

## **Thorner's CE VA Primary School SEN Local Offer – parent guide**

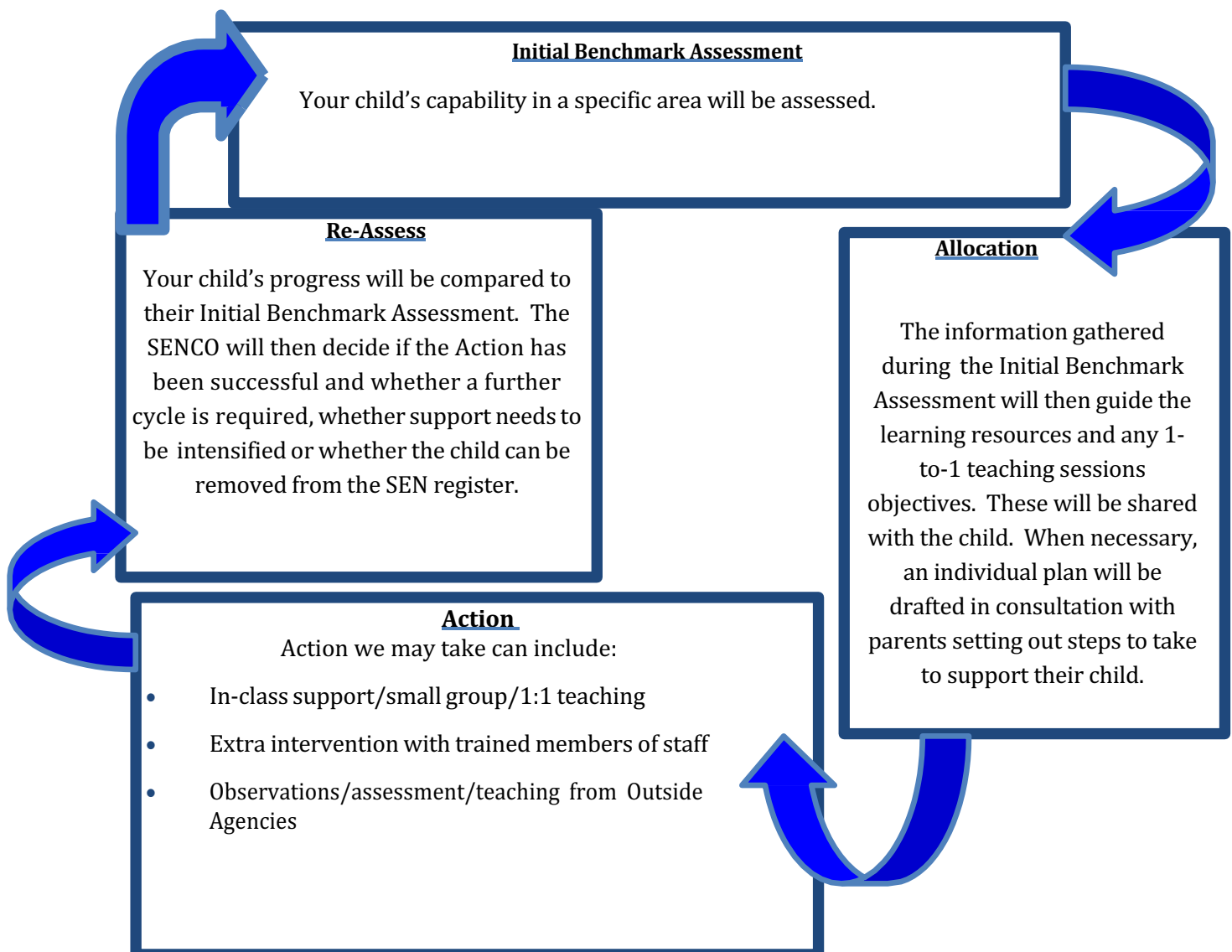
### **1. How do you know if children need extra support?**

We regularly test and observe all our children at work in key areas and monitor their progress against national benchmarks every term. This enables us to quickly spot where a child may be experiencing difficulties or obstacles in their learning which we can assist with. Any parent with concerns about their child can contact our Special Needs Co-ordinator/their child's class teacher or the headteacher at any time in confidence or attend one of our monthly SEN Drop-In sessions to discuss any SEN concerns they may have.

### **2. What will the school do to support my child?**

We offer a graduated response when giving support to a child with SEN. Initial steps may include additional classroom support in specific subjects or a short course of 1-to-1 sessions with a TA or Teacher. More intensive measures may include some class time interventions with a TA or the involvement of external experts and the creation of individually tailored plans for a specific child.

To assist us in this reviewing the impact any help is having upon your child's progress we follow the following process (Assess, Allocate, Action, Re-Assess):



### **3. How will the curriculum be matched to my child's needs?**

We are obliged to teach all children the full national curriculum and as such we will take steps to provide differentiated learning opportunities across the whole curriculum that take into account any additional needs a child may have.

The class teacher will plan a range of appropriate strategies to support the child's learning. These are listed below:

- **Differentiated curriculum** - A differentiated curriculum ensures that all children in the class have their learning needs met
- **Small group learning** - The class teacher will plan activities for your child to work in a small group to meet their learning objective
- **1:1/2/3 teaching** - If appropriate, your child may have sessions on a 1:1 basis. This can be with the Class Teacher, Teaching Assistant or the SENCO. Outside agencies may provide 1:1 sessions/group sessions (if necessary)
- **Use of visual aids** - Visual timetables/prompts around school enable children to develop greater independence skills and help children to understand the school routine
- **Use of ICT** - Using different equipment for children to access learning including laptops, computers, iPads and other forms of technology
- **Interventions** - We plan intervention to enable children to meet their targets

### **4. How will both you and I know how my child is doing and how will you support my child's learning.**

We will monitor any child's progress constantly and can provide parents with regular academic updates. We assess children's learning at several points across the year. Closely monitoring pupils enables us to identify the children who are not making expected progress. We use different assessment tools to measure children against age related expectations including end of Year National Curriculum expectations. We may create an individual plan for a child which will contain all the details of what the school is doing to support your child and which will also contain what steps can be taken at home to cement and reinforce what the school is doing in class. We will offer regular meetings to discuss your child with the Special needs Co-ordinator, a Monthly Drop-In service and allow extra time for all SEN pupils at Parents' Evenings. We will also offer you information about external agencies and services that may be of assistance. We offer a graduated response when giving support to a child with SEN. Initial steps may include additional classroom support in specific subjects or a short course of 1-to-1 sessions with a TA or Teacher. More intensive measures may include some class time interventions with a TA or the involvement of external experts and the creation of individually tailored plans for a specific child.

#### **Pupil Involvement**

Children are closely involved in the drawing up of the individual plans and both their overall targets (and their smaller SMART Intervention targets) have a 'child friendly' explanation included so that pupils know themselves how to improve. These will be agreed with you and copies are provided of all such plans. We offer regular meetings with the Special Needs Coordinator and allow extra time for all SEN pupils at Parents' Evenings for both parents and pupils to discuss issues.

If a pupil is not making progress, despite receiving the full range of additional support available as part of Thorner's graduated response and with external agency support, then the SENDCO will make arrangements to apply for an Education, Health and Care Plan as set out in the Code of Practice. Parents/Carers and pupils will

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be central to this process and will be kept regularly informed of the progress and outcome of any such application. During both the application process and the annual review of any Education, Health and Care Plan, pupils are involved at all times by utilising "All About Me" sheets as well as ensuring that any meeting or review is person-centred so that each pupil is given the opportunity to contribute to the formation of their plan.

### 5. Who will support my child in school?

There are many people who may be involved in providing support for your child. These may include:

<b>Who?</b>	<b>Roles and Responsibilities</b>
<b>Class Teacher</b>	The Class Teacher is the first point of contact should you wish to raise a concern about your child. It is the Class Teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
<b>SENCO</b>	The SENCO works with class teachers to plan support and will monitor the progress of all the children on the SEN register and monitor the effectiveness of intervention for children throughout the school. The SENCO will review meetings and refer children to outside
<b>Teaching Assistants</b>	Teaching Assistants support children in class during lesson times and in providing specific targeted support in class or interventions. All our TAs have an excellent knowledge of the children in the class. If the Class Teacher is unavailable then a TA may be able to help.
<b>Head Teacher</b>	The Head Teacher meets regularly with the SENCO to discuss provision in school for children with SEN and how to allocate the funding the school receives to support these pupils. The Headteacher also monitors the teaching and learning across the school.
<b>Midday Supervisors</b>	The Midday Supervisors support the personal, social and emotional needs of your child. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
<b>ELSA (Emotional Learning Support Assistant)</b>	We have two ELSA trained TAs to support children as necessary. They typically work with small groups and with children on a 1:1 basis. They also run the School Council.
<b>Outside Agencies</b>	We work with a range of Outside Agencies including:- Speech and Language Therapists, Specialist teachers, Educational Psychologists, Occupational Therapists, Paediatricians, and Specialist Nurses. Their role is to support the SENCO with all aspects of SEND.
<b>SEN Governor</b>	The Governing Body has a named Governor (Peter Strange) whose responsibility is to oversee the provision for SEN. They will feed information back to the governing body.

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

**Pastoral and social support**

- Your child's wellbeing and safety are vitally important. We will offer appropriately challenging work and tasks that will ensure they progress as swiftly as possible and encourage them to develop their self-esteem and confidence when tackling new opportunities. We can offer emotional support and specific sessions in emotional literacy to help children to overcome difficulties that they may face. The use of several modes of communication between home and school (email, Homework Diaries, SEN Drop-In sessions) also enables us to monitor the wellbeing of a child on a regular basis.
  - The school has two trained Emotional Support Assistants who can offer support to children.
  - Playground staff and teaching staff support children at playtime with a range of games and activities
- All child protection issues are reported to the Head Teacher or Designated Senior Person

**Medical Needs**

- A medical policy is in place which ensures that students with medical needs are fully supported.
- The school has a number of trained First Aiders and they receive regular training to keep their skills up to date. Relevant staff are trained use of epipens and the administration of emergency medication for the alleviation of anaphylactic shock.
- If required a 'care plan' can be put in to place. If your child requires medication, please contact the school office.

**7. What specialist services and expertise are available or accessed by your setting?**

<b>AGENCY</b>	<b>Roles and Responsibilities</b>
<b>Educational Psychologist</b>	<ul style="list-style-type: none"> <li>• <b>Meet with parents and teacher to discuss concerns</b></li> <li>• <b>Supports the SENCO and teaching staff by observing, assessing and setting targets (if necessary)</b></li> </ul>
<b>SENSS (Special Educational Needs Support Service)</b>	<ul style="list-style-type: none"> <li>• <b>Assesses children's learning needs in school</b></li> <li>• <b>Direct Work with children</b></li> <li>• <b>Support SENCO and staff with advice and strategies to support the</b></li> </ul>
<b>Speech and Language Therapist</b>	<ul style="list-style-type: none"> <li>• <b>Assessment of speech difficulties and language acquisition</b></li> <li>• <b>Direct teaching</b></li> <li>• <b>Support and advice for SENCO/Class teachers</b></li> </ul>
<b>Behaviour Support Service</b>	<ul style="list-style-type: none"> <li>• <b>Observations to support children with personal, social and emotional difficulties</b></li> <li>• <b>Support and advice for SENCO/Class teachers</b></li> <li>• <b>Meetings with parents at school or at home</b></li> </ul>

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Locality Team	<ul style="list-style-type: none"> <li>• May work alongside parents and school to offer guidance and support around parenting.</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Offer support to children who may need additional time to talk about issues they are facing e.g. parental separation, bereavement, anxiety</li> </ul>
CAHMS	<ul style="list-style-type: none"> <li>• CAHMS are based in community locations and is a multi-disciplinary team</li> <li>• Support with a range of needs complex mental health needs</li> </ul>
Specific Literacy difficulty Assessors	<ul style="list-style-type: none"> <li>• May complete assessments with your child to establish if dyslexia or any other learning needs may be affecting your child's progress. They can offer advice on teaching strategies to support their learning needs</li> </ul>
Paediatricians and Health Services	<ul style="list-style-type: none"> <li>• Where parents have been referred to the paediatrician by their local GP we are able to provide any information they request with your permission.</li> </ul>

**8. What training and experience do staff have for the additional support my child needs?**

STAFF	SEND QUALIFICATIONS/EXPERIENCE/TRAINING
Mrs Chaffey Mr Sitch	<ul style="list-style-type: none"> <li>• Child Protection</li> </ul>
Mr Sitch (SENCO)	<ul style="list-style-type: none"> <li>• National SENCO Award</li> </ul>
Teaching Staff	All teaching staff have Qualified Teacher Status. All teaching staff undertake SEND training in school as part of their continued professional development. This is either delivered by the SENCO or Outside Agencies.
Teaching Assistants	Our Teaching Assistants hold a range of qualifications including two who are Higher Level Teaching Assistants (HLTAs).  They are experienced Teaching Assistants and have a wide range of experience across the Primary age range.
SEN Governor	The SEN Governor has extensive experience working in local schools and meets with the SENCO at least once a term.

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Staff have had a wide range of SEN training, including:

- Dyslexia, Attachment, Autism, ADHD, Hearing and Vision Impairments
- Specific Reading and Writing Interventions eg Better
- Reading partners, Fischer Family Trust Literacy, Write away together and Inference
- Speech and Language Training including Narrative Play and Talking Partners
- Every Child Counts intervention Programmes
- First Aid/Medical training
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**9. How will my child be included in activities outside the classroom including school trips?**

We work closely with external providers of both enriching curricular trips and extra-curricular activities to ensure that steps are taken to ensure the participation of all pupils is as full and as safe as possible. Additional members of staff can be used to accompany pupils on trips and all trips are planned well in advance (with risk assessments carried out and individual plans put in place where necessary) so as to ensure we can meet any additional needs to enable all pupils to get the most out of the range of activities and excursions we offer.

**10. How accessible is the school environment?**

All our staff are fully aware of the requirements of the Equality Act (2010) and although our main building is over 250 years old, the majority of our school is on one level and there is good access to the main teaching areas. Our outside space is also both generous and generally level with a ramp between the playgrounds and main field.

**11. How will the school prepare and support my child to transfer to a new setting/secondary school?**

We are in regular contact with the local secondary school and arrange a series of visits and study days to enable all children to get a taste of what secondary school is like. Similarly we have a meeting with key members of the secondary school and external agencies (where necessary) to ensure that a smooth transition is made for any child moving between our schools. We can prepare specific transition plans if children require them and hold meetings with the secondary SENCO as required. We can share information with the secondary school to enable teachers there to quickly understand your child's needs.

**12. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?**

The School's resources are allocated to ensure that all children maximise their potential. Any child with additional needs will be given additional resources in line with the graduated response outlined above in sections 2,3 & 4.

**13. How is the decision made about what type and how much support my child/young person will receive?**

The Special Needs Co-ordinator together with the Headteacher and Special Needs Governor will discuss with parents what type of support is appropriate for any one child. The decision will be based upon the level of need of the child and what type of support is most appropriate at that time. These decisions, the child's rate of progress and overall level of attainment will then be reviewed as a child passes up through the school and as they progress with their studies.

## **14. Arrangements For Supporting Looked After Pupils With SEND**

*Thorner's is aware that looked after pupils may be especially vulnerable and that seeking the input of guardians/the Local Authority is critical when working with such pupils. Thorner's will work within the statutory guidance and we will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to Looked After pupils must be given due regard. (See Thorner's policy on "Child Protection Policy" <http://thorners.dorset.sch.uk/download/child-protection-policy-sep-2018-pdf/>)*

## **15. Local Offer**

The School's local offer can be found here:

<https://www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

<http://thorners.dorset.sch.uk/send/>

## **16. Complaints**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their pupil has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO/Headteacher.

Thorner's publishes its Complaint's Policy on the school website; this information can be found <http://www.thorners.dorset.sch.uk/policies/ComplaintsFeb13.pdf>

## **17. How will I be involved in supporting my child?**

Parents can support their child in numerous ways both at home and by working closely with school staff; all of which can be discussed on a case by case basis with the Special Needs Co-ordinator. As well as ensuring that homework/reading tasks are completed we can offer access to numerous online resources to enable pupils to practice with parents the key skills they are working on in class. Parents can have a key input when schools draw up individual plans or goals for their children and can regularly monitor and discuss those plans with staff. Parents may also wish to look to become a parent governor, attend the regular Drop-In sessions or offer to be a class representative of our Parent Association.

If you have any queries about the information in this document or wish to discuss any SEN related matter please contact our SENCO Mr Sitch or the office at any time.

Thank you.