

SEND Local Offer

How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

At Curry Rivel C of E Primary School children are identified as having Special Educational Needs through a variety of ways including the following:-

- Concerns raised by parent
- Liaison with pre-school, 'Little Pips', or other pre-school provider
- Pupil Progress Meetings – highlights if a child is performing below age expected levels
- Teacher 'flags up' concerns with Special Educational Needs Co-ordinator (**Jo Ward**)
- Learning Support Assistants (LSAs) speak to class teacher and SENCo in weekly meetings
- Evaluation of SEN assessments used to provide a profile of pupils needs
- Liaison with external agencies (see further on for details)

As a parent with concerns, what should I do? :-

- **Talk to us** - parents can speak to the class teacher on an informal basis or make an appointment to discuss concerns they have if they feel their child may need extra support
- Parents can make an appointment with the SENCo or Headteacher to discuss their concerns about their child's progress or well-being in general
- We are aware of the importance of building positive relationships with parents. We are open and honest and hope you are able to be the same with us.

How will the school support my child?

Who will oversee, plan and monitor this support?

- Our SENCo oversees all support of any pupil requiring additional planned programmes of learning and will monitor the progress achieved.
- The class teacher is responsible for planning the curriculum for all pupils in class (Wave 1- see note below)
- Regular assessment will highlight areas of need which require additional support
- Some intervention programmes in small groups are planned by the class teacher and supported by LSAs (Wave 2). Pupils are assessed before these interventions are started and again after a programme is completed
- Some pupils have more specific individual needs and a 1:1 programme of learning is put into place by the SENCo and is implemented by a trained LSA (Wave 3)

Who will explain this to me?

- The class teacher will meet with parents at Parents Evening or may ask to speak to you about additional support in place and discuss your child's progress
- You may like to get further information from the SENCo to discuss support in more detail

How are the governors involved and what are their responsibilities?

- The SENCo reports to the SEN Governor termly, to talk about the SEN provision in school and about progress made. **This report does not refer to individual pupils and confidentiality is maintained at all times.**

- The SENCo and SEN governor attend a yearly conference to keep up with the latest developments, plan and update the provision in school

Note: Waves of Intervention

- **Wave 1** is inclusive first teaching for all
- **Wave 2** are additional interventions to enable pupils to work at age related expectations or above
- **Wave 3** additional highly personalised intervention

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

Pupils of all abilities are able to access the curriculum

- Teachers will group pupils according to ability for different tasks
- Pupils will be regularly assessed and where needs may be moved into new groups
- Some pupils will require individually planned programmes of study to access the curriculum at their own level

How will the school know how my child is doing and how will you keep me informed, so we can support my child's learning together?

- At school we measure each pupil's progress against National expectations and age related expectations
- Continuous assessment is carried out by class teachers
- Pupil Progress Meetings (PPMs) termly with class teacher and Headteacher. The amount of progress each pupil has made as measured and new targets set
- SENCo or teacher and LSA meet to evaluate the progress made after intervention programmes are assessed. Next steps are discussed and new planned intervention programmes put in place
- Liaise between 'Little Pips' and 'Pippin' class and opportunities for staff from both settings to work alongside each other in shared sessions

How will I know how well my child is doing and how school and home can support my child's learning?

- Home to school books
- Parent teacher meetings
- Reports
- Meetings arranged with class teacher where we can offer advice on practical ways that you can help your child
- Other arranged meetings with class teacher or SENCo where further details can be discussed
- Parents are invited regularly into school to share projects the class have worked on
- Training and Learning events - curriculum evenings
- We believe in the benefits of home and school working together to progress the pupils learning

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

What is the Medical, Pastoral and Social support available in school?

We are an inclusive school and believe we are a caring and understanding team. We work alongside outside agencies such as the Health and Social Services to best support all our pupils.

- Medicines are administered and personal care is provided by a trained First Aider
- Parents need to contact the school office to arrange for the storage and administration of prescribed medicines
- School holds whole staff First Aid Training on a regular basis
- The Headteacher and SENCo are responsible for the overall pastoral and social support in school
- Each teacher is responsible for assessing the needs of each child in their class for pastoral and social support
- The class teacher responds initially to the pastoral and social needs of pupils by talking with, and offering support, to address identified needs.
- The SENCo and Headteacher are informed of more complex issues and action is taken to further support pupils. Parents are met and next steps discussed. Additional outside help and advice is obtained where needed (i.e. a Parent and Family Support Advisor)
- The Headteacher and SENCo are responsible for the School Behaviour Programme and are available to intervene and talk through the individual needs of pupil
- The teaching staff are aware of the value of continuously helping the pupils to raise their self-esteem, encouraging them to 'have a go' and build a positive attitude towards their learning
- It has always been our policy at school to discuss issues that affect the pupils learning with the parents and with the pupils
- We listen to, and respect, the views of the pupils in school and value their comments on how we can best support them

What Specialist Services are available to support my child?

There are many outside specialist services that we can call upon for support in all the areas of SEN.

Areas of SEN

- Communication and Interaction
- Cognition and Learning (thinking)
- Social, Emotional and Mental Health
- Sensory and Physical

Some are provided by the Local Authority and others by The Health Service. These include:-

- Learning Support Service
- Educational Psychology Service
- Autism and Communication Service
- Sensory, Physical and Medical Service
- Social Emotional and Mental Health Service
- Integrated Therapy Service - comprising of Occupational Therapists, Physiotherapists and Speech and Language Therapists
- Parent and Family Support Advisor
- CAMHS - Child and Adolescent Mental Health Services
- Paediatric Consultants

What training have the staff supporting SEN had, and are arrangements for further training in place?

At Curry Rivel Primary School we are committed to keeping are LSA's up to date with training. Below are some training already completed by many of our team:

- First Aid
- Child protection
- Numicon
- Working Memory
- Talking Partners
- SAIL- now ILI (individual literacy intervention) and ILI Plus
- Phonics
- Teaching of reading for pupils with SEN
- STC awareness (Somerset Total Communication)
- ELKAN
- Learn to Move, Move to Learn
- Maths KS1
- Communicate in Print
- Word Shark
- Supporting children with complex needs
- Phonics is Fun
- Level 3 TA
- Helpbox - literacy and numeracy
- Introduction to working in school- Level 2
- Supporting Learning Difficulties in Maths level 1 level 2
- Introduction to EYFS (Early Years Foundation Stage)
- Educational use of ICT
- E safety Child Protection
- HLTA (Higher Level Teaching Assistant)
- ELS
- Assessing and Monitoring
- Supporting Language and Communication Difficulties

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

Flexible arrangements can be put in place for your child where it is required to support them outside the classroom

- All pupils at the school **are able to** access the activities they choose to be included in, both in and outside school. These include class outings, House treats, after school clubs, class trips and visits.
- Discussion with parents/pupils may be needed to make individual flexible arrangements for pupils with special needs (medical, learning, social or emotional)

How accessible is the school environment?

Every effort is made to meet your child's needs

- The building is fully accessible for a wheelchair
- The school has disabled changing and toilet facilities

- Recommendations from multi-professionals are followed when specialised equipment is needed to support the special needs of the child. School makes every attempt to fund these needs.
- In the event of having pupils whose first language is not English, school will seek support and liaise with EMAS (Ethnic Minority Achievement – Somerset County Council, Taunton)
- Specialist materials and books can be purchased by school if recommended by the above, or other, organisation
- Somerset Total Communication is used in school along with visual timetables and other visual prompts

How will the school prepare and support my child to transfer to a new school/college?

We are very aware that joining a new school or 'moving on' can be a stressful time for some of our pupils

- New parents are invited to the one to one parents meeting with the teacher in the summer term before pupils come into Pippin Class. (Reception) Pupils coming from other pre-school settings may benefit from extra visits that can be arranged before starting school
- Some will have already paid regular visits from 'Little Pips' next door at school and worked in planned activities
- New parents of older pupils coming into school are shown around with their children and introduced to staff members. Arrangements can be made for another visit to join their new class
- When it comes to SEN pupils transferring to Year 7 the school SENCo will discuss the pupil's needs with the SENCO of the new school.
- For some pupils it may be necessary to arrange extra visits to the new school to familiarise the pupil with the new layout and be introduced to relevant staff. This will involve one of their friends and an LSA
- A special book may be prepared using photographs of rooms and staff, to be looked at and talked about with the pupil before transfer
- In the case of higher needs SEN pupils, a meeting for parents with the school SENCo and the new SENCo can be arranged early in Year 6 (or before if transfer at another stage) Then another, if thought important, in the term before transfer.
- Before transferring, Curry Rivel SENCo and the new school SENCo will discuss, in detail, the needs of the child and how they are at present being met. Information will be shared with parents on how the transfer will be managed.

How are the school's resources allocated and matched to the pupil's special educational needs.

Will my child get funding for the support they need

School has LSAs on permanent contracts who can be allocated to support SEN pupils.

Funding for 1:1 support is obtained from County

- Pupils needs are assessed by a 'Graduated Response', collecting assessments and evidence to build a Pupil Profile
- We use this information to assess if the pupil needs extra group work to support their learning. This is implemented by an LSA currently on contract at school. This offers a flexible system where LSA's can go where the need is greatest

- When a pupil's need is assessed as requiring 1:1 intervention we have LSAs available in school for individual programmes of learning support
- Higher level needs are funded by dedicated funding from County and school can interview and appoint an LSA with skills and training that will support the pupil's individual needs

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

The decision is made in consultation with the teachers by the Headteacher and SENCo

- Intervention groups support pupils' learning as part of a 'Graduated Response' when a special need is assessed by the teacher
- The Headteacher, SENCo and class teacher meet termly to discuss the progress of each pupil in school and plan 'next steps' (PPMs)
- The SENCo and teacher plan what, when and how much support pupils' need
- Results are measured by assessing data before the intervention, during and after support
- A programme is planned by the teacher and LSAs are briefed on their role
- The school is committed to constantly updating the LSA training to meet the needs of the pupils
- If the needs of pupils cannot be met in small intervention group activities an individual programme is planned by the teacher. Then an LSA is allocated for a specified amount of time, varying from three times a week to daily
- Most intervention programmes run from six to ten weeks followed by a break. During that time the class LSA will help support your child to transfer the new skills they have learnt into classroom activities
- Pupils who are funded by County receive all of that funding to provide an LSA to support them in an individual programme of study

How are parents able to share information with the school? How can I be involved in the day to day school life?

Parents and carers are actively encouraged to share their concerns and provide school with information that might affect the welfare of their child, in an informal way daily.

- The Headteacher and class teachers welcome pupils in the morning on the front playground and at the end of the day. Parents can update teachers or visa versa on daily matters affecting their child.
- Meetings with the class teacher, the SENCo or the Headteacher can be arranged. We make every effort to respond quickly.
- The SENCo is available to discuss and plan with the parents when changes are made in support or on transfer to KS3.
- For some pupils, having a Home/School book keeps everyone informed

Parents play a vital and full role in supporting the smooth running of the school

- Parents play an active part in school life through:
 - School Governors
 - Sporting Events - transport and support
 - Running after school clubs
 - PTA of Curry Rivel Primary School are involved in:
 - raising money;

financing school trips;
school clear up day and other maintenance jobs as required.

Also providing and running:

three discos;
two school fayres;
and end of term barbecue;
the leavers' buffet;
a Christmas lunch;
book vouchers to Year 6 and book bags to Reception Class

Who can I contact for further information?

Your first point of contact is the class teacher.

- After that the Headteacher or SENCo are also happy to meet with you if you are worried about your child
- If you are thinking Curry Rivel School may be your choice of school, please make an appointment by ringing the school office. The Headteacher or a member of the Management Team will be here to show you around, introduce you to members of staff and answer your questions.
- The school office will be able to answer most of your general enquiries- Helen Davies is the Office manager assisted by Mandy Horsey
- The Headteacher is Peter Staddon
- The SENCo is Jo Ward who is in school for 3 days a week.
- The SEN Governor is Ginny Smith

What other support services are there who might help me and provide me with information and advice?

- British Dyslexia Association
- BIBIC
- Deaf Children's Society
- Blind Children's Society
- Children's Hospice
- Local GP Surgeries for medical referrals

Where can I find the local authority's office?

- Somerset County Council
- <http://www.somerset.gov.uk/education-learning-and-schools/>

From the young person's point of view:

How do I tell the school if I need extra help?

- Talk to your class LSA about your worries or tell your class teacher the things you do not understand
- We would have an ELSA LSA Ms Wilde who is available for you to voice concerns
- The school 'buddy' scheme provides you with a friend you might want to talk to
- Play Leaders are in the playground to help solve friendship problems or you may like to tell them how your playtimes may be made better

How will the school work out with me what extra help I need?

- You can talk to your class teacher who will go through your targets with you and find where you need extra help. You will have some assessments you can talk about and find the areas you need extra support with
- A programme will be planned and an LSA will work with you in a group or on your own over a few weeks. Then you will see how well you have done and talk about 'next steps' with your teacher
- If you feel there are any things you need extra help with talk to the class LSA or teacher about them

How will my work be organised to achieve my learning goals and meet my individual needs?

- Your targets and learning goals for class activities can be supported with lots of resources. We have maths equipment and Numicon to help in maths
- Interactive wall displays and wordwalls can help you in writing and spelling
- We have 'help boxes' for writing and maths and lots of children find it useful to have their own 'key ring' of helpful words
- Sometimes you may be taken out of class in a small group of children where you all need extra help in the same things
- Sometimes you may be taken out of class on your own so that the LSA can work with you on your personal support programme
- You may need to spend longer sessions of each day outside your classroom so that you can get on with your own programme of learning with lots of practical activities
- All of these ways of helping you will then help us to decide the 'next steps' forward

How will I help to plan for my learning needs? Who will explain it and help me?

- You will look at your finished work with your teacher and targets you have already achieved, to assess where you are with your learning.
- After that you will decide on your next targets in maths and writing with the help of your teacher
- In group learning activities the LSA supporting you will talk with you about what you need to learn next

How will the school support me to reach my goals so that I can be as independent as I can?

- All the adults employed at school including the lunchtime supervisors will help you reach your goals. Sometimes members of the community may help you. At the moment we have visits weekly from The Women's Institute
- A range of reward systems will help you feel good when you have achieved your goals or achieved something good, merit charts, class cups and are given out each day or weekly. But you know most learning takes place through hard work and keep trying.
- Interactive and other displays as well as lots of practical equipment are there to help you learn independently

What can I do if I am worried about something?

- Your friends, your school buddy, your play leaders, any adult in school can help you at any time
- You know who you feel comfortable to talk to, so please *don't worry*, go and 'talk'.
- When you and the adult you talked to have decided what the worry is, you can both go to the class teacher, SENCo or Headteacher to arrange who will help you

How will I know if I am achieving the goals we have agreed for me?

- When your teacher marks your work there may be a message in your book that will tell you what you have done well and what you need to do next to improve your work
- When you have achieved a target in maths or writing it will be dated and you can discuss the next one to set
- When you have achieved a goal you will be rewarded with praise, a sticker, a merit award by your teacher

How can I get help if I am worried about other things than my schoolwork?

- You can go to your teacher and talk about your worries or any other adult in school that you feel happy to talk to

What staff are in school with special training to help young people who need extra help?

- When your needs have been identified you will be told the LSA who will give you extra help
- All teachers and LSAs go on lots of training courses so we are able to help all the children in school by matching you to the person who is best able to support you

How do school staff get extra help from experts from outside school if they need to?

- The SENCo (Jo Ward) knows who to contact for individual needs
- For certain children, Mrs Ward will meet regularly with experts, who can give her extra advice to help you

How will you help me to be included in school activities?

- We have disabled facilities in school so you can take your wheelchair into a specially designed toilet
- If areas of the school are a problem to you, like steps too steep or not seen too well, please let your teacher know. Together we can solve any problems you may have.

What can be done to help me get ready to start my next school?

- All children transferring to the next school after Year 6 have a day in the summer term when they visit the school
- As well as this day we are able to make special arrangements for some children to visit again with a friend and an LSA. You can get another look at the layout of the school and meet some of the staff members you will be working with when you start at the new school
- With a LSA you may want to take photos and make a book of information so you can talk about and plan your next stage
- The SENCo of your new school will be introduced to you, talk to you about the move and listen to any problems you have