

Pimperne CE VC
Primary School



**PIMPERNE CE VC
PRIMARY SCHOOL**

Special Educational Needs
and/or Disability (SEND)

A Guide for Parents/Carers

SEND Policy – A guide for Parents/Carers

What is SEND?

SEND stands for Special Educational Needs and/or Disability. Children with SEND 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 detailed information, please read the complete SEND Policy on the school website.

There are different levels of support for children with Special Educational Needs and/or Disability: This system is referred to as a 'graduated response'.

What extra help will children with SEND receive?

At Pimperne CE VC Primary School, each child is treated as an individual. Teachers will set work that is at the right level for each child, so that all children can meet their targets. Learning will be scaffolded, taken in smaller steps and appropriately supported. The teacher, when necessary, will plan extra work/activities to help each individual child develop; this may involve additional parental support at home too.

If it is believed that a child is showing signs of an additional need, the class teacher will meet with the child's parents/carers and make plans to further support the child. Where needed, teaching assistants help one child or small groups of children. To ensure the best support, other people such as specialist teachers, nurses and speech and language therapists may be asked to visit children in school.

Education Health and Care Plan (EHC Plan)

If a significant amount of help or support is needed with learning or with diagnosed health issues, teachers and parents/carers may request an assessment for an EHCP. This means that any help provided is protected and checked carefully each year during the Annual Review meeting. Children will be invited to attend the meeting if they wish to. If children with an EHC Plan move to another school, the plan will make sure that similar help and support is available at the next school too.

The SENDCo (Special Educational Needs and/or Disability Co-ordinator) 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 current teacher(s) will talk to the teachers of the next school and make sure that they are informed of the progress and needs of each child.

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
- medical support

We continually remind children that they can always talk to you, their parents/carers, and also to class teachers and school staff about any difficulties they have with learning or about getting on with other children. Parents/carers or children may also request time from the SENDCo Support Assistant, Mrs Gatehouse, to talk about their concerns, friendships or learning. Further to this conversation, it may be felt that assessment is needed and ELSA support is given. This is a measured intervention of which parents/carers are expected to contribute towards too.

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 their parents/carers about progress and plan more help with learning if needed
- ensure that all children are treated equally and are listened to
- make school clubs 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 SEND?

We monitor children's progress and general wellbeing through formal and informal assessments. Informal assessments include conversations we have with children, observations of their relationships with peers, the quality and consistency of work in their books, patterns of repeated errors or difficulty and behaviour and engagement in school life. We have some specific assessment tools that allow us to explore whether a child has a specific learning need; these tests are usually triggered by concerns identified through formal and informal assessments mentioned above. We always encourage parents/carers 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?

At Pimperne CE VC Primary School, we have the needs of all individuals at heart. 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 Policy which sets out our approach and this policy is supported by the following policies: Supporting Children at School with Medical Conditions, SEND Guide for Parents/Carers, Accessibility Plan, Single Equality, Attendance, Safeguarding, Anti-bullying and Positive Behaviour. All of 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. In addition, class

teachers use pre and post teach strategies as well as same day intervention groups; this falls into our Quality First Teach provision. We review this provision regularly and monitor its effectiveness and outcomes to ensure that our practice is making a difference.

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 child's ability. We strive to ensure that every child receives learning that both stretches and challenges them whilst remaining engaging and inspiring. Our basic principle of Quality First Teaching emphasises that all children should be provided with opportunities to learn at their level and make the progress 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/carers 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.

In the Autumn Term and Spring Term, we hold Parent/Carer Consultation Evenings where you will have a chance to formally discuss your child's progress with their class teacher. In the Summer Term, 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 an Individual Education Plan (IEP) that lays out what additional support we will be providing in school. IEPs set targets based on what we hope to achieve within a term. IEPs also set out long term (end of the Key Stage) and short term (end of the year) outcomes. Using IEPs allows us to evaluate the effectiveness of our practice and adopt or enhance what we are doing in response to the outcomes. We share IEPs 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 (below 96.7%).

What support will there be for my child/young person's overall wellbeing?

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.

These include:

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

Safety Needs: Feeling secure and safe, in a safe environment which provides protection from harm.

Basic Needs: Having the basics like food and water, shelter, sleep and even air!

We have a range of interventions that focus on emotional wellbeing and physical and social needs. We aim to provide children with whatever support they need.

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

We can access all of the support services offered by the Local Authority. These include: Behaviour Support, Educational Psychologists, Physiotherapists, Occupational Therapists, Play Therapists, family support from the North Dorset Family Partnership Zone (NDFPZ), Children in Care Services and Special Educational Needs Support Services. We believe that we are all learning all of the time; if we don't know the answer then we will find someone who can help us to find it! Some of these services are accessed in association with a GP's referral.

What training have staff supporting children and young people with SEND had or are having?

Adults in our school have a range of qualifications, from degrees to general teaching qualifications, to specialist skills for delivering subject specific interventions. We are always developing our skills and aim to broaden our expertise in a general way to improve the quality and breadth of provision we are capable of delivering. We also respond to the needs of each individual child and seek training that will benefit and support their specific needs.

Recently, members of staff have received training in ELSA (Emotional Literacy Support Assistance), Phonics in Key Stage 1 and 2, Person Centred Reviews, Autism, Challenging Behaviours, IEP writing, Brain Injury, First Aid training, Epi-pen training and Vision Impairments and Braille, Handwriting, Supporting SEND, Early Years Foundation Stage (EYFS) and Emotional Health and Resilience.

How will my child/young person be included in activities outside this classroom, including school trips?

We intend to include all children in curricular activities; how we can do this depends on the needs of individual children. We have an Educational Visits Co-ordinator who oversees the process of planning outside visits and activities. They ensure that we have considered everything that is necessary to meet the needs of all individuals and keep them safe. Children and adults with specific needs are always identified by name on risk assessments, to ensure that their needs are considered and planned for.

How accessible is our school environment?

We believe we have one of the best schools in Dorset! Our brand new building was finished in 2015 and is fully equipped to deal with a range of needs. It is completely wheelchair accessible and has a hearing induction loop system, disabled toilet, height adjustable furniture and a sick bay which provides a quiet space where children can recuperate.

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 for a 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, and their parents, confidence that they will be happy in our school. For some children, we have conducted multiple tours of the school in advance of them starting so that they can acclimatise themselves.

Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust, and Selflessness are our school values, and they are at the heart of all that we do. We believe that by teaching these skills and principles, children 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. We have additional support for children who could be vulnerable during the period of transition; 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/carers request additional support for their child(ren) and this request and its context is discussed with them. This can also lead to support being put in place.

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

We maintain open and close links with the parents/carers 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/carer volunteer is checked against the Disclosure and Barring Service to ensure that we are safeguarding our children from harm. Helpers and volunteers are also required to engage in an informal interview with a member of the 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 to support that need. Some of these interventions can be monitored for their impact by using educational tests or questionnaires. We 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 objective(s)/desired outcome(s) in an action plan. In the past we have used an action plan to support a child's fear of large, open spaces. The intended outcome of the action plan was for the child to feel confident and happy to come into the hall for assemblies and lunchtimes. The programme of support incrementally increased their exposure to our school hall. We can judge our intervention to have been a success because this outcome has now been met and the child is now fully integrated into every aspect of school life.

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

What about family needs?

We support and proactively encourage parents/carers to engage in learning.

These programmes, found locally, are suggested to all parents:

- Tripe P (Positive Parenting)
- Incredible Years (IY)
- Engagement in NDFPZ drop in sessions run at school or from Blandford Children's Centre

A blue folder holding a wealth of information on local services available to our families, is kept in the foyer, near the school office.

