staff have first aid qualifications. If your child has significant medical needs you will need to speak to the Inclusion Manager (SENCO) to discuss how we can best support you and your child. This might include drawing up a Health Care Plan, and seeking advice or training from medical specialists.
- ✓ The class teacher has overall responsibility for the well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class teacher will speak to the Inclusion Manager.
- ✓ We are able to access COPES (a local counselling service).

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

We are able to access specialist support for the following:

- ✓ ADHD (attention deficit hyperactivity disorder)
- ✓ ASD (autistic spectrum disorder)
- ✓ Attachment disorder
- ✓ Behaviour, social and emotional needs
- ✓ Complex medical needs
- ✓ COPES (counselling)
- ✓ Dyslexia
- ✓ Motor skills
- ✓ Sensory needs
- ✓ Speech, language and communication

We may access support from outside services*, such as:

- ✓ ASD (autistic spectrum disorder) service
- ✓ Assistive and augmentative technology service
- ✓ CAMHS (Child and Adolescent Mental Health Service)
- ✓ Children's services
- ✓ Counselling services
- ✓ Early years
- ✓ Educational psychology
- ✓ ESBAS (Education Support, Behaviour and Attendance Service)
- ✓ Family Support Services
- ✓ FLESS (Flexible Learning Educational Support Service)
- ✓ LLSS (Language and Learning Support Service)
- ✓ Occupational therapy
- ✓ School nurse
- ✓ Service for children with sensory needs

- ✓ Speech and language therapy
- ✓ TEALs (Traveller and English as an Additional Language Service)
- ✓ Virtual School for Looked After Children

** Please note - for these services a referral will have to be made from the school or one of the outside agencies and there may be a waiting list.*

Further information about the services can be found at:

<https://czone.eastsussex.gov.uk/Pages/home.aspx>

10. What training are the staff supporting children and young people with special educational needs had or are having?

- ✓ All staff are kept up to date with regular training
- ✓ The senior leadership work together to ensure that staff have the skills they require to support all pupils.
- ✓ Medical training to support pupils with medical care plans e.g. epilepsy, diabetes, epi-pen training when the need is identified.
- ✓ Our SEN TA has a dyslexia accreditation and is trained in running interventions and assessments such as 'Jump Ahead', Speech and Language Level 3, 'PLR', Speech and Language link, 'Bulls eye', 'Socially Speaking', Social Stories and the 'Alert' programme (for children with sensory anxiety needs.)
- ✓ Other TAs are trained in various interventions.

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

- ✓ We make sure that activities outside the classroom and school trips are available to all.
- ✓ Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- ✓ Parents/carers are invited to accompany their child on a school trip if this ensures access.
- ✓ After school clubs are available to all pupils, vulnerable pupils are given priority and adjustments will be made to support their participation.
- ✓ Health and safety audits will be conducted as and when appropriate.

12. How accessible is the school environment?

- ✓ The school site is fully wheelchair accessible with wide corridors and doorways.
- ✓ There is access to a toilet for wheelchair users from all classrooms.
- ✓ We are a Dyslexia Friendly school and ensure that the learning environment is fully accessible and inclusive for all learners.
- ✓ We have access to a service to support families with English as an additional language.
- ✓ We have support from the Service for Children with Sensory Needs (visual and hearing impairment).

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

We recognise that 'moving on' can be difficult for a child with SEND/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is due to start in our Foundation Stage:

- ✓ We offer a range of introduction events before your child starts school to encourage a smooth transition.
- ✓ Transition meetings are held for children with pre-identified special educational needs along with the Early Years' Service.
- ✓ We meet with each family to share information.
- ✓ We work closely with your child's previous nursery or preschool and ensure records are shared.
- ✓ We visit your child in their previous nursery to get to know their interests, strengths and areas for development.

If your child is moving to another school:

- ✓ We will contact the new school's Inclusion Manager (SENCO) and ensure he/she knows about any special arrangements or support that need to be made for your child.
- ✓ We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- ✓ Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- ✓ Where necessary, special arrangements are put in place for transition.
- ✓ The children will visit their new classes and be introduced to their new environment.

In Year 6:

- ✓ Children with additional needs have access to transition groups and we work closely with the secondary school.
- ✓ Where possible your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.
- ✓ All information is shared with the receiving school.

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

- ✓ Resources are requested and ordered as necessary to support each pupil's learning.
- ✓ We hold regular meetings to monitor impact of extra support and SEND provision.

15. How are parents involved in the school? How can I be involved?

- ✓ All parents are actively encouraged to take part in the school community. This may include, for example, in assemblies, volunteering, workshops, sharing any skills and on school visits.
- ✓ We encourage parents to attend parents' evenings.
- ✓ Parents are invited to attend annual reviews of children with a Statement of Educational Needs or Educational Health Care Plan.
- ✓ Parents are encouraged to support their child's education. Staff are available for advice.

16. Who can I contact for further information?

- ✓ Class teacher
- ✓ Inclusion Manager/SENCO
- ✓ Head teacher
- ✓ Website – www.firleschool.co.uk

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, please do not hesitate to contact us

For further information, please refer to the school's SEND Policy (last reviewed September 2016) or contact the school:

School Contact details:

Phone: 01273 858 260

Email: office@firle-school.e-sussex.sch.uk

Inclusion Manager: bgatwick@firle-school.e-sussex.sch.uk

The Local Authority Offer can be found on the East Sussex County Council website:

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/default.htm>