

Sonning C of E Primary School



Local Offer

Aims

At Sonning Primary School we aim to provide a happy and stimulating working environment for all our children. We welcome children with special educational needs as part of our inclusive approach and we aim to ensure that all children have an equal access to the curriculum. We seek to fully involve parents and carers and actively maintain close links with all agencies working with the child to support the individual child's education and development. We endeavour to ensure that no child is disadvantaged either by physical access or curriculum needs. Our aim is to provide a transparent system with a child-centred focus, and a robust evidential trail.

Objectives

- to allow each child to benefit as fully as possible from his/her education.
- to raise the self-esteem of each child and help them to feel valued.
- to give each child access to a broad and balanced curriculum.
- to be aware that each pupil's needs will change.
- to be open and responsive to the concerns and views of the parents.
- to involve the child appropriately in developing and tracking his/her progress.
- to ensure appropriate resources are available within the constraints of the school's budget.

1. Identification of SEND

1.1 How does the school identify a Special Educational Need and/or Disability (SEND)?

- Professional experience of working with children displaying SEND including displaying learning behaviours that are of concern.
- Discussion with you on entry to the school where you or we have a concern about your child or at any subsequent point.
- Tracking of both the academic and social progress that your child is making. This allows us to be better placed to pick up any potential areas of weakness that may need support before they become too significant.
- Following up and working with other professional agencies and implementing any recommendations from their reports.
- Where you have already informed us of a family history of some learning weakness that may have an impact on your child's learning, such as a family member with dyslexia.
- Information from previous schools/settings your child has attended.

1.2 What should I do if I think my child has a Special Educational Need and/or disability?

- Speak with the class teacher who can either put your mind at rest or investigate your concerns further. The teacher will discuss your concerns with the Special Educational Needs and Disabilities Coordinator (SENDCO).
- If further investigation needs to be undertaken, the SENDCO will meet with you and explain what happens next.
- If your child is currently in preschool, contact this school and arrange a meeting with the receiving class teacher and SENDCO.

2. Support for children with SEND

2.1 If my child is identified with as having a SEND, who will oversee and plan their education programme?

The class teacher in consultation with the SENDCO will work together to develop a plan of support for your child which will help them maximise their potential whilst aiming to support their SEND.

2.2 How will I be informed/consulted about the ways in which my child is being supported?

- In the first instance we will contact you personally, by phone or by email to ask to meet with you.
- A Pupil Passport and Personal Support Plan – a list of targets and support strategies to enable your child to meet their targets. The plan will take a written form that will record what type of support your child will receive, what resources/strategies will be employed to support them and the timescale after which the impact of the support will be reviewed. It will also include what you MUST do at home to support your child's SEND.
- As a parent, your involvement and support is vitally important in developing your child's confidence in themselves and their abilities and supporting them in partnership with the school to reduce the effect of their SEND. To this end, you will be invited to regular meetings with the class teacher to review how well the strategies being used are working and what adjustments need to be made to the new plan once the old has been reviewed. You will be given a copy of the plan for your records and be asked to sign a copy to show that you accept the support the school wishes to give your child.
- Meetings with Outside Agencies to which parents are usually invited.
- Annual reports and sharing of progress at parent discussion meetings.
- Annual reviews if your child has an Education, Health and Care plan (previously called a Statement).

2.3 How will the school balance my child's need for support with developing their independence?

- Developing independence is our main goal for all children. Where your child is receiving support, we aim to make this specific, targeted and goal centred. This is tailored to individual need and may be different through the day. Teachers identify appropriate levels of support in their planning.
- Where your child may have social difficulties, they may undertake a social skills group which will help them learn how to respond and problem solve in situations they find difficult. As they become more adept at applying these skills, the level of support will reduce.
- Where learning behaviour is an area for support, we will use a range of strategies that will enable your child to access the curriculum which may include the use of an identified learning space or a designated adult to monitor your child and to offer support and praise immediately.
- Planners from years 3-6 and home school link book where indicated in Reception to year 2 to help organise themselves and their equipment.
- Visual timetables/supports.

2.4 How will the school match/differentiate the curriculum for my child's needs?

- Teachers are adept in differentiating the curriculum for every child in their class and children with SEND are no different. Your child may be withdrawn or work in a small group and use may be made of resources from other year groups as appropriate.
- The teachers and SENDCO have a large amount of experience in working with a wide variety of SEND. We use a variety of resources, techniques and specific interventions personalised to your child's needs.
- We do not believe in placing a 'glass ceiling' on your child. Our passion is to bring out the potential of ALL our children.
- Where professionals outside the school are involved, such as speech therapists, often resources are provided for school and home use. We will always endeavour to undertake these activities but as always, where home and school work together, progress is significantly quicker. Sometimes there are some activities that it is not possible for school to offer e.g. OT sometimes suggest activities that would be unsuitable to undertake in a school environment, and the onus remains with you to ensure these aspects are undertaken.

2.5 What teaching strategies does the school use for children with learning difficulties including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

A vast range specific to your child will be employed by all those in the school that work with your child. These may include:

- Visual timetables
- Visual and/or verbal prompts
- Seating position in the classroom
- Modelling of the spoken word
- Use of modified texts which might include coloured overlays, enlarged texts, large pieces of work 'chunked' into smaller, more manageable pieces
- Modelling of behaviours and feedback/debrief when responses to situations have been misinterpreted
- Circle of friends/social skills groups to support making and keeping friends and problem solving scenarios that are regularly seen in school
- Clear expectations and boundaries for children that might be very literal in their understanding
- Option of a quiet space where sensory overload is likely to happen
- Social stories to support children that find change hard to cope with
- Small stepped approach with achievable targets
- Multisensory approach

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- Well trained and experienced Teaching Assistants work leading individual/group interventions under the direction of the class teacher.
- Experience and expertise of the SENDCO .
- Specific interventions where indicated to support an identified area of weakness.
- The use of a Welfare Assistant as appropriate.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one or in a small group?

Some examples of the interventions that Sonning may provide where appropriate and necessary is listed below and are used when indicated, therefore not all interventions will be running simultaneously.

Type/title of intervention	One to one	Small group
Social Skills		X
Nurture Groups		X
Anger Management	X	X
Memory Games		X
Occupational Therapy (OT) including Sensory Diets	X	X
Speech and Language Support	X	
Maths Support Group		X
Read Write Inc. One to One Tutoring Box	X	
Reading and Comprehension Support through Phonic Books e.g. Totem, Talisman	X	X
Additional Spelling Support	X	X
Precision Monitoring	X	
Plus 1/Power of 2 Maths	X	
English as an Additional Language Support	X	
Handwriting Support		X

2.8 What resources and equipment does the school provide for children with SEND?

Any specific resources and equipment will be considered based on recommendations made by specialist services and on the teachers' expertise in identifying a specific resource that will support your child. These may include:

- Pencil grips/adapted pencils
- Sloping desk
- Sit and move cushions
- Work stations/Privacy Partition
- Thera-putty
- Concentrators (fiddle toys)

2.9 What special arrangements can be made for my child when taking examinations?

This is something that will be discussed on an individual basis depending on your child's needs.

Provision may include:

- Extra time
- Readers
- Scribes
- Quiet area
- Movement breaks
- Modified/enlarged scripts
- Visual timetables/timetables/social stories in advance of assessment

These provisions may be made available in order for us to establish your child's 'true' level if we feel that your child would not be able to fully access the tests they are sitting. This does not indicate that they would automatically qualify for the same provision under formal test situations such as SATS where National criteria may change yearly.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

All our children including those with SEND are informally monitored on a daily basis through marking of work, discussion with the child and observation of their learning. As a parent of the school, you will receive regular feedback about your child's performance in class. More formal means of monitoring their progress include:

- Ongoing teacher assessments
- Support plan meetings with the class teacher and SENDCO.
- Standardised tests and comparative ages for school use to track progress and impact of any support your child is receiving.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

You will be invited to a termly review of the targets and any changes will be recorded and the plan amended to reflect them. Where changes have occurred between reviews, e.g new information from outside agencies or a change in type/level of support your child receives, these will start with immediate effect and a note made on the school copy of the Support Plan: we may not wait for a termly review to implement a change to support.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- Termly Support Plan meetings.
- Teachers and the SENDCO are always happy to discuss issues; please book a time with them.
- Annual review where your child has an EHC plan or Statement.

3.4 What arrangements does the school have for regular home/school contact?

- Planners from years 3-6.
- If it is felt useful, a home-school diary in years R-2.
- Individual class teacher's emails are available from the website, however we prefer to discuss any concerns you may have in person or over the phone.

3.5 How can I help support my child's learning?

You play an integral part in the delivery of your child's support plan.

- On the report you receive from the outside agency there will be recommendations of exercises/activities that you can do with your child.
- Ask the class teacher's advice on how to support your child with their specific weakness.
- There are some organisations that can support you and your child in specific areas. e.g. Wokingham ASSIST run some social skills groups for ASD children. Signposts to this and other useful support websites are on the schools website under the SEND tab.

3.6 Does the school offer any help for parents/carers to enable them to support their child's learning e.g training/learning events?

- The school runs curriculum events over the year.
- Parenting courses are also offered.
- Signposting to other agencies/support networks.
- Opportunities to speak to staff about your concerns.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

The adult supporting your child will make comments in their file on what they have completed and how well they worked/achieved in the session. Your child will always be informally talked with about what they are doing and how they feel about it and where relevant will be fed back to the teacher/SENDCO.

When their Support Plan is reviewed, the teacher will talk them through the changes and before the review, the child will have the chance to feedback on how they feel it is going. This will either be informally with the teacher or teaching assistant or more formally on a feedback sheet.

3.8 What accredited and non-accredited courses do you offer young people with SEND?

N/A

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents/carers and young people take part in this evaluation?

- Monitoring via Teacher assessments and standardised scores.
- Outside agencies reviews and amended objectives.
- Impact of interventions.
- Discussion with the pupil and parents/carers.
- Children being aware of their targets and next steps.
- Inclusion Governors give regular updates to the Governing Body after attending meetings with the SENDCO.

4. Support for my child's overall wellbeing

4.1 What support is available to promote the emotional and social development of children with SEND?

- Protective behaviours training through PHSEE.
- Specific interventions e.g. circle of friends, social skills, social stories.
- 1:1 time with a trusted adult where indicated.

4.2 What does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Behaviour support plans.
- Support from the Behavioural Support Team.
- Educational Welfare Officer.
- Safe space.
- Clear expectations and consistent consequences.
- All staff aware of the support strategies being used.
- Visual supports and social stories.
- 'Catch them being good' to encourage positive behaviours.
- Working with home to support positive behaviours.
- Access to the Cluster Schools' Parenting Team.

4.3 What medical support is available in the school for children with SEND?

- All staff are trained annually on administering Jext and their equivalent.
- Specific specialised training where appropriate for medical conditions such as diabetes and epilepsy.
- Staff are qualified first aiders under the Lead first aid officer.
- Any additional training that is required will be undertaken.

4.4 How does the school manage the administration of medicines?

- Medicines Policy which includes essential consent forms.
- Clinical Procedures Policy (Berkshire PCT policy).
- Personal/Intimate care policy.
- Trained first aiders.
- Specifically trained adults according to the needs of the individual child.
- Education of Children with Medical Needs (Local Authority policy).

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?

- Please refer to the 'Personal/Intimate Care Policy'.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use e.g specialist support teachers, educational psychologist, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

We have access to and use, all the above support services for specific children as appropriate with the necessary parental consent, plus:

- Parenting and Family Services
- School's allocated Family Support Worker
- Education Welfare Officers
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational therapists
- Speech and language therapists
- School nurse
- Sensory Consortium
- Learning Support Service
- ASSIST (Parenting Support for Parents / Carers of children with Autism)
- Foundry College
- Adoption Team
- Physiotherapist
- Traveller Education Service

5.2 What should I do if I think my child needs support from one of these services?

- Speak to the class teacher who will arrange a meeting with the SENDCO who will advise on next steps and make a referral as necessary.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- School staff follow programmes created by specialised services.
- Where indicated, specialists will come into the school to review and monitor the support.
- Any programmes recommended by these services are implemented during the school day.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- A referral can be made by your GP to the occupational therapist. If your child has an Education, Health and Care Plan they can be referred to OT by the SENDCO through the CYPIT hub.
- A referral can be made by the SENDCO to access the allocated school Speech and Language Therapist and also Physiotherapy.
- Drop-in clinics for under 5's at Starlings Children's Centre.

5.5 What arrangements does the school have for liaison with Children's social care services?

- The school's designated staff member can access this service should the need arise.

6 Training of school staff in SEND

6.1 What SEND training is provided to all school staff?

- Staff meetings with a SEND focus.
- Staff have undertaken a large amount of training on all the common SEND that are in school and training is provided dependent on current need.
- Training outside school is cascaded to staff in school.
- SEND is on the agenda of every Senior Leadership Team meeting and Full Governing Body meeting.

6.2 Do teachers have any specific qualifications in SEND?

- The SENDCO has a Bachelor of Science Degree in Psychology, Postgraduate Certificate in Education (PGCE), The National SENCo Qualification and a Masters Degree in Inclusive Education.

6.3 Do teaching assistants have any specific qualifications in SEND?

- No, although we have Teaching Assistants trained in delivering specific interventions. They have also been trained in identifying and supporting children with speech and language needs.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- A discussion with parents, a risk assessment undertaken in line with Local Authority guidelines ensure that all children are included in all school trips. Where indicated, 1:1 support may be given.

7.2 How do you involve parents/carers in planning the support required for their child to access the activities and trips?

- Through discussion with parents and school staff and where indicated, the venue.

8. Accessibility

8.1 How accessible is the building for children with mobility difficulties/wheelchairs?

- The school is on one level.
- Modifications will be made as indicated on discussion with the Local Authority, parents and specialists.

8.2 Have adaptations/improvements been made to the auditory/visual environment?

- All areas except the hall and corridors are carpeted.
- Advice from specialist agencies will be sought where indicated.

8.3 Are there accessible changing and toilet facilities?

- We have a disabled toilet.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- Specialist equipment from specialist agencies are used as needed.
- Support for educational access as communicated in earlier sections.
- Access for children with mobility/physical needs would be supported by discussion with the Local Authority.

8.5 How does the school communicate with parents/carers who have a disability?

As previously stated.

8.6 How does the school communicate with parents/carers whose first language is not English?

- School will encourage more face to face meetings and aim to reduce the amount of written information that goes home.
- School would encourage parents/carers to bring along an English speaking advocate to translate for them.
- School would liaise with English as an Additional Language team to provide appropriate support and make use of guidance provided in EAL toolkit provided for Primary schools.
- School may make use of a Local Authority translator if appropriate.

9. Preparing my child to join school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Visits to the school are actively encouraged.
- The child will receive a book that has pictures of their new teacher, classroom and specific areas that they will be using.
- On transition to secondary, the pupil will participate in the transition/vulnerable groups run by the receiving school and transition work is also completed within school.
- Where a child is moving school the class teacher and SENDCO liaise with the receiving school to produce an information book with pictures and written information.

- Where the child is transitioning from a preschool setting, a home visit is made by the Reception class teacher.
- SENDCO will attend any Team around the Family (TAF), annual reviews etc if appropriate before the child enters the school.

9.2 How will my child be prepared to move on to the next stage within school e.g class or key stage?

- Each year the child will receive a book that has pictures of their new teacher, classroom and specific areas that they will be using.
- Next teacher has a handover meeting to pass on information.
- Transition visit to the classroom.

9.3 How will my child be prepared to move on to his or her next school?

- Specific work on transitioning onto secondary school is incorporated into the year 6 curriculum.
- The child may be eligible to attend a transition group facilitated by the receiving secondary school.
- Individual transition work may be done on a 1:1 or small group basis should this be deemed appropriate.
- Secondary teachers are invited into the school to meet with all the children and get to know them.
- The SENDCO has a separate meeting with the receiving SENDCO to discuss more fully the needs of the child.
- The child may produce a 1 page 'All about me' profile to pass onto the receiving school.
- Where the child is moving schools within the primary sector, similar support as above will be given.

9.4 How will you support a new school to prepare for my child?

- The SENDCO will be invited to the Annual Review meeting if they have a Statement or EHC Plan.
- Meet the new teacher/Head of Year in the child's setting.
- Share information with the SENDCO and teacher of the new setting.
- Attendance on the transition programme run by the school.

9.5 What information will be provided to my child's new school?

- The school will share records of interventions, assessments, reports from specialists that have been made available to the school by parents, strategies that have been developed and are successful.

9.6 How will the school prepare my child for the transition to further education or employment?

- N/A

10. Who can I contact to discuss my child?

- Class teacher
- SENDCO
- Head teacher

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Class teacher

10.2 Does the school offer any specific support for parents/carers and families (such as Family Support Workers?)

- The school can contact the Family and Parenting Support Team.
- The school is able to signpost local charities and groups that can offer support.
- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) formerly known as the Parent Partnership Service.

10.3 What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

- The school has links to support agencies on its website under SEN.

10.4 What arrangements does the school have for feedback from parents including compliments and complaints?

- Contact SENDCO, Head teacher or SEN Governors.
- Feedback form with child's annual report.
- School's complaint procedure/policy available from the school website.