



At Southwick Primary School we strive to support all children to enable them to achieve at school.

In order for them to do this many steps are taken to support them on their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed for them to achieve their targets.

The Special Needs Coordinator is

Mrs Paula Bartlett

The SEND Governor is

Mrs Carole Moon and supported by Lyn Taylor

### Roles and Responsibilities of the Special Needs Coordinator (SENCO)

The SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of the specific provision made to support individual children with SEN.

She will liaise with staff to monitor pupil's progress and plan interventions where progress is slower than expected.

She will have regular contact with a range of outside agencies who are able to offer specialised advice.

If you have any concerns regarding SEND then do not hesitate to contact her.

### Children and Families Bill 2013

The Government has transformed the system for children and young adults with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The bill now supports those with SEN needs from birth to 25, giving the young person and their parents/carers, greater control and choice in decisions and ensuring that their needs are met.

### SEND Local Offer.

From September 2014, all children and young people, aged from 0-25, who have a significant special educational need, will undergo an Educational Health and Care (EHC) Assessment (unless their parents opt out of the system). This may lead to an EHC Plan which replaced the Statement of SEN. This system categorises children as needing "additional SEN support", which will focus on the impact of the support or interventions provided for the individual child.

In Wiltshire children needing additional support will have a My Statutory Plan. For children and young people who already have a statement, the transfer to an EHC plan will be a gradual process over the next few years.

The Local Authority has a duty to support a young person and their parents so that they are able to develop and be prepared for adult life. It is a requirement of all Local Authorities to publish their Local Offer so that it is available to parents to explain how they will use their expertise to support children with SEN or disabilities ([www.wiltshire.gov.uk/localoffer.htm](http://www.wiltshire.gov.uk/localoffer.htm))

Our intention is to explain how Southwick School is able to offer provision to its pupils and how it is able to communicate with families and carers.

We have provided what we feel would be important information for parents and carers question and we will continually add and update information as necessary.

## **How will Southwick School support my child achieve their potential?**

We believe that all children should have access to a broad and balanced curriculum through 'quality first teaching'. Teachers will set high expectations for every pupil, whatever their prior attainment. A range of teaching and learning styles will be used, and appropriate objectives set, for the children to provide a curriculum that matches each child's needs as closely as possible. They will use appropriate assessments to set targets and plan lessons or activities in order to remove barriers to pupil achievement.

All our classes are supported by teaching assistants; pupils are offered additional 1:1 tuition, small group work or catch up programmes where needed, which may take place in or outside of the classroom.

## **What should I do if I think my child has SEND?**

Your first point of contact is the class teacher who will be able to discuss with you any issues that you feel you have about your child.

## **Who can I contact for further information and how?**

You can contact the school SENCO, Mrs Paula Bartlett, to arrange a meeting.

Miss Bev Webb, our school PSA (Parent Support Advisor), is also available to discuss wider family issues and is able to signpost families to additional agencies.

Mrs Carole Moon is our SEND governor.

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

Class teachers regularly assess the children. Where there is some concern, the class teacher, working with the SENCO, will informally gather evidence and put in appropriate interventions and/or support in class.

Parental views are sought, initially through a meeting with the class teacher, so that concerns are discussed and they are aware of the support given. Parents are encouraged give additional information that may help support the provision for their child's needs. Regular meetings are held and progress is reviewed and the next steps for provision made.

## **How are children assessed?**

All children are assessed both formally and informally on a regular basis. Pupil progress is regularly monitored by the SENCO and senior leadership team and each child's progress is compared to that of their peers, as well as school and national data. Additional support is then considered or implemented. If a child continues to have difficulties they may be considered to have special educational needs (SEN) and placed on the SEN register. Parents will be informed of this.

## How will I be informed about my child's progress?

You will normally be informed about your child's general progress and targets through meetings with the class teacher three times a year, which may be part of a Parent's Evening meeting. In addition, you will also receive your child's annual report.

## Will the curriculum be matched to my children's needs?

As young children develop, they should be involved more in decisions about their future. In school we will regularly talk to children and listen to the things that they say they find difficult in their school life and learning. All teachers and support staff who work with the children will be made aware of their needs and the things that they find useful to support their learning or specific areas that they find difficult. A One Page Profile will be created so that it allows adults working with the child to understand what is important to them and how they would like to be supported in their learning. Teachers will work closely with support staff to plan and assess the impact of the support and interventions and look at how they can be linked to classroom teaching. Strategies and support used will be recorded on the school's information system.

For children who have difficulties with gross motor skills, a weekly session is available for children to follow the 'Smart Moves' programme, or targeted provision from an Occupational therapist report.

Some children may need additional support if emotional issues are having an impact on their learning. Mrs Lane, our school ELSA (Emotional Literacy Support Assistant) is available to provide support for children, mainly at KS2, through 1:1 discussions. Parents will be informed if any support is offered.

## What outside agencies can be accessed by the school?

Early identification and intervention will support children's progress but, if a child is identified as having SEN, outside agencies and professionals will become involved and a more detailed cycle of intervention and support is put in place. Any involvement of specialists will be shared with parents and they will receive copies of any reports that are written. They may be invited to attend meetings held in school if it is appropriate.

Outside agencies which can be accessed by school are:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for hearing, vision and multi-sensory impairment
- Therapists (including speech and language, occupational therapists and physiotherapists)
- Behaviour Support Service
- School Nurse

An educational psychologist is allocated to each school. He/she would normally only work directly with pupils with more complex needs or who have not responded well to the interventions that have been implemented.

### **What training do staff receive on supporting children with SEND?**

The SENCO attends regular cluster meetings and updates staff on any training that may be beneficial to staff. Whole school or individual training is given from outside agencies to support specific needs or whole school issues. Staff are also signposted to any specific training that is given by the local authority or the Trowbridge Collaborative.

### **What support is there for parents/carers?**

The SENCO is available to discuss any issues in more depth. She is generally more accessible on a Tuesday and appointments can be made through the school office.

Weekly, informal coffee/tea afternoon sessions are available with the school PSA, who is also available for individual meetings before and after school on most days. These are generally held at 2.30pm on a Wednesday afternoon. Both staff are able to signpost parents to additional support including various parenting sessions.

### **How will my child be prepared and supported to join the setting or transfer to a new setting?**

Our school has good links with pre-school settings, especially with Busy Bees playgroup which is located in our school grounds.

A TISM meeting will be held for any child receiving additional support in their pre-school, before they start school. All stakeholders are able to share their views and look at the best way to support the child's transition into school. If it is felt relevant, the Early Years TA or the class teacher will visit the pre-school in order to begin to develop a relationship with the child.

When a child is nearing their time to transfer to secondary school, the SENCO and/or the class teacher will have additional meetings with the new setting and additional transition sessions may be put into place. It is sometimes possible for a TA to support the child during these visits.

If a child transfers from another school, the SENCO will contact the previous setting so that important information is passed on quickly.

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

Our building is on one level. There is easy access into the school and the mobile classrooms are accessed by a ramp. Disabled parking is available in the playground. Disabled toilets are available near the school office and between Hawk and Osprey classes. Additional physical needs are assessed on an individual basis.

### **What if my child has medical needs?**

If a pupil has a medical need then a Care Plan is compiled with support from the school nurse and in consultation with the parents. This plan is then shared with all staff involved with that child.

Staff will receive any training necessary to meet these needs.

There are trained first aiders on the staff, including a paediatric first aider

Where necessary, medicines are administered in school, but only in agreement with parents/carers and where a signed medicine consent form has been filled in.

All medicines are kept securely in the school office or office fridge and each time medicines are taken they are signed for by a staff member.

Asthma inhalers are kept in the child`s class and when used it is noted on their individual log sheets

### **Does the school provide any dietary support?**

Meals are cooked on the premises thus specific dietary requirements can be catered for. Currently we provide support for dietary needs by providing gluten free foods and dairy free products.

### **How are children included in trips and after school activities?**

All children are encouraged to take part in clubs and any specific needs are shared with the adults responsible for the club. When trips are arranged, the class teacher will look at the suitability of the venue to support the needs of the child/children. Specific needs are always discussed with parents /carers on an individual basis to enable them to be included.

### **How is my child supported if they find time on the playground difficult or feel bullied?**

Some children find playtimes challenging. All staff on duty are made aware of the children who may need additional support. Two sports coaches are available at lunchtimes to encourage children to take part in different activities. Mrs Davis, (Early Years TA and MDSA) runs 'The Chill Zone' where children are able to take part in craft and drawing activities during lunchtimes. This support is also available to children who feel that they are being bullied and need somewhere safe to play at breaktimes. Social skills groups are also arranged for children when it is felt appropriate.

## **SCHOOL INFORMATION**

### **What type and how many complaints did you receive last year? How were they resolved?**

During 2016-17 there have been no complaints regarding SEN provision.

If you feel that you have a problem regarding SEN provision then please arrange a meeting with Mrs Bartlett and/or Mrs Shellard.

Mrs Carole Moon, our SEND governor, could also attend the meeting if you felt that it would be appropriate.

### How many children have additional needs?

Data at beginning of Autumn term 2017: Additional SEN support Level 1 (26 children) Level 2 (10 Children) Total = 36 children

EHCP(Statement) = 5 children.

This gives a total of 41 children which is 21.24% of the children on roll

The breakdown of SEND children in each year group:

Year group	SEND pupils	Children with EHCP's
Foundation Stage	2 children	
Y1	3 children	1 child
Y2	6 children	1 child
Y3	9 children	
Y4	3 children	
Y5	3 children	
Y6	7 children	3 children

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary which may be useful:

<b>AAP</b>	<b>Attendance Advisory Practitioner</b>
<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>ISR</b>	<b>In School Review</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>SaLT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>

I hope these have answered any queries you may have but do not hesitate to contact us if you need any further assistance

#### What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM)

Schools also receive funding for children who have been looked after continuously for more than six months and for children of service personnel.

#### Why has it been introduced?

The Government believes that The Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils that need it most.



### Who decides on how the money is spent?

In most cases the Pupil Premium Money is paid directly to the school, allocated to them for every child who receives free school meals. The school decides how they can use the funding as they are best placed to assess what the pupil needs.

### How are schools accountable for the spending of Pupil Premium?

They are held accountable through:

- Performance tables which show the performance of disadvantaged children compared with their peers.
- The new Ofsted framework, where inspectors focus on the attainment of pupil groups, in particular those who receive Pupil Premium.