

Upton-upon-Severn CofE Primary School



Special Educational Needs and Disability SEND OFFER

Our philosophy is to recognise and value individual difference, providing equal opportunities and appropriate challenge for all learners, in a nurturing environment, thereby enabling our children to reach their full potential. Upton-upon-Severn is a Mainstream Primary School with an inclusive ethos.

What's happening in Worcestershire:

A document called 'Ordinarily Available' makes explicit the provision that should be ordinarily available for students with special educational needs (SENs), from within schools' delegated budget shares. A version for Early Years has also been created and a Post 16 version is currently being produced. Copies of these documents can be found in the 'Local Offer' section of this site.

Higher Needs Funding reform was introduced nationally in April 2013 and the new Worcestershire County Council Higher Needs Funding scheme was implemented from April 2014. This provides the mechanism to support the single, 0-25 system across providers.

SEND AIMS AT UPTON-UPON-SEVERN CofE PRIMARY SCHOOL

To ensure all children with SEND have access to the school curriculum through:

- Setting suitable learning/behaviour/social challenges.
- Appropriate differentiation inherent in good classroom practice.
- Effective monitoring, provision mapping and personalised child-friendly Individual Provision Maps.
- Effective intervention programmes, monitored at regular intervals, targeting specific needs.
- A whole school approach involving parents, carers, pupils and external agencies in planning provision for individuals.
- Dissemination of relevant information in accordance with the Common Assessment Framework.
- Providing a safe, nurturing, supportive and inclusive environment.

At Upton we follow the Code of Practice definition of SEND. Therefore identification and assessment of special educational needs will follow the guidance within the Code of Practice.

Identification and Assessment

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In order to enable all of our children to achieve their potential it is essential that any special needs that our children have are identified as early as possible and that intervention will be a priority.

Initial Identification may include

- liaison with previous school or pre-school setting
- child performing below 'age expected' levels (or equivalent e.g. percentile rankings)
- concerns raised by a parent
- concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- liaison with external agencies e.g. a physical / sensory issue
- use of tools for standardised assessment
- children with a Statement / EHCP already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority

How do parents raise concerns if they need to?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Headteacher and SENDCo or the Deputy Headteacher. Appointments can be arranged in person, by phone or by email.

How will the school support SEND children?

- the class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is being made in every area
- the SENDCo and Deputy Head oversee the progress of any child identified as having SEND
- a LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) may work either with individual children or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning
- the class teacher will meet with parents formally on at least a termly basis in order to discuss individual children's progress and the support they are receiving
- class teachers are always happy to discuss individual children's needs should parents have any questions or concerns between more formal meetings.
- an appointment can also be made with the SENDCo to discuss support in more detail if required
- IPMs (Individual Provision Maps) will be shared with parents and individual children if age appropriate

Support available for children's overall well being

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- we are an inclusive school that holds a child's emotional and spiritual development as a priority
- the class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCo and Deputy Head

School support for the management of medicines

- please see documentation with the school's SEND folder and medical room

Support for behaviour, avoiding exclusion and increasing attendance

- the school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues and relevant support is put in place and targets set with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with Worcestershire Behavioural Support Team
- the school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the relevant county support. Various incentive schemes are used to promote positive attendance throughout the school.
- the school are also able to support families in making contact with other agencies who can provide appropriate support

Children's contribution of their views

- children who have IPMs or IBMPs discuss their progress and targets when these are reviewed (age appropriate)
- the views of children who have a Statement or EHCP will be sought before any review meetings (age appropriate)
- children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- all children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility within school

The accessibility of the school's environment

- Our school has an adopted accessibility policy
- Not all areas of the school are accessible via wheelchair. However, ramps are provided near stepped areas and a disabled parking bay is available in the staff car park.
- Accessible toilet facilities are available by the main reception
- If you have any specific access queries or concern please speak with us

How the curriculum is differentiated to match children's needs

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- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. However, on occasions this might be individually differentiated
- The class teacher, alongside the SENDCo, will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays
- The SENDCo reports regularly to the Governors to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA information
- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that that all children receive the support they need in order to make progress. This will include resourcing appropriate equipment and facilities.

How we measure the impact of our provision

- By ensuring that the child is making progress academically against national / age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in IPMs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEND register when they have made sufficient progress – parents will always be informed if this has taken place.

How will parents know how their child is doing and what support is in place to support them with their child's learning?

What opportunities will there be for parents to discuss their child's progress?

- Parents are welcome to make an appointment to meet with either the class teacher or the SENDCo at any time throughout the year to discuss how their child is getting on. School staff can offer advice and practical ways for parents to support their child at home
- A child's IPM will have individual / group targets. These are discussed with parents on at least a termly basis and parents are provided with a copy. All parents are offered a termly opportunity to participate in a learning conversation. This conversation with parents will also provide suggestions as to how they can support their child's learning at home
- When a child's IPM is reviewed, comments are made against each target to show what progress the child has made

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- If a child has complex SEND they may be part of an IPA, have a Statement of SEND or Education, Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss the child's progress and a report will be written at least annually.

How does our school know how well each child is doing?

- As a school we track and analyse the children's progress in learning against national and age related expectations on a half-termly basis
- The class teacher continually assess each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry at Reception through to Year 6, using a variety of different methods.
- Pupil Progress Meetings are held each half term between class teacher and the Headteacher or Deputy Headteacher. In these meetings a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.
- The Headteacher reports regularly to the Governing Body, as previously discussed

How all children are included in activities outside the classroom, including school trips

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It may be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible
- The school does not operate extended services at the current time. However, a variety of extra-curricular school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

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How our school prepares and supports children when joining the school or transferring to a new school

- We encourage all new children to visit our school prior to starting
- We can create 'social stories' with/for the children if the transition is likely to prove challenging
- For children starting in Reception, The Headteacher holds a meeting for all parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff to get to know each other
- A transition form is sent to all pre-schools and other schools prior to children transferring to Upton-upon-Severn. The Headteacher / Class teacher will visit settings where it is felt there is a need
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If a child has complex needs, then an IPA, Statement or EHCP review will be used as a transition planning meeting to which we will invite all staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education

The specialist services and expertise which are available or accessed by the school

- Our SENDCo has been a SENCO prior to the current post. We are planning to have another member of staff to take up the national SENDCo accreditation in order to obtain fully qualified and accredited status.
- Within our school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- We have regular termly meetings with the external team that support SEND in Upton minutes are kept within the SEND folder.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists, Children's Services including: Early Help locality teams, social workers, educational psychologists and specialist advisory teachers.

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Training that staff supporting children with SEND have or are currently having

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training for each individual staff member is held confidentially within school as part of their Performance Management Process. Where it is a safeguarding aspect of training information is held within the safeguarding folder
- The school also operates an internal training programme for support staff, facilitated by the HLTA and Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a regular basis

Who to contact for further information

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website

Who to contact when considering whether a child should join our school

Please contact the School Administrator for further information about the school and to arrange a meeting with the Headteacher, in the first instance.

Tel: 01684 592259

Email: office@upton-upon-severn.worcs.sch.uk