

Minchinhampton Primary School – Local Offer

Bell Lane, Minchinhampton, Stroud, Gloucestershire, GL69BP

01453 - 883273

Age Range: 4-11

LA Funded

Headteacher: Nick Moss

SENCo: Carol Wilson

SEN Governor: Jackie Natt

Identification

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher & the SENCO, all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

All children's progress and attainment is routinely tested as part of class teaching. Where their overall attainments or attainment in specific subjects fall significantly outside the expected range or they fail to progress from their starting points, children may be assessed to establish whether they have special educational needs. Parents will be contacted and a meeting set up to discuss the child's needs as part of this process.

If parents think their child has special needs, they should in the first instance contact the class teacher who may draw on the support of the SENCo or Head Teacher for a discussion of their concerns.

Assessment

Assessment may take different forms, including use of online or other screeners, particularly in the case of specific learning difficulties, including symptoms of dyslexia and dyscalculia; standardised testing or it may involve the scoring of questionnaires or the formative assessment of barriers to learning. The school may liaise with the parents to involve other professionals in this process, as appropriate, including physiotherapists, opticians, occupational therapists, the advisory teaching service, the educational psychology service, speech and language therapists or other suitably trained professionals.

Provision

After initial assessment, or where children come to school with identified needs, this information will be shared between the parents, the child, the child's class teacher and SENCo.

Suitable provision of support will then be mapped and monitored by SENCo and Class Teacher with the involvement of the parents or carers. Parents will be invited to an in depth consultation at least twice annually, in addition to general school parents' evenings. Parents will also receive brief termly updates of their child's progress in terms of qualitative targets achieved.

Types of Additional needs currently catered for:

The needs in school change as different children transfer to or from us. Currently we are providing for:

Moderate Learning difficulties (MLD),
 Austic Spectrum (ASD),
 Physical Disability (PD),
 Dyslexic and other Tendencies (SpLD),
 Speech, Language and Communication Needs (SLCN),
 Behavioural Difficulties arising from Social Emotional and Mental Health (SEMH);
 and Hearing Impairment (HI)

The building is fully wheelchair accessible

Support Available to pupils within school:

Children with SEN will have differentiated planning within whole class situations, with reasonable additional support reviewed and allocated on a termly basis. Children may have breaks from additional interventions in order to allow consolidation or when they have closed the gap with other pupils. This will be discussed between class teacher, children, parents and SENCO

Support includes:

- A team of Teachers and Teaching Assistants (TAs), including Higher Level Assistants (HLTAs) and Ekklan qualified HLTA
- Qualified SENCo
- SEN support/advice
- Coloured Interactive White Boards in classes, writing slopes and equipment such as talking tins
- Progress meetings and mapped support for vulnerable children
- Individual learning plans, as appropriate
- Quality First Teaching
- Growth Mindset training
- Philosophy for Children
- Achievement for All support

Some children will need further support in class, including:

- Pastoral Team support
- Small group and individual interventions grouped according to need and facilities available
- Closely monitored progress and effectiveness of interventions

<u>Social</u>	<u>Speech & Language Needs</u>	<u>Learning</u>	<u>Physical</u>
Buddy Reading Pastoral support	Simplified Language used by staff Adjusted language on written sheets Word Banks	Differentiated tasks Time limited tasks Peer learning partners Adult support in class	Differentiated PE tasks Larger equipment

A few children will need additional support beyond the classroom. The interventions may include some of the following:

<u>Social</u>	<u>Speech & Language Needs</u>	<u>Learning</u>	<u>Physical</u>
Team Teach trained TA	School Speech & Language Program	Better Reading Partners	FIZZY
Pastoral mentor	Time to Talk	Two Minute Spells	Yoga
Individual Risk Assessments	Talking Pictures	NESSY	
Circle time	Working with speech therapists	Wordshark	
Socially speaking	Communicate in Print resources	Toe By Toe	
Invitation clubs		Accelerate/Accelewrite	
Counselling		Number Shark	
Social Stories		Rapid Maths	
		Precision Reading	

For more information about Special Educational Needs provision, please see: <http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=1>

The effectiveness of our SEN provision

Our SEN provision is monitored from a number of perspectives: in terms of the progress that children make towards being independent learners including their progress towards their educational goals; also in relation to the knowledge and expertise of the staff being up to date for the needs within the school and the contentment of the parents with the service their children receive.

SEN provision and interventions offered are reviewed frequently and decisions made as to whether to continue to offer them, adapt them or discontinue their use. This will take into account local results, family wishes and broader research.

Roles and Responsibilities

The education of children is a team responsibility. The Class teacher is the main point of contact for parents and also the main person who will direct learning for children with SEN. Many children may also have extra contact with Teaching Assistants in class and a few children will have contact with Teachers and Assistants who lead additional interventions. In addition to these adults having responsibility for providing valuable learning opportunities, children also play a vital role as learners, with a responsibility to develop their independence and to work towards personal learning goals. Families and carers are central to the needs of the children and play a crucial role in supporting learning and attitudes beyond the classroom and we seek to build a coherent team to support children in their learning journey.

There is also input from the SENCO who has oversight of the SEN provision and mapping and will monitor the effectiveness of interventions and the progress of children with Special Educational Needs and Disabilities (SEND) alongside the class teacher. The Head Teacher also consults on the progress of all children and the effectiveness of provision for Vulnerable children.

Parents are advised to contact the class teacher as they have closest contact with the children in their class. Should parents have further concerns, they are welcome to contact the SENCO or failing that, the Head Teacher. The SEN Governor also monitors the effectiveness of the provision for SEN at a strategic level.

Communication

In addition to the parents' evenings which are open to all parents of children in the school, Minchinhampton makes additional provision for class teachers to meet with parents of children with SEN to discuss their needs and achievements in more detail. These meetings, along with reports and termly My Plans are designed to keep parents and carers informed as to how well the children are progressing. The SENCO is also available to meet with parents on request. Children are also consulted by the teacher or teaching assistant, as appropriate, about their goals and needs at least three times a year, in addition to the normal informal methods in the classroom.

For those children who have a Local Authority Educational and Health Care Plan or Local Authority Statement of Need, there is also a formal Annual Review meeting and report each year.

All children are expected to develop into more independent learners as they progress through the school. Children with SEN are given short targets on cards where they can see their progress from their starting point. As children become more independent, they are able to contribute more to helping to set these targets themselves. Children are also consulted about the longer targets in their My Plans and the progress that the children feel they have made

Policies

The Current SEND policy, Equalities Policy and Accessibility Plan are available for inspection on the school website.

Training & Awareness

A programme of development and awareness is provided for staff:
e.g Internal and External Training which has included and includes:
Autism to Level II and Dyslexia Awareness
Differentiation for low ability children
Speech and Language Training
Diocesan Training: Leading Learning
Team Teach
Outstanding Teaching Assistant training
Mindfulness Training
Achievement for All training

Philosophy for Children training
Mental Health training
Neurodiversity training
Sharing good learning practise by visiting other schools and noting their provision and practise in SEN

Medicines

Medicines are kept securely and administration is overseen by staff in the school office, following rigorous procedures.. Five teachers have First Aid training. If children require medication during the school day, it is essential that medicines are handed directly to the office, and a medicine form completed. Children are not permitted to self administer or carry medicines in the body of the school.

We expect that most children will be able to use the toilet when they come to school, and where they are not able, we need notice so that we can make arrangements for appropriate support to be available. For those children who experience physical difficulties, there are facilities.

Pastoral

The school has a rigorously applied anti bullying policy and uses Teaching Assistant support to provide further pastoral oversight to children. There is also a quiet room and box for suggestions and comments. Our water garden provides a quiet area at lunchtimes. Staff outside at lunch times organize activities including with scrap which include children who might otherwise feel lonely.

School Trips

School trips are planned to be inclusive and support will be available to help all children to take part. Children will be risk assessed where appropriate to ensure that support is sufficient and reasonable adjustments can be made..

Transition

At Minchinhampton, we recognise that transition for pupils with SEN can be particularly stressful. All class teachers of children transferring expect to consult with the school from which the child has come or to which the child is going. In addition, the SENCO may be involved in arranging further support in the form of visits, introductions or meetings to support the smooth transition of these pupils. For children with an EHCP, we invite the SENCO of the partner school to the transition Annual Review. We are always keen to work with families and will discuss concerns and school choices with a view to ensuring smooth and confident transition for all.

Transitions within the school to different classes can also present anxieties for children. In order to alleviate some of this, we endeavour to group children with some of their chosen friends and we give them the opportunity to meet and work with their teacher in their new class for a morning in the Summer term. There are handover meetings where teachers and support staff brief each other about the needs and strengths of the children who will be coming into their class. Additionally, children who have individual Education Plans have a pen portrait of their ambitions, needs, strengths, friends and concerns attached to their plans.

Extra Curricular provision

All reasonable steps will be taken to make all clubs accessible to all pupils. Some clubs, often designed to support learning or co-operation are by invitation only to those children the school considers would benefit most. We recognise that some children may experience difficulties in accessing some clubs and for these children, we will endeavour to work with these families and review possibilities on an individual basis.

Memberships and Quality Marks

Minchinhampton Primary Academy is an Achievement for All school. It also holds a Gloucestershire Quality Mark for AS.

Differences and Unhappiness

If parents are unhappy with the provision for their child, they should initially approach the class teacher. If they still have queries or difference of opinion, they may approach the SENCo or the Head Teacher. The Governing Body is the final school route of communication. Should you feel that the school is not addressing your concerns, there is a Policy for Complaints on the website.

For more information

Contact the school through:

admin@minchschoo.net

01453 - 883273

Further information relating to our provision for SEN can be found in our SEN Policy, our Equalities Policy or through speaking to teaching staff.

In addition the Local Authority provide a wealth of information on their website and through the parent partnership service, <http://www.gloucestershire.gov.uk/pps>

Last Reviewed

Sept 20