

Pimperne CE VC
Primary School



**PIMPERNE CE VC
PRIMARY SCHOOL**

Special Educational Needs
& Disability

Guide for Parents

SEND Policy – Our Parents’ Guide

What is SEND?

SEND stands for – Special Educational Needs and Disability: Children with Special Educational Needs are given extra help with their learning and/or coping with the emotions, behaviour or other medical reasons that makes learning more difficult for them.

This guide tells how our school helps all children with special educational needs or medical needs. (For more detail information please read the complete SEND Policy on the school web site)

There are different levels of support for children with Special Educational Needs or Disability

This system is referred to as a ‘graduated response’.

Educational Health & Care Plan (EHCP). If a lot of help is needed with learning or with diagnosed health issues, teachers and parents may request an assessment for an EHCP . This means that any help provided is protected and checked carefully each year at a meeting. Children will be invited to attend that meeting if they wish to. If children with an EHCP move to another school, the Plan will make sure that similar help and support is available in the school too.

Mrs Waller is the SENDCO (Special Educational Needs Coordinator) and she will make sure that all children with special educational or medical needs get the help they need while at our school.

When it is time for any child to move to another school, the teachers will talk to the new teachers of the next school and make sure that they are told of the progress and needs of each child.

What extra help will children with SEND receive?

The classteacher will meet you and make plans for a discussion for all children with SEND who come to our school, to help them with their learning.

The school will arrange that all children have the things needed to make progress.

The teachers will set work that is at the right level so that children can meet their targets and be included in all the things other children do. They will all be given chances to play, eat and join clubs with friends at lunchtime. The teacher, when necessary, will plan extra-special work/activities to help each individual child develop.

Teaching Assistants help one child or maybe a small group of children.

Other people might be asked to visit your child in school from time to time and give extra help. These may be – specialist teachers, nurses or other visitors, e.g. physiotherapists.

Resources

There are some examples of the special things that some children might need to help with their progress in school:

- laptop or special software

- quiet spaces or support with friendship groups
- pencil grips or a writing slope, a quieter space to learn
- medical support

We continually remind children that they can always talk to you – their parents/carers and also to class teachers about any difficulties they have with learning or about getting on with other children. Parents or children may also request time from the SENDCO Support Assistant, Mrs Gatehouse to talk to children about their concerns, friendships or learning.

Pimperne CE VC Primary School aims to:

- Help all children who have difficulty with their learning for whatever reason
- Include all children in activities as far as possible, so that no one feels left out
- Talk to each child and to you about their progress and plan more help with learning if needed. (A summary plan to aid an individual child’s learning is called a Provision Map)
- Ensure that all children are treated equally and are listened to
- Make club visits and residential activities accessible so that all children take part at some level
- Check that all children are making good progress

How does our school know if children /young people need extra help and what should you do if you think your child/young person may have special educational needs?

We monitor children’s progress and general wellbeing through formal and informal assessments. This includes conversations we have with children, their relationships with peers, the quality and consistency of work in their books, patterns of repeated errors or difficulty, testing and general behaviour and engagement in school life. We have some specific assessment tools that allow us to explore in a more targeted way whether a child has a specific learning need – these tests are usually triggered by concerns identified through conversations and assessments mentioned above. We always encourage parents to come and discuss any concerns they may have with us so that we can work together to find a solution and support every child.

How will our school staff support your child/young person?

We have the needs of all individuals at heart here at Pimperne CE VC Primary School and we believe that by treating every child as an individual they have the best chances of making the progress they are capable of. We have a thorough SEND (Special Educational Needs and Disability) policy which sets out our approach and this policy is supported by our Supporting Children at School with Medical Conditions, SEND Parents’ Guide, Accessibility Plan, Single Equality, Attendance, Safeguarding, Anti-bullying and Positive Behaviour Policies. All these policies are available to read on our school website.

Where a need is identified, we will initially look to provide support for a child in our routine quality first teaching provision. In addition to this, we have adults in school who are trained to deliver a range of targeted and specific interventions that support a variety of needs. We review this

provision regularly and monitor its effectiveness and out comes to ensure that our practice is making a difference and helping children at their point of need.

How will the curriculum be matched to my child’s or young person’s needs?

Our curriculum is linked to age related expectations and a pupil’s ability. We strive to ensure that every child received learning that both stretches and challenges them whilst remaining engaging and inspiring. Our basic principle of Quality First Teaching emphasizes that all children should be provided with opportunities to learn at their level and make the progress that they are capable of.

How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?

Home school links and liaison are very important and we endeavour to communicate with parents as much as possible. Our assessments support our knowledge about each child and information provided from home is also valued to enable us to understand more about each individual. We hold ‘Learning Exhibitions’ in school at the end of each term where parents/carers/grandparents are invited to come into school and share the learning that the children have been engaged in. This is an opportunity to ask questions and see how your child/young person has been doing.

In the Autumn and Spring term we also hold Parents’ Consultation Evenings where you will have a chance to meet your child’s class teacher and discuss their progress in all areas. An end of year report sums up their progress and attainment for the year.

Children who are assessed as needing SEND support will also have a ‘Provision Map’ that lays out what additional support we will be providing in school and it also sets targets for what we hope to achieve. In this way we can evaluate the effectiveness of our practice and adopt or enhance what we are doing in response to the outcomes. We will share these provision maps with parents/carers so that you are aware of what we are doing and how you can support at home.

A child’s attendance is regularly monitored as this is closely linked to progress. We will arrange a meeting with you if your child’s attendance falls into a level of concern.

What support will there be for my child/young person’s overall well- being?

We intend to provide the support that any child needs to help them thrive. We are a kind and supportive learning community that understands a child’s happiness and sense of security are the first and most important considerations that affect how ready they are to learn.

Self -Actualization	Being creative, having fun with life, being content, being genuine and feeling like you have real meaning to your life!
Esteem Needs	A strong positive self -image and some genuine self- esteem. Having belief in yourself and that you can make it!
Social Needs	Feeling love and compassion for others. Feeling belongingness and welcoming others into your life!

How do we prepare and support your child/young person to join the school or the next stage of education and life?

We welcome all new learners to our school and invite them to come and tour where they can experience our daily practice and see what a happy and welcoming community we are. This is usually enough to give children the confidence that they will be happy in our school, however we can and will adapt our practice to support individual circumstances as necessary. For some children we have conducted multiple tours of the school in advance of them starting so that they can acclimatise themselves and focus on areas of need.

Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust, Selflessness are our school values and they are at the heart of all we do. We believe that by installing these skills and principles into children they will be equipped with the characteristics they will need to be successful lifelong learners. We have a full programme of transition for children leaving our school in Year 6 to go on up to either of the local Secondary schools that we feed to. We have additional support for children who could be vulnerable during the period of transition. Again, this is matched to the needs of individual children.

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

Decisions are made by bringing together a variety of information, occasionally using outside agencies for support in assessing such needs, and sometimes as a result of professional opinion, observation or analysis within school. Professional discussions about support for individual children happen all the time in school and our provision is constantly reviewed. Sometimes parents request additional support for children and this request and its context is discussed with them. This can also lead to support being put in place.

How are parents involved in our school? How can I be involved?

We maintain open and close links with parents of children in our school. You can be involved in many ways and we have found that this differs from child to child. We have a register of parental helpers or volunteers who carry out a range of supportive tasks in school, for example hearing children read. Every parent volunteer is checked against the Disclosure and Barring Service to ensure that we are Safeguarding our children from harm and are required to engage in an informal interview with a member of the Senior Leadership Team. Please contact our Deputy Headteacher to volunteer whatever time you can – we are always delighted to receive new offers of support!

How do we evaluate the effectiveness of our provision?

As stated above, we monitor children's progress and general wellbeing through formal and informal assessments. This includes conversations we have with children, their relationships with peers, the quality and consistency of work in their books, patterns of repeated errors or difficulty. Testing and general behaviour and engagement in school life. Once a child is identified as having additional needs, we use a range of interventions that are targeted at that need. Some of these interventions can be monitored for their impact by using educational tests or questionnaires and we can use 'before' and 'after' assessments to analyse the progress a child has made, however some of our

interventions cannot be analysed by statistical means and so we set out our objectives in an action plan that states what outcomes we hope to achieve.

For example, one child has been supported in school because they had a fear of large open spaces, therefore we put in a programme of support over weeks that incrementally increased their exposure to our school hall. The intended stated aim in an action plan was that they would feel confident and happy to come into the hall for assembly and lunchtimes. We can judge our intervention to have been a success because this aim has now been met and the child is now more fully integrated into every aspect of school life.

Statistically we also collate the evidence of impact for our intervention programmes and the average outcomes are monitored by the Pupil Premium and SEND Governors and are then reported to the Governing Body.

