

SEN & Disabilities Local Offer

Local Offer Description

Christchurch Infant school is a large mainstream school catering for pupils from 4-7 years. Our special needs provision is led by our full time Inclusion Leader. As part of our inclusion Policy we cater for a range of learning difficulties and physical disabilities. We have an inclusive approach to individual needs and all our curriculum policies support equal access to all areas of the curriculum. All teachers have responsibility for ensuring the needs of all children are met including pupils with Special Educational Needs and Disabilities (SEND). As a school we aim to build upon what children already know, enabling them to contribute towards their learning journey. All classes have their own class teacher and these are well supported by teaching assistants.

Contact Name

Mrs D Darch

Contact Telephone

01202485851

Contact Email office@christchurchinf.dorset.sch.uk

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Before your child joins the school the Inclusion Leader will liaise with their previous educational setting to find out if your child has any special needs and support requirements.

The class teachers are able to track the progress of children in our school and identify children who may need extra support. We look at the rate of progress and identify children who are performing below age expected levels. Teachers will also scrutinise your child's work to check they understand what is being taught to them and that they are responding to improvement suggestions and to any changes in provision. If, despite these changes, your child does not make the expected progress it can be an indication that extra help is needed in class.

If you or your child's teachers have a concern regarding progress a meeting can be arranged to discuss concerns. The outcome of these meetings may involve further discussions with the Inclusion leader. We would encourage you to share any reports received from outside agencies which relates to your child's learning. If it is appropriate, informal screenings can be carried out by the staff. These help us decide if your child is likely to have specific learning difficulties, difficulties associated with speech and language or co-ordination which could impact on their progress. These difficulties are often referred to as 'barriers to learning'. These screenings can help us identify strengths and weaknesses to help staff make decisions about the

right teaching strategies and interventions to use in class. Occasionally the screenings can suggest that more formal assessments are needed to be completed which can identify specific difficulties. When this is the case a referral can be made to an outside professional with your consent for further assessments to be carried out. Examples of this could be the involvement of the speech and language therapy service.

How will early years setting/school/college staff support my child/young person?

Planning for your child's education is completed by the class teacher. Work is differentiated to match with your child's needs. In order to cater for all children's learning styles, teachers include a variety of teaching styles into their planning. Examples would be activities which are active or visual. Our classrooms are designed to be supportive and to encourage independence. Children are supported through visual prompts and supportive information on displays. All classrooms have visual timetables to help children understand the routines of the day and visual prompts to show them how to be a good learner and how to behave in school. We have a school behaviour system which acknowledges good behaviour as well as reminding children when behaviour needs to improve.

As a school we encourage children to develop their learning skills by promoting our 'Signs of Success'. Children are taught how to be a good learner by understanding how to concentrate, persevere, try new things, push themselves and use their imagination. Study Buddies' and 'Chatty Partners' are used to support children who need time to process information and think through ideas first before answering questions. This also helps children who are less confident than others when contributing to class discussions.

If a child has an identified barrier to learning and has a formal diagnosis they will be placed on the school SEND register. Any advice received from outside agencies is incorporated into weekly planning by the class teacher. If your child has been given a Speech and Language programme this will be overseen by the TA for speech and language and the Inclusion leader. Recommendations are then incorporated into individual support plans and provision maps to ensure that advice is being followed in class. Some programmes are run by SEN teaching assistants who help plan interventions such as Word Shark and Learn to Move. Writing and maths intervention groups are planned initially by the class teachers and teaching assistants working together.

If your child has behaviour needs these can be supported by the classroom teaching assistant and teacher initially and where a higher level of support is needed by additional teaching assistants. This can include support at playtimes where children can be shadowed or helped to interact safely with others. Children who have behaviour difficulties which have not been associated with a diagnosed special need such as autism or ADHD will not be placed on the SEND register but will be supported with a behaviour plan. This is in line with guidelines from the Code of Practice. If high level behaviour difficulties persist despite interventions from the

school decisions are then made to refer to outside professionals such as the Behaviour Support service.

All provisions put in place are reviewed regularly at least half termly to check that the support being provided is having an impact on their learning. Where progress is not seen provision is changed or advice is sought from outside agencies.

The school offers the following small group interventions.

- Learn to Move, Move to Learn
- Nurture groups
- Booster groups in writing and mathematics.
- First Class @ number

Individual

- Speech and language provision (delivery of speech and language programmes)
- Word Shark
- Write from the Start
- See and Do programme
- PECS

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

- The principle of matching the curriculum to the individual is fundamental. The class teacher will differentiate work and will ensure that all children can access all areas of the curriculum irrespective of their ability, gender and culture. Modifications are made to the curriculum when needed, making use of ICT and technology, flexible groups, additional classroom support and the use of specialist equipment. Examples of these may be pencil grips, modified scissors, seat wedges, writing slopes and independency trays. In Year 1 children are put into ability groups in phonics (RWI).

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- We monitor the progress of children through ongoing assessments. The school's tracking system also monitors progress and is scrutinised by the teacher, inclusion leader and base leaders. Children who are not making the expected progress are discussed at Base review meetings and changes in provision are made based on the needs of the pupils.
- Where poorer progress is seen the class teacher will organise a meeting with you to discuss concerns and sometimes with the inclusion leader to discuss if a different type of provision or approach is required.

- If your child is having extra support, or a type of intervention they may be placed on the SEND register and have a support plan or a Provision map. This will include details of the type and frequency of the support and will include targets for children to reach by the next review meeting. It can also include activities which can be carried out at home. This may take the form of regular reading, or games which are linked to developing your child's special educational needs. At review meetings progress relating to the achievement of targets is monitored and next steps are discussed. Provision maps and support plans are set and reviewed at least every term and sometimes more if different advice is received from outside professionals working with your child which needs to be implemented. If your child has not met their targets by the next review the reasons for this will be discussed and changes to the provision will be made. This is part of the school Graduated response.
- You will also be able to discuss your child's progress with the class teacher at Parent consultation meetings. Teachers are also available at the end of the day to speak to you if you have a concern and can arrange a mutually convenient time with you. If you wish to speak to the Inclusion leader you can telephone the school or speak to reception.

What support will there be for my child's/young person's overall well being?

- Daily pastoral support is provided by teachers and class teaching assistants. This could include staff being a point of contact for children if they need to talk about their feelings due to any events which have taken place which may affect the way they are feeling when in school.
- We also have a school pastoral worker who can work individually with children and also works with staff to identify children who would benefit from attending nurture groups. Pupils at the school are encouraged to form good relationships with others. Feelings and emotions are explored through SEAL activities and assembly themes.
- Children are encouraged to question through careful planning. Children's targets on Support plans relate to taking turns, sharing, listening and working together collaboratively.
- There is a whole school approach to promoting responsibilities for actions in the school. Visual reminders are displayed to encourage walking in the corridor and to talk quietly in 'whisper zones'.
- If your child has a high level medical need this can be discussed with the Inclusion leader and class teacher. For long term and life threatening medical needs a health care plan may be required. Health care plans are only initiated by the hospital your child attends. Examples of this would be life threatening allergies which require an Epipen or symptoms associated with Epilepsy. If this is the case a meeting would be arranged with yourself and relevant members of staff to ensure that staff are fully aware of medical procedures specific to your child. A photograph of your child with key medical information can also be displayed with your consent in the first aid area and staff room to alert staff to your child's medical needs alongside their health care plan. Staff receive annual training on administering Epipens and medication relating to epilepsy. Other medical training is organised as required. We have qualified first aiders in school who are on duty at break times including lunchtime

supervisors. Occasionally lower level health needs are also displayed for staff with the consent of parents. This may include mild allergies.

- Information regarding health needs would also be available for school trips and where necessary, risk assessments are also carried out to ensure that pupils are kept safe.
- The school also organises 'drop in' sessions for the school nurse which start before the beginning of the school day. The school nurse is also able to carry out hearing tests when requested which are additional to the checks carried out during their Foundation year.

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

Our school Pastoral worker can work with children to address their emotional well-being either individually or through small group work.

We have good links with other outside agencies including ;

- Speech and Language Therapist
- Educational Psychologist
- Community Paediatrician
- Occupational Therapist
- Behaviour Support Service
- Boost (support from specialist teachers from Linwood and Tregonwell.)
- Physiotherapist
- Vision and Hearing support service

What training are the staff supporting children and young people with SEND have had or are having?

- Teacher and teaching assistants have received training on the following areas relating to SEND over the past year.
- Dealing with Challenging Behaviour
- Course related to Autism including the use of the 5 point scale.
- In house Speech and Language training.
- Attachment training

We also arrange courses for teachers and teaching assistants as training needs arise and to match with the needs of the children they are supporting.

How will my child/young person be included in activities outside this classroom including school trips?

All pupils are included in activities and trips outside the school setting. Risk assessments are completed for those children who have behaviour or health needs to ensure they are safe. You may be invited to accompany your child as part of the risk assessment if this is felt to be appropriate.

Alternative activities can be provided for pupils who find some activities difficult due to a diagnosis of special educational needs e.g. Autism. These arrangements will be discussed fully with you so you are aware of how your child is being included and how you can prepare them. Appropriate one to one support can also be provided on trips for those pupils who require a higher level of support to ensure safety.

How accessible is the setting/school/college environment?

We currently have ramps to help wheel chair users to access the school from the car park and playground. A disabled car parking space is also available in the main car park. Environmental checks are carried out when required for pupils with physical, visual and hearing needs and our school hall has been fitted with sound proofing panels to reduce background noise for children with hearing impairment. The school also has a disabled toilet and shower room. We are happy to discuss individual access requirements as needed. The school is on one level with the only stairs being to the school library.

How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?

The school runs an induction programme to help support pupils moving from one setting to the next.

In the Summer term the School Pastoral Worker and inclusion leader visit local preschools in the area who feed into the school. We are able to talk to staff about any pastoral, special needs or health requirements pupils may have to ensure that staff are aware of any support needs they require before they start school. Where it is not possible to visit a nursery the Inclusion leader will speak to key members of staff or the preschool special needs co-ordinator by telephone to find out relevant information about your child.

We offer many opportunities for children to visit the school before starting in the Autumn term to help build up their confidence and help us understand the level of support they may need. This includes informal visits in the hall with parents and class teachers as well as a visit to the classroom later in the term without parents. Additional visits to pre-schools can be arranged if one to one support is required so teaching assistants can get to know your child well and learn the right strategies to use before starting school. All children starting the school are provided with an induction booklet which gives them photographs of key parts of the school and key people including their teacher and teaching assistant and their classroom.

If your child has significant SEN needs and is known to Portage (Education Psychology service) a transition meeting is sometimes arranged to pass on strategies and to explain the nature of your child's needs.

An induction meeting is held for parents in the Summer term to give you the opportunity to find out about school routines so you can prepare your child for transition. We also encourage you to bring your child to some of the shared events such as sports day and school fairs so they become familiar with the environment.

Class teachers also offer home visits to parents of children starting the school which is another opportunity to discuss any concerns you may have regarding your child's learning and an opportunity for children to ask questions and get to know staff in a setting which is familiar to them.

The teachers are working hard at making their classroom environment as accessible as possible to increase the children's independency levels. This includes making sure that resources are clearly labelled and visual prompts are available in the classroom to remind children of how to behave. Special equipment and support materials are also easily accessible for children to help them with their pencil grip, spelling and number work.

At the end of each year current teachers and new teachers meet to pass on important information about your child including their academic level, pastoral issues and medical needs. Your child will also have an opportunity to visit their next classes and additional times to meet their new teachers during our annual open evening. Additional visits are also arranged for children who require a higher level of support during this time and transition booklets can be put together with photographs of key people and new classrooms. Similar visits and processes occur when pupils are moving to the nearby Junior school. The inclusion leader meets with the Junior school to keep them up to date with pupils changing support needs to ensure they are also prepared for your child to start their new school. If a child moves to an alternative school both settings will liaise together and share information.

Teaching assistants from their next school are also invited to shadow current teaching assistants working with SEND children to learn the strategies which are being used to help them and to get to know the children before they start in their new school.

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

Each financial year the SEND budget is allocated. Money is used to provide specialist equipment and support resources for children who require it. This can also be used to pay for formal assessments carried out by specialist teachers. Some specialist equipment bought is based on the recommendations of outside professionals.

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

Decisions regarding support are made by the Inclusion Leader and Head teacher. This would also be in consultation with the class teacher. Advice is also sought from outside professionals who are already working with your child and transition meetings can be arranged with Portage (Educational Psychologist) to discuss the level of support your child may need. Planning meetings between the speech therapist and school are also regularly held to inform school of the level of involvement from their service so appropriate provision can be put in place to deliver individual speech therapy by one of the SEND teaching assistants. Sometimes support needs are not identified until your child comes to school. If this is the case, support needs are reviewed regularly and you will be kept informed of any changes which are made to the type of support your child is receiving.

How are parents involved in the setting/school/college? How can I be involved?

We encourage you to become involved with your child's learning and consider school a partnership between parents and the school. Your child will have opportunities for home learning and we ask that you support home learning regularly to help them practise the skills they are learning at school e.g. regular reading practise.

The school runs curriculum evenings and workshops on different curriculum areas which you can attend and learn about the different methods used in school and how you can help your child at home.

We hold parent consultation evenings every term but also encourage parents to speak to teachers if they need guidance on how to help their child with specific aspects of learning.

You may wish to come in and help in school which is also a good way of understanding the methods for teaching subjects and how children can be supported.

Reviewed Jan 2020