

Shamblehurst Primary School

Special Educational Needs and Disabilities (SEND)

Information Report

At Shamblehurst Primary School we believe in an inclusive education, where **all** children receive the help and support they need, integrated into their daily routine, to reach their full potential. We are able to offer a range of support within the school to ensure pupils are able to make good progress. This includes academic programmes as well as emotional and behaviour support. Our school building is accessible to children with a physical disability and we ensure that equipment is accessible to all children regardless of their needs. At Shamblehurst, we are always happy to meet parents to discuss individual access requirements.

What is the Local Offer? What will it do?

Since September 2014, Hampshire County Council, along with all other local authorities, are required to publish information about services available in their area in order to support children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). This is called the '**Local Offer**'.

The Local Offer outlines all services and support available across health, education, social care and leisure services and its aim is to improve choice and transparency for families.

Further information can be found at http://www.hampshirelocaloffer.info/en/Main_Page

How does the school know if children need extra help?

We know if children need help if:

- concerns are raised by parents/carers, teachers, support staff or children
- expected progress is not being made
- there is a change in the child's behaviour or progress
- other diagnostic assessments, such as dyslexia screening completed by the school, raise concerns

How can I let the school know if I am concerned about my child?

If you have concerns about your child's progress you should speak to your child's class teacher, initially.

If you are not happy that your concerns are being managed then you should discuss this with the Year Leader for your child's class or contact the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Burrell. This can be done through the school office.

If you are still unhappy you can speak to the Deputy Headteacher or Headteacher. If you still have further concerns you can speak to the school SEND Governor.

How will the school support my child?

The first level of support is from the class teacher, who will ensure your child is well supported through Quality First Teaching. This ensures teaching is building on what your child already knows, carefully checking your child's progress and planning extra support where needed, all within the classroom. Different methods of teaching are in place so that your child is fully involved in learning within the class and is able to make sustained progress. This is often called Wave 1 support.

In addition to Quality First Teaching, the class teacher may organise extra group support. These are often called 'intervention' or 'booster' groups. This type of support is available for children who have specific gaps in their understanding. These groups are run by teachers or learning support assistants (LSAs) outside of 'normal' lesson times. This is often called Wave 2 support.

For some children, a more intense, personalised support is required on a 1:1 or small group intervention basis. The school has a wide range of 1:1 and group support programmes available, including speech, learning and emotional behaviour support. All LSAs implementing these programmes are trained on the specific techniques and there is always a pre and post assessment to monitor the impact of the programme on your child. This is often called Wave 3 support.

For a very small percentage of children with significant needs and who have statements or an Education Health Care Plan (EHCP), some 1:1 support is provided during lesson time. This is to enable your child to access the learning within class. The level of support depends on the recommendations in the EHCP. It may not be constantly provided throughout the day to ensure that children maintain some independence and do not become isolated from their peers.

Occasionally a pupil may need more expert support from an **Outside Agency**, such as a Speech and Language Therapist, Educational Psychologist or the Primary Behaviour Service. These services are able to offer specialist, expert advice to home and school. A referral will be made, with your consent, 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?

- When a child has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- LSA time and practical, individual resources may also be allocated, as appropriate, to enable your child to access the curriculum.
- Alongside this support, each term, targets are specifically set for your child, as part of the planning process. For each area of support, three progressive targets are set. Teachers meet with the SENDCo every term to review the progress your child is making, how current support is impacting on their learning and plan any further support required.
- If appropriate, specialist equipment may be given to a child, e.g. concentration screens.

How will I know how my child is doing?

As well as being able to discuss your child's progress at the usual opportunities, such as Parents' Evening, you will be invited in at the beginning of each term to discuss the targets that have been set for the forthcoming term. The targets are reviewed regularly. It is important to attend these meetings so that you are able to support your child at home, working towards these targets. Additional appointments can be made to speak in more detail with the class teacher or SENDCo through the school office. All reports provided by outside agencies will be shared with you.

How will the school help me to support my child at home?

You will receive the targets your child is working on each term and ideas that you can follow to help your child at home. In addition to this, the class teacher, SENDCo and any outside agencies involved may also offer further strategies or suggestions. Where appropriate, the school will be able to signpost you to agencies that can give additional support at home and complete referrals, as required.

What support do you have for parents of children with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The Family Support Worker, Mrs Curry, can be used as a first point of call for any concerns you may have as a parent.
- We hold regular coffee mornings for parents with a range of visitors in attendance including the community nursing team as well as professionals from the NHS and other outside agencies.

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

The school is proud of the support available for children's social, emotional and behavioural needs. The school also has an Emotional Literacy Support Assistant (ELSA) who completes programmes with children, developing their emotional and social skills as part of weekly sessions. The school runs a Games Club which takes place during play times to support children with developing social skills to enable them to transfer these skills onto the playground when playing independently. There is also a Lunch Club which teaches children social skills in a relaxed environment, completing fun activities, such as cooking and gardening. The school will work closely with any agencies that can offer further support, such as the Primary Behaviour Support team, and can access a counsellor for KS2 children with more complex issues.

For children with medical needs, all relevant staff receive appropriate training and liaise closely with medical support. Where relevant, as long as a Medicine Consent Form is completed, prescribed medicine can be administered in school.

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

At times, it may be appropriate to work with outside agencies to receive more specialised expertise. You would always be consulted before an outside agency was contacted.

The agencies accessed by the school include:

- Children's Therapy Team including Speech and Language Therapist, Occupational Therapist, Physiotherapist
- Primary Behaviour Service
- Shepherd's Down Outreach
- Specialist Advisory Teachers for example, Hearing Impairment Advisory Service, Visual Impairment Advisory Service, Communication and Language Team
- Childhood and Adolescence Mental Health Service (CAMHS)
- Educational Psychology
- Health professionals for example the School Nursing Team
- KS2 Counsellor

How are the staff in school helped to work with children with SEND and what training do they have?

- The SENDCo is available to support the class teachers in planning for children with SEND.
- As part of the performance management cycle, the school has a training plan for all staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Dyslexia and Communication Difficulties.
- Individual teachers and support staff may attend training run by outside agencies tailored for them to ensure they are able to best support the children in their care who may have more uncommon or more complex needs. This is alongside the support and advice offered by outside agencies.

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

Activities and school trips are available to all at Shamblehurst Primary School. Health and safety risk assessments are completed and adjustments are made through discussion with parents, to ensure children are able to access the trip or activity. These adjustments or preparations may include things, such as a social story, to prepare a child or a parent accompanying the child.

How will the school prepare or support my child when joining Shamblehurst Primary School or transferring to a new class or school?

When joining the school:

- The Headteacher or Deputy Headteacher, and where appropriate the SENDCo, will meet with you prior to your child beginning at the school.
- The school will then communicate with the previous school to ensure the best provision is put in place and preparations can be made.
- Your child will be offered introductory sessions to help ease the transition and, where required, an integration timetable can be set up, slowly increasing the length of time spent in school.

When moving to a new class:

- All feeder and receiving teachers meet to discuss each child in the class, where information is handed over. For children with more complex needs parents are also invited to attend.
- The school has a transition cycle that includes opportunities for all children to meet their new teacher on a range of occasions. The younger the child the more opportunities are provided.
- There is also a planning meeting held between the receiving teacher and the SENDCo to ensure all SEND information is shared and appropriate plans made to ensure a smooth transition. This may include observing the child in the current class or planning additional opportunities for the child to meet the new teacher so that they become familiar. If your child would be helped by a social story, one will be made for them.

Moving to a new school:

- The SENDCo at Shamblehurst will contact the SENDCo at the new school to ensure that they are aware the child is coming and share relevant information and advice with both schools and the family on the best methods of support. Where appropriate, a meeting will be held to plan the transition.

- The school will support the child if they are going to the new school for additional visits, will read any social stories provided and allow the child opportunities to discuss their worries and concerns.
- All relevant information will be sent as soon as the receiving school notifies us that the child has begun.
- For children in Year 6, the school ELSA will run a detailed transition programme which includes additional opportunities to be familiar with the secondary school and meet staff.

How are the school's resources allocated and matched to my child's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources, dependent on an individual's needs.
- Additional provision may be allocated after discussion with the class teacher and SENDCo at Inclusion Review Meetings. Teachers are also able to refer if a concern is raised at another point in the term.
- Resources can include physical resources or deployment of staff.
- Children with Education Health Care Plans may have specific allocations in terms of resources and additional adult support. These will be met in full.

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

These decisions are made in consultation with the class teacher and SENDCo. Decisions are based on half termly tracking of pupil progress, as a result of assessments, including those by outside agencies, and other evidence provided by the teacher or parents. Reviews are held half termly and, as concerns are heightened or decrease, provision is adapted accordingly.

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

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

This may be through:

- Discussions with the class teacher, especially where targets are shared
- Parent consultations
- Discussions with the SENDCo or other professionals

The school will make every effort to cater for parents' availability.

Who can I contact for further information?

The SENDCo is Mrs Philippa Burrell. Mrs Burrell works on Mondays, Tuesdays and Thursdays.

Mrs Burrell can be contacted via the school office on 01489782342 or can be emailed using the following email address:

senco@shamblehurst.co.uk