



Stoke St Michael Primary School

Special Educational Needs School Offer

People who support children with
Special Educational Needs / Difficulties with Learning at Stoke St Michael Primary School

Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs?

Parent Voice

"Who can I talk to if I am worried?"

"Who would be my first point of contact if I want to

CLASS TEACHERS

Within the school your child's teacher will have the greatest knowledge of your child, their learning style and the barriers which they may experience. Therefore, the first point of contact should be the class teacher.

The class teacher is responsible for:

- Ensuring **all** children have access to good / outstanding teaching and that the curriculum is adapted to meet the needs of all pupils.
- This is known as *High Quality Teaching*.
- Keeping records and monitoring your child's progress. They will identify plan and deliver additional support based on their on-going pupil assessments; using this information they will identify the next steps for their learning.
- When progress is slower than expected or a gap is emerging between their progress and their 'age related expectations' a small support group or additional targeted input may be put in place. (These are known as Wave 2 Interventions.)
- Developing support plans and sharing and reviewing these with pupils and parents at least 3 times per year.
- Ensuring that all staff working with your child in the school are supported to deliver the planned work / programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that all the school's policies including the schools SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

discuss something
about my child?"

"What role do they
play in my child's
education?"

THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The SENCO at Stoke St Michael Primary School is Mrs Jo McDonough.

Work days: Wednesday

The SENCo at Stoke St Michael is responsible for:

- Co-ordinating all the support for children with Special Educational Needs (SEN) and developing/implementing the SEN policy to make sure all children get consistent, high quality response to meeting their needs in school.
- Working alongside the class teacher to ensure that you as parents are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
 - Part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning: for example Speech and Language Therapy, Occupational Therapy, Educational Psychologists.
- Updating the school's SEND record of need (a system for ensuring all the Special Educational Needs in our school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils in the school with SEN) achieve the best possible progress in the school.
- Reporting to the Governing Body.

THE HEADTEACHER

The Headteacher at Stoke St Michael Primary School is Mr Stephen Heath

His responsibilities include:

- The day-to-day management of all aspects of the school, this includes the support for children with SEN.
- He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She will make sure that the Governing Body is kept up to date about any issues in the school that relate to SEN.

SEND GOVERNOR

The SEND Governor at Stoke St Michael Primary School is Mrs D Levien

The SEND Governor is responsible for:

- Making sure that the school has appropriate provision and has made adaptations to meet the needs of all children who attend the school especially pupils who have a Special Educational Need or Disability.
- Monitoring the SEN provision alongside the SENCO
- Developing and reviewing policies and other SEND documents with the SENCO.
- Reporting to the full governing body.

Identifying SEN at Stoke St Michael Primary School

How does the school know if my child needs extra help?

Parent Voice

"How do you identify children with SEN?"

The progress of all children at Stoke St Michael Primary School is monitored continuously. This is done using both formal assessments (structured tests) and informal assessments (observations, marking of class work etc). We also observe and notice how children interact socially in the classroom and at playtimes and break times.

We would consider help may be needed if:

- Day to day work in class, observations or conversations with your child highlight their difficulties.
- Lesson objectives are not being met, even after appropriate differentiation has been made.
- Scrutiny of children's books and class work.
- A child is performing below their Age Related Expectations (ARE)
- There is a significant and prolonged change in the child's behaviour.
- Concerns are raised by a parent /carer, child, teacher, pre-school or previous school.

The identification process may involve:

- Specific assessments by the SENCO (alongside teacher assessments).
- Liaison with external agencies following discussions with you and with your consent (for example, Somerset's Learning Support Service, Educational Psychologists, Speech and Language Therapists)
- Diagnosis (possibly from a health professional including paediatrician, visual / hearing services).

We value your voice as parents at Stoke St Michael School and will always discuss any concerns with you. There may be occasions where children need short term support, perhaps following a change in family circumstances, a bereavement or pupils may have a temporary self-esteem issue. We are able to offer short-term boosts to help them get back on track. Your concerns will always be taken seriously and are important to us. Please come into school and talk to us!

SUPPORTING CHILDREN WITH SEND AT STOKE ST MICHAEL PRIMARY SCHOOL

What support is available to SEND pupils?

How will the curriculum be matched to my child's needs?

Parent Voice

"What are the school's approaches to differentiation?"

"Who will be involved?"

At Stoke St Michael we follow a graduated response to teaching our SEN pupils which follow 3 key steps.

Step 1: Quality First Teaching

Our classroom teaching follows the principles of Quality First Teaching. This means that ALL pupils receive teaching which is based around assessing what pupils already know, can do or understand; then challenging them to progress further and equipping them with the resources, support to achieve this. This may mean that some children may need visual prompts or practical hands on resources to consolidate their learning - or even providing extra time to spend consolidating their next steps, however big or small they may be.

We aim to match the curriculum to your child's needs which is differentiated according to their ability or learning style.

It is our intention that all pupils should be independent learners. To support this visual timetables are used in classrooms to help pupils understand what is happening throughout the day and to prepare accordingly (with appropriate resources) for each session. In addition, differentiated success criteria/learning outcomes are shared with pupils and checklists and peer marking help pupils to stay on track. All pupils have access to a range of supportive resources within the classroom.

“What will be there role?”

“How often will my child receive support?”

With regard to our SEN children, we may offer additional resources such as word banks, phoneme frames etc to support writing or even lap tops / iPads to help with the process of researching and recording their learning. On some occasions pre-teaching sessions may take place to familiarise pupils with topics ahead of their peers so that they can access the whole class teaching or post teaching when pupils have misunderstood a new concept or skill. This is one occasion in which TA's may be used to help support pupils with SEN. The SENCO or professionals from outside agencies may suggest strategies or resources which we will also use to support your child's learning within the classroom.

These are all strategies to help ensure your child's learning at Stoke St Michael is inclusive and to enable them as much as possible to learn alongside their peers.

All pupils are entitled to access Quality First Teaching.

Step 2: Specific group work within a smaller group of children.

This kind of intervention may be targeted at children with and without SEN and is offered according to need. Our intervention groups are primarily based around Literacy and Numeracy learning but we also offer interventions which assist in the development and nurturing of social skills. We also offer Forest School opportunities to help children develop their social, emotional skills and their self-confidence and resilience. Our Forest School sessions take place off site at the local quarry centre.

The purpose of all of our intervention groups are to offer additional teaching and to address areas where gaps in children's understanding have been identified. They are often delivered by our teaching assistants and follow very structured and supportive programmes of study. Their progress will be tracked and reviewed first by the class teacher but also overseen by the SENCO.

Pupils accessing this level of support may be at the SEN Support stage of the Code of Practice but may also be any pupil with specific gaps in their understanding of a subject / area of learning.

Step 3: Individual Support 1:1

Your child may need more focussed support or specialist input to meet their needs. This may be in place of or in addition to intervention groups or work within the class. It will follow a specific programme tailored around your child's very specific needs. The 1:1 teaching may be short but frequent bursts across the week and will take place under the guidance of the class teacher and SENCO.

1:1 teaching may be delivered by teachers / teaching assistants in school / SENCO but may also be provided by a specialist professional such as Speech and Language Therapists. You may be asked for your consent for this teaching to take place and we will share with you details about the progress your child makes in these sessions.

Pupils accessing this level of support are usually at the SEN Support stage of the Code of Practice or may have an EHCP (Educational, Health, Care Plan).

Support for Pupils with Further Additional needs

At Stoke St Michael Primary School, we recognise that pupils needs can vary widely. We aim to make provision to ensure individual needs are met and appropriate strategies and support is in place. We work in partnership with you as parents and Professionals from external agencies to, wherever possible, deliver the programmes or provide the equipment / resources recommended. This might include the provision of Speech and Language teaching, Occupational Therapy or Physiotherapy needs or support with Social Skills or Self-Esteem.

Emotional Well-Being

We are dedicated to nurturing the children who attend Stoke St Michael Primary School. All our class teachers aim to create a supportive learning environment. We are a small school and children are often taught in small groups with a higher than average adult : pupil ratio.

During playtimes we operate a playground buddy time. One child will buddy with another and be encouraged to play more structured games to assist with their self-esteem / social skills. We also make use of peer mentoring, when appropriate.

Our buddy systems continue to operate at lunchtimes and our Lunchtime Supervisors lead play activities and aim to ensure all pupils are happy and enjoy their free time.

Within the classroom teachers deliver a PSHE (Personal, Social, Health Education) sessions and targeted Circle times to match class, group or individual needs.

We offer a Forest School programme which allows our pupils to develop social skills, develop self-esteem and build resourcefulness and resilience in a practical, outdoor setting.

If we have specific or on-going concerns about your child these will be discussed with you. With your consent, we may seek advice from external agencies including advice from Parent, Family Support Advisor (PFSA), Child and Adult Mental Health Service (CAHMS).

For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written but a 'Lead Professional' in consultation with other professionals that are working with the family.

Who are the other people providing services to children with an SEN in this school?

- Teaching Assistants
- Educational Psychology Service
- Learning Support Service
- Communication and Autism Service
- Sensory, Physical and Medical Support Service
- Social, Emotional Support Service
- Parent and Family Support Advisors
- School Nurse
- Integrated Therapy Service (speech therapy, occupational therapy, physiotherapy).

OUR SCHOOL BUILDING

How accessible is the school building?

Parent Voice

Is the building fully wheel chair accessible?

Our school building is a modern building with excellent accessibility to all areas of the school. The school is built at ground level with ramped accesses in to the building. Our corridors are wide enough to ensure good access for all.

The playground and field are also level with ramped access to the school.

There is a disabled toilet.

ACCESSING SCHOOL TRIPS

Are all pupils able to take part in all activities

Parent Voice

Will my child be able to join in with school trips?

We aim for all pupils to access all the opportunities we are able to offer at Stoke St Michael Primary School. All class trips or off site learning (Swimming / Forest School / Curricular visits) are carefully planned and organised.

Careful Risk Assessments are drawn up for any off site learning where all potential hazards are considered and provisions made to overcome them to ensure all pupils are safe at all times.

In some cases Individual Risk Assessments may be necessary relating to the additional needs of specific details and these will all be drawn up prior to the trip.

All staff will be made aware of any additional factors which may affect your child while learning off-site.

If necessary we will meet with you so that we can ensure that all trips are positive experiences for all children.

OUR REPORTING ARRANGEMENTS FOR SEND PUPILS

How will I know how my child is doing?

Your first port of call will be with your class teacher who will always be able to update you with how your child is progressing. This can be on a formal or informal basis throughout the year.

There will be opportunities to meet with the class teacher 3 times per year to prioritise key outcomes for your child and consider together how best this can be achieved with a focus on the provision and progress made.

The class teacher will work alongside the SENCO to set pupil outcomes and consider provision.

The SENCO will also be available to meet with as requested.

Additional meetings will be arranged as agreed in any care plans and according to pupil need.

An annual review meeting will be carried out in each academic year to summarise and document for all parties the successes and challenges of the year and to consider the next steps for the year ahead. Parents and pupils will be invited to contribute to this meeting along with the class teacher / SENCO and any other professionals working alongside your child.

SUPPORTING PUPILS IN THEIR TRANSITION TO AND FROM OUR SCHOOL

How will you support my child joining the school?

We recognise that for all children beginning a new phase in their education is challenging.

For pupils arriving at our school we will:

- Talk to you and your child and listen to your views and concerns and answer any questions you may have.
- Organise opportunities for your child to visit our school to help them familiarise themselves with the school environment and staff and to begin to build relationships with peers prior to starting the school.
- Talk and liaise with the setting (nursery or school) your child has previously attended to ensure any provision currently in place, wherever possible can be continued or developed and to ensure all information regarding your child is shared.
- Review how your child is doing with you and them in the early days / weeks to address any issues as they arise.

How will you support my child moving on from the school?

For pupils moving on from our school we will:

- Contact the new school SENCO and ensure that they are aware of any special arrangements in place or support that may be needed for your child.
- We will ensure that all records are passed on as soon as possible.
- In the case of pupils transferring to secondary school we will usually work with the secondary school to arrange opportunities to visit and often secondary staff will visit pupils at Stoke St Michael prior to leaving us.
- Often we will support pupils with some transition activities which enable them to share information about themselves with their new school / teachers (a pupil passport).
- If further support is required for pupils with more complex needs or higher levels of anxiety regarding their transfer we will work with your child and you to construct and more personalised transition plan.

WHAT TO DO IF YOU ARE STILL CONCERNED ABOUT YOUR CHILD

What should I do if I feel the school is not meeting my child's needs?

Parent Voice

Who do I talk to when things aren't working?

Please come and talk to us if you have any concerns. We are always keen to resolve issues as they arise. Your concerns are important as we wish to work in partnership with you and your child.

You should speak with: Class Teachers

SENCO - Mrs Jo McDonough

Head Teacher - Mr Stephen Heath

SEND Governor - Mrs Di Levine

We hope that we will be able to address any concerns quickly and effectively.