

## **Staining CE Primary School Special Needs Information report**

How we support children with special educational needs or disabilities

### **Staining CE Primary School Mission Statement**

**At Staining Church of England Voluntary Controlled Primary School, in a Christian atmosphere of faith and trust, we aim to provide a safe, happy and stimulating environment for learning. Our vision is of a Christian school that has high expectations of its children and the adults who work here. We aim to develop the full potential of all our pupils, whilst nurturing strong links between the school, home, church and wider community. This is achieved by:**

- **Valuing all members of the school community**
- **Being guided by Christian principles and living, and building these into the school ethos**
- **Encouraging alert and agile minds, a sense of curiosity and awe and wonder of learning**
- **Providing a stimulating and creative education of the highest quality, through a broad and balanced curriculum**
- **Fostering awareness of individuals to ensure they develop a respect for themselves and each other as children of God**
- **Sharing and celebrating the Christian faith, academic successes and achievement within the school and in the community**
- **Developing care and respect for their environment and the community in which they live**
- **Welcoming in to the school parents and representatives from the local church and community**
- **Show children they have rights, but also responsibilities, within a loving and tolerant community**
- **Celebrate diversity, ensuring fairness of opportunity**
- **Enhancing support or challenge for individuals through quality teaching and focused interventions, ensuring individual children's needs are met through the excellent knowledge of the class teacher**

We are a Church of England Primary School, admitting pupils age 4-11. Our Ofsted rating (October 2014) is 'good' and the full report can be downloaded from the Ofsted website. We pride ourselves on being a caring and nurturing school where all pupils are supported socially, emotionally and academically to be the best they can be.

### **What is the Local Offer?**

The Children and Families Bill came into force in September 2014. From this date, Local Authorities and schools were expected to publish and keep under review information about services they expect

to be available for children and young people with Special Educational Needs aged 0-25. This is the 'Local Offer'.

All schools are required to produce their own Local Offer. Ours can be found on the school website: [www.stainingschool.co.uk](http://www.stainingschool.co.uk)

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

### **How do we ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leaderships team where progress data is discussed
- Liaison with external agencies, e.g. Educational Psychology, Speech and Language
- Health diagnosis through a paediatrician
- Liaison with previous school or nursery, if applicable

### **What should a parent do if they think their child may have special educational needs?**

Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the SENCO, Claire Colclough, The Deputy Head, Jennifer Shoulders or the Headteacher, Ann Griffiths.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **Who will explain my child's needs and progress to me?**

The class teacher will meet parents at the beginning of the school year and during the summer term for parents' evenings. An interim report is provided at the end of each term, in addition to the full report provided in the summer term. Teachers are always happy to have further meetings with parents – just call the office and arrange a mutually convenient time. Teachers are also available for a quick chat outside school at the end of the day. If your child has a Special educational Need or disability, there will be further meetings to discuss your child's Learning Support Plan.

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

- Our SENCO, in conjunction with the Headteacher, oversees all support and progress of any child requiring additional help across school
- The Headteacher will assist the SENCO in planning and organising any specific additional support your child may need
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made
- The class teacher will personalise teaching and learning for your child as needed
- Some children are given a Pupil Passport with specific targets so that it is easy to track progress. Sometimes PIVATS (Performance Indicators for Value Added Target Setting) are used to track progress in small steps and assist with planning new learning.

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of sessions will be explained to parents when the support starts and reviewed as necessary.

Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.

Dawn Hayward, our Learning Mentor, supports children and their families with social and emotional issues which can sometimes be a barrier to learning. If you wish to speak to her about any concerns you have please contact the office and arrange an appointment.

## **How are the Governors involved and what are their responsibilities?**

- The Headteacher reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times
- The Vice-Chair of the Governing Body, Sue Chippendale, is responsible for special educational needs and meets regularly with the Headteacher/SENCO
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

## **How do the teachers match the curriculum to an individual child's needs?**

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three or more different levels of work set for the class, however on occasions this can be individually differentiated for a specific child
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level
- Teachers will put in place specific strategies, as suggested by the SENCO or other specialist agencies, to ensure individual needs are being met

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

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes (under the guidance of the class teacher and SENCO) to meet individual or groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

## **How is the decision made about what type and how much support my child will receive?**

The class teacher, SENCO and Headteacher will discuss the child's needs and what support would be appropriate. Different children require different levels of support in order to help them make progress and achieve their potential.

## **What is an EHC Plan?**

- If, despite additional support from school and specialist support services, your child is still not making expected progress, school (or you) can request that the LEA carry out a statutory assessment of your child's needs. This is a legal process which sets out the support that will be provided for your child
- After the request has been made, the LEA may decide that a statutory assessment needs to be carried out, based on the information provided. Once the reports have been sent in, the LEA may decide to issue an Educational Health Care Plan (EHC) which will detail the aspirations for your child and how these will be achieved through using additional support
- EHC plans are reviewed annually and all parties involved contribute to the meeting and setting new targets.

## **How does the school judge whether the support has had an impact?**

- By reviewing the children's termly targets on Pupil Passports and ensuring they are being met. Parents will be involved in the review meeting to put forward their views and discuss the setting of new targets if necessary. A copy of the targets will be given to the parent
- The progress of the child academically against national/age expected levels, is discussed at pupil Progress Meetings involving the class teacher and Head/Deputy Head Teacher
- Verbal or written feedback from the pupil and parents
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

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

- The class teacher or SENCO can offer advice and practical ways that you can help your child at home
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared
- If your child is on the special needs register they will have a Pupil Passport which will have individual/group targets. This will be discussed with you on a termly basis and you will be given a copy. The targets set are SMART (specific, measurable, achievable, realistic, time-scaled) targets, with the expectation that the child will achieve the targets by the time it is reviewed
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP) which means that a formal meeting will take place annually to review your child's progress
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered
- The Learning Mentor holds regular parent/child workshops to offer you the opportunity of working alongside your child on a fun activity such as art/technology
- We also invite parents to learning events at school where we explain how we teach certain areas of the curriculum.

## **How do you measure my child's progress?**

As a school we measure children's progress in learning against national age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum objectives and some standardised tests as appropriate.

Children who are not making expected progress are identified through the termly pupil progress meetings. In these meetings, discussions take place about those pupils experiencing difficulties and what further actions/support can be used to aid their progress.

When a child's Pupil IEP/ Passport is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

## **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

We have a caring, understanding Christian ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's wellbeing. As a nurturing school, all our vulnerable pupils are known to staff.

- The headteacher and Deputy Headteacher greets parents and children at the main gate most mornings
- The school doors open 15 minutes before the official start to the school day to provide a peaceful transition from home to school. In KS1 this gives parents, staff and children the opportunity to chat before learning begins, which is especially important for younger children
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO/Headteacher for further advice and support. This may involve working alongside agencies such as Health and Social Services and/or behaviour support services
- The Learning Mentor is available every day for children/parents to talk about any social/emotional issues which are affecting them. These could be both in and outside of school.

### **How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on the school site. This can be seen on the policies section of the school website.

Parents need to contact the bursar if medication is recommended by Health Professionals to be taken during the school day.

The Bursar/Headteacher administer prescribed medicines. If a child requires medication in school, this will be recorded either as an individual care plan (for long-term medication) or a form which details the administration of the medication (e.g. penicillin) for the duration of the course.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

If a child requires personal hygiene care this will be managed through an individual care plan.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times
- The attendance of every child is monitored and lateness and absence are recorded and reported to the Headteacher and the Governing Body
- Where concerns are identified regarding attendance or lateness, these will initially be followed up by an offer of support from the Learning Mentor. If the situation does not improve, the school may involve the PAST team from the LEA
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect on their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

### **How will my child be able to contribute their views?**

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the school council or discussion in assemblies/lessons
- Children who have a IEP/ Pupil Passport discuss their targets with their class teacher
- If your child has an Education, Health and Care plan, their views will be sought at the review stage, if appropriate.

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

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, behavioural support services (e.g. Stepping Stones), the Child and Adolescent Mental Health Service (CAMHS), Social Services.

### **How will my child be included in activities outside the classroom including day and residential trips?**

- We aim for all children to be included on school day trips and residential stays such as Borwick Hall in Y6. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided at school.

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

- The school is all on one level and there are a number of access points, including the main entrance, which are suitable for wheelchair users
- We have one disabled toilet, just off the school hall.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us
- For children with special educational needs or a disability we may, if appropriate, facilitate a phased transition to help your child acclimatise to their new surroundings. We would also visit them in their current setting if appropriate
- All our new starters in Reception class have several half day visits in the summer term prior to starting school in September and staff from the Reception classes visit their nurseries and homes prior to their start date
- We write social stories with children to help explain and prepare them for any major transition
- When children are preparing to leave us for high school we organise additional visits if it is thought they would be beneficial
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has an Educational, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

### **How are parents involved in school life?**

- Class teachers invite parents into school regularly to share learning that has taken place during the term
- We have curriculum evenings to keep parents up to date with changes
- Parents are also welcome as volunteers, for example, listening to readers
- For children with special needs or a disability, parents may be invited to help support their child on a school trip
- Parents are also invited to regular special assemblies and concerts
- Our very active PTA organise a number of social events for parents and children throughout the year.

### **Who can I contact for further information or to discuss a concern?**

- Please feel free to call into school any time if you have any worries or concerns
- The first point of contact would be your child's class teacher to share your concerns, but if these cannot be addressed by the class teacher he/she may refer you to the school SENCO
- Our Special Educational Needs policy on the website has a lot of information, in addition to the school's Local Offer which is also on the website
- Lancashire Parent Partnership is an organisation that provides independent advice and support for families. They can be contacted on 0300 123 6706.

### **Who should I contact if I am considering whether my child should join the school?**

Contact the Headteacher, Jennifer Shoulders, who will arrange a time for you to look round the school and answer any questions you may have.