

Isle of Wight EY Setting/School/College SEND OFFER

St Helens Primary School
Broomlands Close
St Helens
Ryde
IOW
PO33 1XH

Website: www.sthelenspri.iow.sch.co.uk

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.

SEN Local a

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:

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Links to Admissions and SEND Assessment Teams here

<http://www.iwight.com/Residents/Schools-and-Learning/>

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

Setting/School/College Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	<p>Mrs Heather Grimes SENDCO Contact via School Office on 01983 872442</p> <p>Class Teachers</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> ● Monitoring the quality of SEND Provision in school. ● Overseeing the day to day operation of the SEND Policy ● Coordinating provision for pupils with SEND ● Liaising and giving advice to Teachers ● Managing LSA's support to maximise the provision and ensure the needs of the children are met ● Support all staff in understanding the needs of children with SEND ● Overseeing the records of people with SEND ● Liaising with parents of pupils with SEND ● Making a contribution to Staff Professional Development ● Maintaining a provision map of SEND provision ● Liaising with external agencies, Local Authority Support Services, Social Services and other professional and voluntary bodies <p>They are responsible for:</p> <ul style="list-style-type: none"> ● Identifying pupils with SEND through the continued assessment. ● Working in partnership with parents to support children's needs.

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	<p>Mr Wake Headteacher</p> <p>SEN Governor: Mrs Peta Rainford</p>	<ul style="list-style-type: none">• 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 pupil passports on a termly basis.• Writing Annual Review Reports.• Attending Annual Review Meetings.• Assessing, recording and reporting pupil progress. <p>He is responsible for</p> <ul style="list-style-type: none">• the well being of all pupils• monitoring the quality of teaching• monitoring the progress of all pupils including those with SEND• Ensuring the curriculum is accessible for all pupils. <ul style="list-style-type: none">• She is responsible for ensuring the school is supporting children with SEND.
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HOW COULD MY CHILD GET HELP IN OUR SCHOOL? :

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 school
- Staff who will visit the 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 school?	Quality First Teaching for all children	<ul style="list-style-type: none"> ● Your child's learning needs will be met through high quality first teaching using differentiated activities that are suitable for your child's needs <ul style="list-style-type: none"> ● 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
	Fine Motor Skills Communication Groups Social and Emotional Groups	<ul style="list-style-type: none"> ● Any child that is not making expected progress will be put forward for intervention. This decision 	Any child that is not making expected progress

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	<p>1 to 1 reading sessions Booster literacy sessions Booster numeracy sessions Handwriting sessions Booster phonics support Speech and Language sessions</p>	<p>will be made by Class Teacher, SENDCO and Head Teacher</p>	
	<p>Dyslexia Programme Personalised Speech and Language programmes Dyspraxia Programme</p>	<ul style="list-style-type: none"> • More specialist intervention that is specific to an individual child's needs 	<p>Any child with a specific need</p>
<p>3. What support is there for behaviour, avoiding exclusion and increasing attendance</p>	<ul style="list-style-type: none"> • At St Helens Primary we will support any child that needs emotional behaviour support by trying to identify the underlying cause of behaviour or emotion and support the family in anyway needed ourselves or by referral to necessary agencies e.g. CAMHS [Child and Adult Mental Health Services], Barnardos family support services and working with our ELSA [Emotional Literacy Support Assistant] 		
<p>4. How can I let the school know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> • In the first instance please contact your child's class teacher to discuss any worries • You can request further meetings with the SENDCO or Head Teacher if necessary • Should a complaint be necessary, there is a Complaint Procedure to follow. Please contact the school office. 		
<p>5. How will the school let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> • The Class Teachers are constantly reviewing and assessing your child's progress. There are Parent and Teacher Consultations in October and February/ March and progress reports sent out in the Spring Term for all children. • You will be contacted as soon as necessary if there are any concerns. A meeting will usually be arranged to discuss your child's needs. The SENDCO will attend any meeting where needed or you can request this to happen 		

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<p>6. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> ● Extra support is identified in termly progress meetings with the Class Teacher, SENDCO and Headteacher. They will identify which groups of pupils or individual children and what type of extra support and then staff will be allocated accordingly. ● Any child needing extra support through intervention will be carefully monitored in terms of their level of progress to ensure they exceed expected level of progress in order for them to catch up. 	
<p>7. What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ● Learning Support Assistants ● Training for all staff where necessary eg. ELKLAN Speech and Language Training, Safeguarding, General skills up dates ● ELSA Emotional Literacy Support] ● Educational Psychology Service[Hampshire]
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ● Speech and Language Therapy ● Educational Psychology Service[Hampshire] ● Specialist Outreach Services Team ● Teaching for the hearing impaired ● Early Assessment Framework Team
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> ● School Nurse ● CAMHS Child/Adult Mental Health Service
<p>8. How are staff in the school supported to work with children & young people with an SEND?</p>	<ul style="list-style-type: none"> ● All our staff both Teachers and Learning support Assistants are given training and support. Some training is done at school by Subject Team Leaders ,SENDCO or the Head Teacher. ● Staff are given the opportunity to attend Local Authority Professional development Training which the school buys into. 	

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<p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<p>At school we have had training on Speech and Language so that all children can access their learning. Alert Training. Future Training is planned.</p> <p>Training on the Code of Practice will be ongoing to ensure that all staff are kept up to date of any changes.</p> <p>Mrs Grimes {SENDSCO} has achieved the National SENDCO Qualification during 2017/18 that is now required by law for all SENDCO's. She has also attended numerous local network sessions for all SENDCO's and <u>national</u> seminars at the NASEN [National Association of Special Educational Needs] to keep up to date. Mrs Rose Leslie also has the SENCO accredited training and will work alongside Mrs Grimes to ensure the school continues to deliver quality teaching and provision to all our children.</p> <p>Specific LSA's have accredited training in Speech and Language and other support staff have received dyslexia training.</p>
<p>9. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a). How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> ● Teaching will be differentiated by the Class Teacher depending on the needs of your child. If Specialist equipment is required then it will be provided by the school. ● Learning Support Assistants are timetabled to work with children in groups or individuals where necessary. ● The curriculum will be fully inclusive and matched to suit the needs of your child so that he/she can access everything. Lessons are adapted and support given, visuals provided where necessary. ● Teachers are expected to deliver lessons that are engaging and have a variety of approaches. ● The Class Teacher and SENDCO keep records to monitor your child's progress. ● There is a specific computer programme that all staff use to input their assessments. All staff can access this to monitor progress for their subject responsibility. ● As mentioned previously meetings are available to discuss your child's needs and progress. Your child is encouraged to have an active part in any discussion about their needs and learning. ● The School can advise you on how best you can support your child's learning at home.
<p>10. How will the school measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> ● Pupil Progress meetings are held termly and the progress of all children will be looked at using the school tracker system and SEN Provision maps. ● Targets are given to all children and then progress is measured against these. <p>Adequate progress is defined as that which narrows the attainment gap between pupils and peers by:</p> <ul style="list-style-type: none"> ● Preventing the gap increasing

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	<ul style="list-style-type: none"> • Equals or improves pupils previous progress rate • Ensures full curricular access • Shows an improvement in Self Help, Social or Personal skills • An improvement in pupil's behaviour • Where a child has an EHCP, annual reviews take place to see whether progress has been made. The Reviews are held under the guidance of the Code of Practice
<p>11. What is the pastoral, medical and social support available in school?</p> <p>a) What support will there be for my child/young person's overall well being?</p>	<ul style="list-style-type: none"> • School Nurse can arrange a meeting to discuss any medical or health needs that your child may have • Social Skills groups • Access to Family learning and Behaviour Support Team • Personal, Social, Health and Emotional Curriculum is taught to all children
<p>12. What support does the school have for me as a parent of child/young person with a SEND?</p>	<ul style="list-style-type: none"> • We have an open door policy where you can come and chat to Class Teachers, SENDCO and Head Teacher when you need to at a mutually agreed time. • We offer Early Assessment Framework to families that meet the criteria. Through these further support can be accessed. •
<p>13. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Please see the Schools Policy on administering medicines • All staff are trained with the safe handling of oxygen. • Most staff are first aid trained. • All staff are trained in using a defibrillator.

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<p>14. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none">• We are fully inclusive.• 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>15. How will the school support my child/young person when they are leaving? OR moving to another Year?</p>	<p>Transitions are very important.</p> <ul style="list-style-type: none">• We have very close links with the Pre School. The Reception Teacher will run play /story times for the Pre School children to visit with Pre School staff. This runs over the months running up to the Summer Holidays.• If a child is attending another Pre School visits will be made.• We have close links with our Secondary schools and will have meetings with them to ensure that your child has a smooth transition to Year 7• When a child has a special educational need we complete transition booklets with them to ensure they are adequately prepared to move to the next class. This booklet will contain photographs of the children's new teacher and pictures of their new classroom. The children can then take these home so they can chat to you about what is happening to them.