

ERCPS SEND SCHOOL OFFER

What is 'Special Educational Needs and Disability'?

A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.

A Disability is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

What should I do if I think my child has Special Educational Needs?

If you are concerned that your child has a special educational need or disability (SEND), in the first instance we ask that you speak to your child's class teacher who will then follow up your concerns. Concerns can be discussed at parents' evenings which are held three times a year, or by making an appointment to meet with your child's class teacher at any point.

The Special Educational Needs and Disabilities Coordinators (SENDCOs), Marnie England and Sara Lopez, are also available to speak to by appointment through the school office. Our Child and Family Coordinator, Bev Cracknell, is available daily from 8.50- 9.30 without prior appointment.

The SENDCOs are responsible for:

- Making sure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing their progress and in setting new targets
- Liaising with all the other people who may be coming into school to help support your child's learning.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) 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 children with SEND in the school achieve the best progress possible.

How will the school respond to my concern?

The class teacher will listen to any concerns you may have. If your concern cannot be met at that initial meeting then the class teacher will take some time to look into the concern and liaise with the SENDCO

(SEND Coordinator), Child and Family Coordinator and/or the Headteacher (Mr Gosling). A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may need. If relevant at this stage, possible referrals to outside professionals to support your child's learning will be discussed.

How will the school decide if my child needs extra support?

If your child is identified as making limited progress within any of the four broad areas of need as identified in the 'Special Educational Needs and Disability Code of Practice', then the school will hold a meeting to discuss this between the relevant professionals. The four areas of need are communication and interaction, cognition and learning, social, mental and emotional health and sensory or physical needs.

They will;

- discuss any concerns you may have shared
- look at your child's achievement alongside age related expectations
- plan any additional support your child may receive
- discuss any referrals to outside professionals to support your child's learning

The class teacher will discuss this with you at Parent's Evenings or at other times, as appropriate. You will be kept fully informed of any extra support that your child is receiving.

What will the school do to support my child?

All children at Exeter Road Community Primary School, regardless of their need, receive excellent classroom teaching known as Quality First Teaching.

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child has the best possible opportunity to learn through a style that suits them.
- Learning is differentiated to meet the needs of different groups or individuals.

- Your child's teacher will have carefully checked on your child's progress and identified gaps in their understanding/learning which mean that they need some extra support to help them make the best possible progress.

We recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) and class teacher will decide which interventions, strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

Any pupil identified as having a special educational need and/or disability is on the SEND register. Extra help will be given to these pupils to help them to make progress, for example we may support your child through specific work within a smaller group of children. This group or one to one support may be run in the classroom or outside, by a teacher or most often a Teaching Assistant who has had the relevant training.

SEN Support

- Your child may engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional may run these small group/individual sessions
- You will be asked to discuss your child's progress and help plan possible ways forward at Parents Evenings
- If the school decides that your child needs an Individual Education Plan in order to meet their needs then you will be invited to a meeting to write and/or review these
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Psychologist (EP). This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with you, your child, class teacher and SENDCO to understand your child's needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set specific targets

- A group run by school staff under the guidance of the outside professional e.g. a social skills group

This type of support is available for a child who has specific gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEND Support.

Education, Health Care Plans

From September 2014, 'Statements' will be replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family. Over a 2-3 year period, most current 'Statements' will be replaced by an 'EHCP' at a child's annual review.

Only children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHC). If you think your child needs an EHC you will need to discuss your concerns with the school Special Educational Needs and Disabilities Co-ordinator (SENDCO) and only once the school has exhausted its provision and outside agency support will this be considered. These discussions are normally held at a review meeting with outside agencies.

Who will support my child in school?

- Qualified and experienced class teachers
- Specialist teachers, for example Numbers Count/ Reading Recovery
- Experienced and skilled teaching assistants
- Higher level teaching assistants
- Volunteers
- Peer support
- Outside professionals

Who else might be involved in supporting my child?

If your child is identified as needing SEN Support the following are some examples of professionals who may be involved in supporting your child:

- Educational Psychologist
- Communication and Interaction Team
- Speech and Language Therapist (SALT)
- Visual or Hearing Impairment Teams
- School Nurse

- Occupational Therapist
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)

What support will there be for my child's emotional and social well-being?

Supporting children in their emotional and social well-being is an integral part of life at Exeter Road Primary School.

All children are screened using the THRIVE programme and from this we will derive targets and set up support for any who show gaps in their social or emotional development. Mrs Lopez and Mrs Cracknell are our THRIVE specialists in school. See <https://www.thriveapproach.co.uk> for more information.

Our themed assemblies and PSHE lessons support the children's personal development.

Outside agencies can also support within all areas including social, mental and emotional health.

Our school has a Behaviour policy which outlines a firm but fair approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.

What happens if my child has a medical condition?

If your child has a long or short term medical illness then please refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school.

How will my child be able to contribute their views and be involved in the process?

Your child will be able to contribute at all SEND reviews or in relation to any work with outside agencies in line with their age, understanding and ability. They can express their views in person, through another or prerecord them in advance. Informal discussions with the class teacher, pupil interviews and Parent Evenings also provide opportunities to share ideas.

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

Class teachers know their children and plan lessons according to the specific needs of their class. They have the children's IEPs alongside their planning to ensure needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

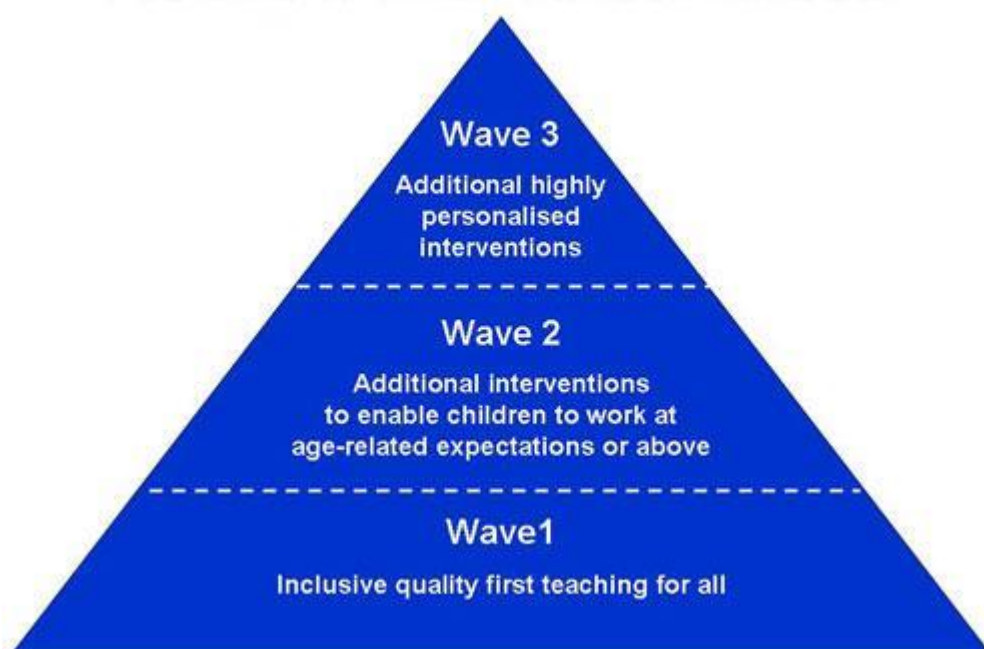
Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs

Waves of Support

The waves of intervention model shows the way we target additional support.

Waves of Intervention Model



- **Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- **Wave 2** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

- **Wave 3** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

If you would like to see the support available to your child through these waves please ask to see our Provision Maps.

What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

You have three formal opportunities at Parents' Evenings to meet with your child's class teacher to discuss strengths, weaknesses, progress, etc. Further opportunities to meet with the class teacher can be made as and when you or the class teacher wish.

Selected children on the SEND register will also have the opportunity to discuss and review targets in termly IEP (Individual Education Plan) meetings. Additional SEN Support meetings may be required throughout the year especially when there is the involvement of outside professionals.

If your child has an Education and Health Care Plan then they will have reviews on a minimum of a yearly basis to discuss in detail the individual needs of your child and ensuring the right provision is in place.

For some children with SEND a home-school communication book or a regular weekly meeting can be effective.

How does the school know how well my child is doing?

Your child's progress is continually monitored by his/her class teacher. We know how well your child is doing by using the following:

- Assessments based on the Early Learning Goals Ages and Stages in the Reception year.
- His/her progress is reviewed formally every term and a ? given in reading, writing, numeracy and science.
- Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment

Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

- Children with SEND will have an IEP which will be reviewed with your involvement every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Outside professionals also provide school with further in depth assessments. These are usually from the EP, STAPS, SALT.

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

Your child will be allowed to attend any school club, trip or residential allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the class teacher or club leader to ensure safety and inclusivity for your child.

How accessible is the school environment?

See separate Accessibility Plan

How will the school prepare and support my child to join the school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

The Reception class teacher meets with leaders from local feeder nurseries and Pre-schools to discuss children before they start school and receives written reports about those children. She visits homes in the Autumn term before the children start school to meet children and parents. She speaks with you and your child to gain as much information as possible. If your child has already been identified as having special educational needs then the SENDCO will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

Full time and full days can be difficult and tiring for children initially, so as soon as September arrives your child will have staggered days in to school.

Each year at our school, your child will have the opportunity to meet with their next class teacher in their new classroom. On-going meetings, IEPs, reports etc, are shared with the next class teacher so they are aware of and able to continue with the support required.

If your child is joining other than September of Reception then we will assign them with carefully chosen Buddies to help to settle them in.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If possible we will arrange familiarisation visits.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place. All IEPs will be shared with the new teacher.
- Additional support to take account of children's individual needs can be arranged, e.g. a child friendly book of photos, pupil passports and additional information to support the transition from one setting to another.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- A member of staff from the secondary school settings comes to visit and meet with the children who will be attending their school. Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- The SENCO at our school meets with the secondary school SENCO on several occasions and information about the pupils with SEND are passed on, along with details of what support has been in place at our school to help them. All SEN paperwork is handed over, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

How can I be involved in supporting my child?

You can support your child by attending parents' evenings, helping them to complete their homework to a good standard and on time, ensuring your child gets to school on time and with all the appropriate equipment, talking to the class teacher if you have any concerns about your child, providing lots of opportunities to speak and have conversations with your child, read and practise number skills. Teachers are more than happy to share any ideas they have with you so you can top up the learning at home.

How can I access support for myself and my family?

By looking at the [Local Authority's website](#), you will see a list of all the services available to you and your child. You can arrange to meet with our SENDCO who might also be able to point you in the right direction.

Who can I contact for further information?

Mr P Gosling - Headteacher

Mrs M England - SENDCO

Mrs S Lopez – SENDCO

Mrs B Cracknell – Child and Family Coordinator

Your child's class teacher