



Isle of Wight EY Setting/School/College SEND OFFER



St Helens Primary School Broomlands Close St Helens Ryde Isle of Wight PO33 1XH	Website http://www.sthelenspri.iow.sch.uk/
Mainstream Primary School	
Specialist provision on site	

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

[Links to Admissions and SEND Assessment Teams here](#)

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
1.a) Who are the best people to talk to in the early years setting about my child's development needs?	Mrs Lacey/Mrs Rees Reception Class Teachers Mrs Sharp Teaching Assistant	She is responsible for: <ul style="list-style-type: none"> • Liaising with support agencies. • Identifying pupils with SEND through the continued assessment of the EYFS. • Working in partnership with parents to support children's needs • Identifying early interventions to support children's needs. • Ensuring the safety and wellbeing of all the pupils in the class. • Managing resources and staff to ensure progress of all pupils. • Recording and reporting on progress to parents. • Writing and reviewing Individual Education Plans (IEPs) on a termly basis.
1.b) Who are the best people to talk to in the	Class Teachers	

<p>school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Mrs Leslie SENCO</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Liaising with support agencies. • Identifying pupils with SEND through the continued assessment. • Working in partnership with parents to support children's needs. • Identifying early interventions to support children's needs. • Ensuring the safety and wellbeing of all the pupils in the class. • Managing resources and staff to ensure progress of all pupils. • Recording and reporting on progress to parents. • Writing and reviewing Individual Education Plans (IEPs) on a termly basis. • Writing Annual Review Reports. • Attending Annual Review Meetings. • Assessing, recording and reporting pupil progress. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the SEND Policy and updating it. • Giving advice to teachers and support assistants. • Working in partnership with parents of pupils with SEND. • Monitoring and tracking the progress of pupils with SEND. • Chairing Annual Reviews. • Managing teaching assistants and interventions. • Maintaining the school provision map for pupils with SEND. • Ensuring statutory responsibilities and duties are being met. • Liaising with outside agencies.
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in St Helens Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school
- Staff who will visit the EY school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this EY setting/school/college?	Quality First Teaching	<ul style="list-style-type: none"> • Your child will have their needs met through Quality First teaching. • Children's needs will be met through differentiated activities. • New exciting curriculum with appropriate challenges for children. • Curriculum enhancement and varied opportunities which include trips, visits, workshop and visitors. 	All children
	Speech and Language Groups	<ul style="list-style-type: none"> • Any child who is highlighted as a concern regarding their speech and language abilities will be placed in a speech and language group. 	

		<ul style="list-style-type: none"> • The support offered is not exclusive or limited. • The speech and language groups are monitored by outside agencies. • The staff received up to date training regarding speech and language. • If there are concerns over progress being made a referral to speech and language will be considered, after a discussion with class teacher, SENCO, head teacher and outside agencies. 	
	Social and Emotional Wellbeing	<ul style="list-style-type: none"> • Support can be (but is not exclusive or limited to): 1 to 1 support Social Support Groups Nurture Groups Pastoral support and guidance Common Assessment Framework (CAF) Young Carers Support 	
	All children Interventions	<ul style="list-style-type: none"> • Any child who is not making expected progress during pupil progress meeting will be supported through interventions. The decision will be made by the class teacher, SENCO and Head teacher. • Interventions that may be used include: Social Groups 	

		<p>Nurture Groups</p> <p>1 to 1 reading sessions</p> <p>Booster literacy sessions</p> <p>Booster numeracy sessions</p> <p>Write Up Handwriting sessions</p> <p>Booster phonics support</p> <p>Speech and Language sessions</p>	
3. How can I let the school know I am concerned about the progress of my child in school?	<ul style="list-style-type: none"> • In the first instance, parents should always contact the child's teacher to arrange an appointment. The class teachers are always happy to speak to parents after school, either via a pre-arranged meeting or informally. The class teachers have timetabled parent consultation meetings where parents have the opportunity to discuss any concerns regarding their child. Pupil's progress is always shared at the end of the year via the child's report. • If you still feel concerned then you should contact Mrs Leslie the school SENCO. 		
4. How will the school let me know if they have any concerns about my child?	<ul style="list-style-type: none"> • Your child's teacher will arrange a meeting with you to discuss any concerns regarding your child. They may ask the SENCO to arrange a meeting if they feel this is appropriate. 		
5. How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> • Children in receipt of additional Pupil Premium funding will be prioritised for additional support / challenge where the school feel this is appropriate. • Children are identified at pupil progress meetings with the class teacher, head teacher and SENCO. They will consider the type of additional support required. • Any child who receives extra support through interventions will be carefully monitored. • Every intervention is evaluated carefully. Any intervention which is seen to be ineffective will be reviewed and amended each half term. 		
6. What specialist services are available at or accessed by the school?	A. Directly funded by the school		

	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapist • Occupational Therapist • Educational Psychology Service
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Diabetic Nurse • Community Nurse
<p>7. How are staff in the EY setting/school/college supported to work with children & young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> • All staff have been trained in the relevant interventions. • In house training on the new Code of Practice. • We employ a full time, teaching SENCO who since September 2014 qualified in the National Award for SENCOs- Mrs Leslie. • We commission bespoke training for staff to support the needs of the school. • We access elements of the Local Authority training and development package. • We have staff trained in the use of Epi Pens, a defibrillator, the safe use of oxygen and diabetic training. 	
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a). How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Teaching will be differentiated by the class teacher depending on the needs of your child and what level they are working at. If specialist resources are needed then the school will try and provide these for your child. If needed your child might be support in group work with a teaching assistant or on a 1 to 1 basis. • The curriculum will be adapted to meet the needs of your child and it will be inclusive for all children. 	

<p>b) How will I know how my child is doing and how will you help me to support my child learning?</p>	<ul style="list-style-type: none"> • If your child needs support at home, the class teacher will inform you of how best to do that. • Weekly homework is given to all children in Key Stage 2. • We expect all children to read at home on a daily basis. • The children will have weekly spellings to learn at home. • Through IEP meetings, you will be given support on how best to support your children's individual needs. • Through parent consultations the class teacher will discuss how best to support your child's learning.
<p>9. How will the school measure the progress of my child?</p>	<ul style="list-style-type: none"> • If a child has not made expected progress, they will be identified at pupil progress meeting between the class teacher, SENCO and head teacher.
<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>Pastoral and social support:</p> <ul style="list-style-type: none"> • School Nurse • Nurture Group • Clear rules and boundaries - see the Behaviour Policy • Sticker Cards, Merit Journals and House Points • Certificates • Golden Time • Sharing Assembly • Social Skills Group <p>At St Helens Primary School we try and support any child with behavioural needs by identifying the cause for that behaviour. We offer support for the child and their family. We could offer:</p> <ul style="list-style-type: none"> • Home/School communication book • Common Assessment Framework (CAF) • Behaviour Policy

<p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> • Behaviour Plan • Whole school rewards and sanctions • Modified timetable • 1 to 1 or small group intervention work • Education Welfare Support • Attendance rewards • Additional adult support <p>At St Helens Primary school we use:</p> <ul style="list-style-type: none"> • Sticker cards • House points • Positive praise • Certificates • Sharing Assembly • Golden Book
<p>11. What support does the EY school have for me as a parent of child with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your</p>	<ul style="list-style-type: none"> • We welcome parents to come in and discuss their child's needs with the class teacher and SENCO. • We offer CAFs to those families who meet the criteria. Through these further support can be assessed such as parenting support. • Children who are entitled to pupil premium answer a questionnaire so that we have a better understanding of how to support them. • Meetings with children to discuss their needs.

<p>setting</p>	<ul style="list-style-type: none"> • Child involvement in Annual Review Meetings with a child friendly questionnaire. • Child involvement in resources they might find useful.
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Please see the Administration of Medicine Policy. • All staff are trained with the safe handling of oxygen. • Most staff are first aid trained. • All staff are trained in using a defibrillator. • Some staff are trained to deal with children with diabetics.
<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • The main building is accessible to those with physical disabilities. • The mobile classroom is not easily accessible to those with physical disabilities. • We have a wet room available in the main school building. • School trips are accessible for children with SEND and we work in partnership with parents for their support. • After school provision is accessible for children with SEND and we work in partnership with parents for their support. • Resources are accessible for children with SEND and are sometimes adapted to suit the needs of children with SEND.
<p>14. How will the EY school support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We understand that transition to another class or school can be a difficult time and we ensure that steps are in place to reduce the anxieties of children with SEND. • Ways in which we do this include: Close links to high schools. Meeting with SENCOs from other schools. Close links with our onsite preschool. Transition booklets.

	<p>Pre visits for pupils with SEND. Annual Review Meetings with all professionals involved. Working closely with parents. Meetings with outside agencies for support.</p>
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • Through our SENCO - Mrs Leslie. • Parent Partnership. • NHS Speech and Language Service. • Occupational Therapy Service • Isle of Wight Local Authority • Sure Start • Short Breaks