

SEND Offer from Grayrigg CE Primary School 2016-17



The Special Needs Co-ordinator is:

From 01.9.15:

Mrs Kirsty Cooper (SENCO/Inclusion Manager)

Dr Fiona Forrest (Inclusion Governor)

If you have any concerns regarding SEN matters do not hesitate to contact us.

How does Grayrigg C of E Primary School know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies who may already be working with the child before they join us.

What should I do if I think my child might have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns. A meeting should be made with the class teacher where we will listen to your concerns. We know that you can draw on your own experience and observations that you will have as parent/carer of how your child is outside of school. In conjunction with our school views and observations, we can help build a better picture.
- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide specialist assessment or guidance.
- We will support you throughout this process and review provision consistently to find out what works best for the child.
- If you have any further concerns, or would like to know about specific provision that is available for your child, then contact our Headteacher and SENCO Mrs Kirsty Cooper

How will I know how Grayrigg C of E Primary School supports my child?

- We believe in personalised provision planned by the teacher. When a pupil has been identified with special needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily and effectively.
- The child will be given small, measureable targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENCO. Targets may be discussed at parents evening or through other informal discussions where progress can be reviewed more regularly.
- We may provide additional support in class from the teacher or teaching assistant. A member of the teaching staff (teacher or TA) may be allocated to work with the pupil in a 1:1 or small intervention group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a short term Intervention led by either the teacher or teaching assistant. All interventions are regularly reviewed by those delivering them, and by the whole teaching team. This helps to assess how effective they are and to inform future planning. These interventions will be tailor made by the class teacher for the child's specific needs.
- Every child has access to an individual laptop to support learning. School has also invested in i-pads to support learning which have specific apps to support individual children with their learning.

- Half termly Pupil Progress meetings are held between class teachers and members of the Senior Leadership Team to discuss progress of all individual children in the class. This shared discussion may highlight patterns of progress or ongoing concerns for individual children. This discussion will then be a platform to plan further support for individual children if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology service. These services can offer outreach advice and involvement to support the school, the child and family.
- If appropriate, specialist resources may be given to the pupil to help them access their learning tasks e.g. writing slopes, pencil grips or easy to use scissors.
- We regularly review our provision and if further expertise is required then we will ensure staff are sent on relevant courses to develop or further enhance their skills.

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

- Activities and trips are made as inclusive as possible and available to all children.
- Risk assessments are carried out prior to a trip and reasonable adjustments will be made where necessary to ensure all children can access the enrichment opportunities fully.
- Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. This may require 1:1 support from a teacher or teaching assistant.
- Grayrigg C of E Primary School has a variety of extra-curricular clubs that are available for every child to access regardless of need.

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

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns and we pride ourselves on the strong relationships built between teacher and child.
- A variety of interventions, aimed at children throughout both Key Stages, are available for those children who require emotional support.
- The School works closely with parents of all children in particular those who have short term or longer term needs. School also works closely with other professionals whose support may be called upon to help a specific child. .
- We may also offer personalised interventions for children who need help to develop their social skills or behaviour.
- Members of staff are available throughout the lunch hour to support children who require emotional or social support.
- Through KCP we have access to a counselling service- referrals can be made when necessary.

How does Grayrigg C of E Primary School support children with medical needs?

- If a child has a medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from the school nurse or health care professional, for example EpiPen training, epilepsy training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have up to date full paediatric first aid, this is kept up to date.

What specialist services and expertise are available at or accessed by the school?

There is a wealth of experience and expertise in the school staff including those trained in Reading

Intervention, Team Teach, Level 1 Autism training and Paediatric First Aid.

There is access to counselling and family support services for any child within the school provided by The Kendal Collaborative Partnership (KCP) Counselling and Family Support team.

Referrals can also be made to other agencies, including the Child and Adolescent Mental Health Service, Barnado's, educational psychologists and specialist advisory teachers

How accessible is the school environment?

At school we are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all of our children.

At present in school we have:

- All classes are at ground level.
- Access ramps to the mains doors.
- 1 disabled toilets/hygiene suite
- Single level outdoor areas.
- Doors are wheelchair accessible.
- Parking available immediately next to main entrance.
- We can access specialist equipment if required.

How will you help me to support my child's learning?

All parents are encouraged to contribute to their child's education. We feel that this has a greater effect on the child's progress when school and home are working collaboratively. Children are given daily feedback wither verbally or in their books which we encourage our children to respond to. We also regularly review targets with our children so they know what the next steps in their learning are. Regular opening evenings are scheduled throughout the academic year to allow parents to see current work and topics that are being taught. You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. For more regular support, for those with special educational needs, we are able to set up a home-school communication book if needed. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you what they are doing at school. We hope that this will ensure that we are working together to support your child both at home and school. We can suggest activities and games that you can do with your child to support their learning.

Where there are significant needs more formal review will be required, to which parents will be invited (usually annual and interim) as well as informal discussions with the SENCOS and professionals from external agencies. At reviews children are supported and encouraged to present a showcase themselves so we can all listen to their input. We place great importance on the child's views, wishes and aspirations when setting provision and targets.

How will I know how well my child is doing?

Your child's progress is continually monitored against national standards by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress, which is discussed with senior staff at termly Pupil Progress meetings to ensure all of our children are making good progress. We also review the provision for individual children and if required then this is adjusted to meet their specific needs. We share their attainment and progress with parents at parent evenings. At the end of Year 2 and Year 6 all children are formally assessed using Standard Assessment Tests (SATs). At the end of Year 1 the children are formally tested using the Phonics Screening Check. In July your child will be provided with a written report which details their attainment in line with national age expectations.

How will the school prepare and support my child when joining Grayrigg C of E Primary School, or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits to Grayrigg can be arranged as required. Some children may need more transition visits than others.
- The SENCO is more than happy to meet with parents before a child starts at Grayrigg C of E Primary School.
- We liaise with other agencies where there is a wider involvement in the family.
- For transition to secondary schools, the SENCO will schedule a transition meeting with the secondary school and any other external agencies involved to ensure smooth transition and sharing of information. If a child requires additional transition visits this can be arranged.

What do I do if I have a complaint about my child's education at Grayrigg C of E Primary School?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher, or a member of the Senior Leadership Team as soon as possible. Where an issue cannot be resolved informally, parents should refer to the school's Complaints Policy, available on the website or from the school office.

Approved by governors on: 27.04.2017

Signed: