

## Sidlesham Primary School Local Offer 2020/2021



***All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs and disabilities. Sidlesham Primary School is part of the Manhood Locality of Schools who work collaboratively to ensure best practice and that a common approach is in place.***

### **Every Child Matters**

- *At Sidlesham Primary School we believe that every child that attends our school has the right to enjoy and achieve to the best of their ability, to be kept safe, to be healthy and make a positive contribution, and gain an understanding of how to achieve economic well-being whilst supporting successful preparation to adulthood.*

### **1. How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs?**

- Early identification of special educational needs and follow a graduated response to meeting them in line with the SEND Code of Practice 2014.
- School assessment and monitoring arrangements will identify children who are not making the expected progress.
- The class teacher will consult with parents and the Inclusion Lead in order to decide whether additional or different provision is necessary.
- Additional provision or arrangements may be related to speech and language, learning and cognition, physical and sensory or social and emotional development.
- In addition to the usual school assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties.
- We also monitor changes in pupils' behaviour and attitude.

- If you are concerned about your child's progress or believe they have a special educational need, you should discuss this with your child's class teacher. This can be done at Parents Evening or by making a separate appointment. Additional assessment or support can then be discussed with the SENCO.

## **2. How will the school support my child?**

- We aim to make appropriate provision for all pupils with Special Educational Needs.
- The named Inclusion Lead for the school is Mrs Lorraine Osmend.
- The SEND link governor is Mr Malcolm Foster.
- The governing body as a whole is responsible for making provision for pupils with Special Educational Needs.
- We have a school dog (Marley) who helps support children in a variety of ways.
- All teaching is planned to build on what a child already knows.
- Teachers have high but realistic expectations of all children and the children are clear about their targets.
- Rewards are given for appropriate behaviour and achievement.
- Your child may receive support in a variety of ways depending on their individual needs.
- Within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher.
- Through targeted small group work that takes place in or out of the classroom. Your child's targets will be set by the class teacher in collaboration with the SENCO.
- Your child working individually with a member of staff to meet specific targets. Initially, the class teacher will oversee your child's targets with support from relevant learning support staff.
- Our school has invested in a new online system called Provision Map. This system lets us track progress, intervention, attendance, behavior and all documentation related to SEND. All staff are trained in using it and it allows us to monitor those on our SEND register closely.
- A child's targets will be set out on an ILP (Individual Learning Plan) IPP or IBP (Individual Behaviour Plan). The individual plans will include support that is additional to or different from that provided as part of the school's usual differentiated curriculum.

### **3. How will the Curriculum be matched to my Child's needs?**

We strive to provide an engaging and exciting curriculum for all children.

- The class teacher may provide different resources for children to use, a different task from the rest of the class or an adult to support a child to complete the task as independently as possible.
- If extra support is provided for your child it will be planned in order to close the gap between your child's attainment and that expected at their age.

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

All children's progress is monitored continually by his/her class teacher, the assessment manager and SENCO.

- Pupil's progress is formally reviewed four times a year. This is analysed by the Head Teacher, Assessment Manager, Maths and English Leads and the Inclusion Lead.
- Intervention programmes are reviewed at the end of every half term to check they are having the desired effect on progress.
- Individual learning plans are formally reviewed every term.
- Parents will be kept regularly informed of your child's progress through Provision Map and communication with the class teacher and Inclusion Lead.
- Progress will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions.
- Regular contact may be communicated through a home/school link book.

### **5. What support will there be for my Child's overall well – being?**

- Below is our school's ethos and values. These have been developed to try and ensure the wellbeing of all our students, but particularly are most vulnerable:

*Our school has an atmosphere of purpose and is alive with learning. It is a place where the confidence and self-esteem of our children have high status, where children are excited by learning and develop understanding of themselves as learners. Children come to our school to experience being a successful learner. As a school, we always strive to ensure our children 'Love to Learn' and achieve this through precise and effective teaching, having high expectations and planning lessons in a creative and engaging way.*

*Every child in the school will read or be read to every day and will develop their written skills and mathematical competencies through daily learning opportunities.*

*In this way children will develop a firm foundation of fundamental Literacy and Numeracy skills upon which to build higher-order skills.*

*In addition to the core elements above we recognise the importance of offering a broad and balanced curriculum with opportunities for children to develop creative and sporting skills. We will continue to develop our implementation of our curriculum and ensure that there is a clear hierarchy of skills development. Teachers will carefully plan topic units to ensure that there are quality opportunities for children to develop knowledge and understanding across the wider curriculum as well as to use and apply their core subject skills.*

- Support may be provided by our Inclusion Lead, Mrs Lorraine Osmend or Mr Ashley Pledger, our trained Inclusion Teaching Assistant.
- Parent meeting appointments (Autumn and Spring Term) providing time to share and agree your child's individual targets with the class teacher.
- Opportunity to express your views about your child's progress in relation to their ILP or Education Health Care Plan (EHCP).
- The Summer Term you will receive an annual report and the opportunity to discuss any concerns arising from this.
- Through engagement with our school dog, Marley.
- The ILP or EHCP identifies your child's next steps to help them make progress.
- The class teacher will be able to advise you on how to help your child with these targets at home.
- A copy of your child's ILP or EHCP can be viewed at all times on Provision Map
- Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil, and they are monitored and reviewed at agreed intervals.
- Regular contact may be through communication in your child's homework book or reading record, by email, telephone calls or meetings. Additional appointments can be made with the class teacher or SENCO.
- If your child is seen by a specialist service they will write a report for school and home.

## **6. What specialist services and expertise are available at or accessed by the school?**

- External support services play an important part in helping the school identify, assess and make provision for children with special educational needs.

These include:

- Seeking advice from WSCC specialist advisory teaching services for learning, behaviour or social communication needs.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services such as the Occupational Therapy Department.
- Yearly visit and telephone communication with the nominated Educational Psychologist for the school.
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Advice and support from the school nurse and community paediatrician (Child Development Centre, CDC).
- Multi-agency meetings with representatives from Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Targeted support for families on a variety of issues through the Early Help service.
- Referral to the Pupil Entitlement Team/Think Family
- Ethnic Minority Achievement Team (EMAT)
- Traveller Education Support Services (TESS)
- Social Services
- Before the school can make any referrals to a specialist service we will always gain the parent's permission.

## **7. What training are the staff supporting children with Special Educational Needs having?**

- There is an annual audit of training needs for all staff taking into account school priorities and personal professional development.
- Particular support is given to new members of staff and to training that addresses children's specific needs.
- First Aid training is regularly updated.

- Individual staff have been trained in Autism Awareness.
- Training can be accessed through EPD; a setting to setting network.

#### **8. How will my child be included in activities outside the classroom including school trips?**

- It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum.
- All children attend school trips and residential trips with support as appropriate.
- Where necessary the school will meet with parents and carers to discuss individual needs prior to any visit or activity.
- Risk assessments are written for all visits and individual risk assessments can be written if considered necessary.
- If 1:1 support is considered necessary a parent or carer may be asked to accompany their child on a visit, in addition to the school staff.

#### **9. How accessible is the setting?**

- Sidlesham Primary School has an accessibility policy, which is reviewed regularly.
- As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.
- Our school has a disabled toilet and ramps by which to access the building.
- When you arrange a visit with the Head teacher you will have a guided tour of the school and the facilities it has to offer your child.

#### **10. How will the school prepare and support my child to join the school and transfer to the next stage of education of life?**

- We encourage you to share your concerns about your child's special educational needs .
- To pass on any information about any specialist services or agencies already working with you.

- We will contact any previous educational establishment for relevant information.
- Any practical arrangements can then be discussed and put into place.
- At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.
- This includes transition between KS2 and KS3. Additional transition visits and meeting can also be made to ensure transition is successful. Social stories and transition booklets may be made with children who find it very hard to cope with change.

**11. How are school resources allocated and matched to children’s individual special educational needs?**

- The school receives money on an annual basis to support provision for Special Educational Needs.
- The money is allocated annually by the Governing Body when setting the school’s budget.
- It is used to pay for staffing and resources.
- On top of this resource, there may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes.
- This includes ‘Pupil Premium’ money and additional funds for children with an Education Health Care Plan (EHCP).

**12. How is the decision made about the support my child will receive?**

- Every child’s needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress.
- The school SENCO will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources.
- We regularly assess the impact of any additional support and resources and report children’s progress to parents.

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

- Our arrangements for involvement and consultation with parents include:
- Parents' Evening, new parent meetings, parent curriculum workshops, sharing assemblies, performances, in-class curriculum activities (e.g. Maths afternoons), accompanying visits, join the PTA, parent governors, family learning courses, volunteers to hear readers, volunteers to help children learn times tables and support with swimming.
- We also welcome parents with a particular area of expertise or experience to come in to talk to the children.
- Parents are able to give their views of the school through regular surveys. Individual children's progress is discussed at parents evening or by making an appointment with the child's class teacher.

#### **14. Who can I contact for further information?**

- The first point of contact will always be your child's class teacher.
- The Inclusion Lead at Sidlesham Primary School is Mrs Lorraine Osmend who is available if further assistance is required. Please contact the school office if you wish to make an appointment with her.
- The Headteacher maintains an open door policy enabling parents to communicate any specific concerns that you may have.
- If after making contact with the school you have an unresolved issue then the usual complaints procedure should be followed. The complaints policy is available on the school website.