

Southfield Park Primary School

Our School Offer
SEND



We want the best for you and from you so that you can... **shine**

Our Universal Offer

Our teaching and learning secures inclusion for all our children in every class by providing high quality, personalised learning opportunities for them each day.

We do this by:

- ❖ Ensuring our planning and lessons build on the children's prior learning and understanding;
- ❖ Careful and thoughtful differentiation that meets the needs of different children;
- ❖ Clear learning objectives that the children understand and against which they can measure their progress;
- ❖ Creative learning opportunities that lead to high levels of engagement;
- ❖ Clear modelling and explanation by teachers in lessons and effective use of questioning to develop understanding and promote thinking;
- ❖ Promoting Speaking and Listening skills with regular opportunities for pupils to talk both individually and in groups;
- ❖ Assessment for learning strategies that are embedded in lessons to allow pupils to review their own learning and identify next steps;
- ❖ Using a range of teaching styles to appeal to visual, auditory and kinaesthetic learners;
- ❖ Using praise and encouragement to motivate children.

Our Targeted Support

We want every child to achieve their best, so if children are identified as making slower progress in particular areas then targeted support is introduced to meet their needs and accelerate progress.

Our targeted interventions include:

- ❖ One to one reading programmes;
- ❖ Phonics groups;
- ❖ Early Literacy Support in Infants;
- ❖ One to one tuition in English and Maths in KS2;
- ❖ Support for children with English as an additional language;
- ❖ Overcoming Barriers in Maths and Spring Board Maths;
- ❖ Social skills groups;
- ❖ Fine motor skills groups.

Specialist Support

For children who require intervention and support that is additional to, and different from, our universal and targeted provision, we provide more individual focused support.

This includes:

- ❖ Fisher Family Trust Wave 3 Literacy;
- ❖ Write Away Together Literacy;
- ❖ Reading Recovery (from September 2014);
- ❖ Numbers Count;
- ❖ 1st Class@Number 1 and 2;
- ❖ Speech and language support;
- ❖ Write from the start fine motor intervention;
- ❖ Phonics interventions.

How we identify when children need some extra support and what parents can do

- ❖ When your child joins the school we work with the people who already know them and use the information available to identify what their special educational need is and how we can meet it best;
- ❖ If you tell us you think your child has a special educational need or disability we will discuss this with you and plan how we can work together to help your child;
- ❖ If your child does not make the progress we expect, we will assess whether they have a special educational need, observing them to check their understanding and to find out what is causing the difficulty (in accordance with our SEND Policy). This may involve asking outside professionals to work with us;
- ❖ Teachers have termly Pupil Progress meetings to ensure all children are making good progress and your child may be identified as not making as much progress as they could be at one of these meetings. If this happens we will meet with you to discuss this with you, listen to any concerns you may have and to plan any additional support your child may receive. We will also discuss with you any referrals to outside specialist teachers such as Language and Learning Support, to help us best support your child's learning.

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How we identify when children need some extra support and what parents can do (cont.)

- ❖ The class teacher will set targets with your child and these will be outlined on a Personal Learning Plan and shared with all the staff who are working with your child and with you as the parent. Personal Learning Plans are reviewed termly to assess the effectiveness and impact of the planned provision for your child.

How will my child be supported?

The support your child receives will depend on their needs. The majority of children will have their needs met through universal provision in the classroom, with learning needs being met through differentiated provision by their class teacher. If their needs are more specific they may receive:

- ❖ **Targeted support** which will be provided by individual and small group interventions to meet their needs. This may be within the classroom or outside;
- ❖ **Specialist support** where your child works one to one with a member of staff on an individually designed programme of support with key targets that will be reviewed termly.

How will the school ensure the curriculum meet my child's needs?

- ❖ The **universal offer** makes sure that whole class teaching meets all the needs of the majority of children and provides consistent high quality learning and teaching on a daily basis;
- ❖ For those children who are identified as making slower progress or who have special needs that are additional to, and different from, most other children we provide more individualised support through our **targeted support** and **specialist support** provisions and interventions;
- ❖ Where children have very complex needs they will have a Statement of Special Educational Need/Education and Health Care plan specifying exactly what their assessed needs are and how these will be supported in school with the help of outside agencies.

How will I know how well my child doing and how will I know what I can do to help?

- ❖ Ongoing assessment of every child is continuous as part of our classroom practice;
- ❖ Once a term, progress is reviewed more formally and children are assessed against National Curriculum levels in reading, writing and maths;
- ❖ Children in the Early Year Foundation Stage (EYFS) are assessed towards the achievement against the Early Learning Goals. Assessment for children at this young age is by observation and is part of the continuous provision;
- ❖ Parents are updated about their child's progress at parent consultation meetings in the Autumn and Summer terms and receive a written report at the end of the spring term. We are happy to discuss a child's progress with parents at other times if requested;
- ❖ In the summer term all Year 1 children complete a Phonics Screening Check, which is required by all schools to check children are achieving an age-expected standard in phonics skills. Where they do not reach the required level additional support can be allocated to close any gaps. The phonics screening test results are published nationally;

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How will I know how well my child doing and how will I know what I can do to help? (cont.)

- ❖ Standard Assessment Tests are completed at the end of Key Stage 1 (year 2) and Key stage 2 (year 6) to measure children's achievement against national targets. Children's results in these tests are published nationally;
- ❖ Where a child has been identified as Special Educational Needs an Individual Education Plan will be agreed termly with personalised targets which are reviewed each term;
- ❖ Where a child has a Statement of Special Educational Needs/ Education Health Care Plan their progress is also formally reviewed at an Annual Review Meeting where all adults involved in the provision for that child meet.

How will my child's overall well-being be supported?

- ❖ Our school ethos is firmly rooted in the aim of securing the best possible achievement for everyone by making sure every child has the opportunity to **SHINE**: be **successful**, be **happy**, **inspired** to learn, **nurtured** and **excel** to do the best the best they possibly can;
- ❖ Behaviour of children in the school is extremely good and founded on mutual respect and tolerance where everyone is valued and respected. Our behaviour policy focuses on positive behaviour and sanctions to encourage reflection and encourage children to make positive choices in the future. The safety and happiness of the all children is paramount;
- ❖ Praise and encouragement is to help children develop self esteem and aspirations for their future;
- ❖ The Spiritual Moral Social and Cultural development of all children is woven into all lessons and is a key focus across the school;
- ❖ Risk assessments are robust and ensure that action is taken to increase the safety and inclusion of all pupils in all activities.

How will my child's overall well-being be supported if they have additional needs?

- ❖ Where children have specific behavioural needs these are dealt with on an individualised basis and individual behaviour plans are agreed with rewards and sanctions that best meet that individual child's needs. We liaise with specialist teachers to agree the best possible approaches for that child which may include small group or one to one activities to help children understand and cope with their feelings;
- ❖ Where children have specific medical conditions that require medication to be administered regularly, or in an emergency, staff work closely with parents and medical professionals;
- ❖ Our Family Support Worker is available to work with vulnerable families or those that need specific support at particular times and to provide a link between home and school. This supports families and can facilitate and increase dialogue between home and school if this is needed.

Which specialist services does the school work with?

We work closely with a range of agencies to ensure the correct provision for every child.

These include:

- ❖ Language and Learning Support teachers;
- ❖ Speech and Language Therapists;
- ❖ Educational Psychologists;
- ❖ Education Welfare Officers;
- ❖ Support teachers for children with English as an additional language (EAL);
- ❖ School nurse;
- ❖ Specialist advisory teaching services for children with sensory impairment, physical difficulties or from services like Occupational Therapy Service;
- ❖ Specialist Behaviour Support teachers;
- ❖ Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs;
- ❖ Targeted support for families on a variety of issues through the Family Support Worker.

We will always gain permission before the school makes any referral to a specialist service.

What training have staff received to meet my child's needs?

- ❖ All staff undertake training to meet the needs of the children in school and Continuous Professional Development is a priority for the school. The school has a training plan for all staff to improve the teaching and learning of children, including those with Special Educational Needs;
- ❖ We make an annual audit of training needs for all staff, taking into account school priorities and staffs' personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs;
- ❖ The Inclusion Leader and SENCo support the teachers in planning for children with Special Educational Needs and developing targets and interventions for each child;
- ❖ Individual teachers and support staff attend training courses run by outside agencies and special schools that are relevant to their class so that the needs of those children are effectively met;
- ❖ The Special Educational Needs Coordinators of each school within the local area meet together each term to keep abreast of developments and share good practice.

Will my child be able to take part in activities outside the classroom?

- ❖ We are committed to enabling every child to participate as fully as possible in all elements of the wider curriculum. We make all school trips and residential visits available to all children. Specific arrangements are made for support, discussing individual requirements with the provider and compiling our risk assessments to ensure the child's needs are met and they are safe. We meet with parents to discuss individual needs prior to any visit or activity and address any concerns;
- ❖ We have a number of extracurricular activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements and ensure that no child is disadvantaged for financial reasons;
- ❖ There is an After school Club run by an external party for children from Reception to Year 6 from 3.10 pm to 6pm. This is open to any child subject to restrictions on the number of places available.

How accessible is the school?

- ❖ Our school building is a fully accessible, modern, purpose built school on one level, all parts being wheelchair accessible. It meets the needs of children with physical and sensory needs;
- ❖ Equipment and resources to support learning are available in all classes and accessible to all children regardless of their needs;
- ❖ The school's Virtual Learning Environment, Fronter, provides learning support for children and parents at home and homework links;
- ❖ Specific resources are made available for children with Special Educational Needs to ensure they can fully access the curriculum. Laptops are provided for children with Special Educational Needs who have particular difficulties that affect their fine motor control and limit their writing ability.

How will the school prepare for my child starting school and help them to move to their next school?

- ❖ We have an extensive induction process for new children joining the school in Reception. All children will be invited to a coffee morning with their parents, and to two story sessions with their new teacher and other children from their class. They spend a morning in school and also have a home visit prior to starting;
- ❖ We liaise with the child's previous setting to ensure information is gathered and any necessary support put in place on their entry into school. Visits are made to the nursery setting for those children who may find the transition difficult and have specific needs. Meetings will be arranged for those children who are already known to Early Years Services to make school aware of their individual needs;
- ❖ When children leave to go to secondary school, meetings are arranged between the schools to speak to the children and the children are invited to visit their new school for an induction day. SENCos from each school will meet to discuss those children with special educational needs and disabilities, including those with statements, and additional transition work is planned where necessary to ensure that all children are fully prepared for the next stage of their education;

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How will the school prepare for my child starting school and help them to move to their next school? (cont.)

- ❖ Within the school, transition is supported with visits to the new class in order to prepare the child for the new academic year and the changes they will face. Class information sheets are provided for children to share with parents, and detailed information booklets are given to children moving into Year 3 and Year 6;
- ❖ Information about your child will be shared by their existing teacher in a handover meeting with their new teachers.

How are resources allocated and matched to children's special educational needs?

- ❖ Schools receive funding, within the school's allocated budget, for all children including those with Special Educational Needs and Disabilities and their needs are met from this (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10,000 per year;
- ❖ The Head Teacher decides on the best use of the school's funding for Special Educational Needs, in consultation with the School Governors and School Business Manager, on the basis of needs in the school to secure value for money;
- ❖ All resources/training and support are reviewed regularly and changes made as needed;
- ❖ If the assessment of a child's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. From September 2014, parents of children who have complex special needs who have an Education Health Care Plan will have a personal budget related to providing for their needs and parents will have a say in how this is used. You will be told if your child is eligible for a personal budget. This must be used to fund the agreed plan.

What type, and how much, support will my child receive?

- ❖ Each child's needs are carefully assessed and the planning of the provisions and intervention programmes are then made, based on the ability of a child to access the curriculum and make progress;
- ❖ The SENCo and Inclusion Leader will work closely with you and all staff to discuss relevant interventions, including adult support and advice from specialist services, to make best use of available resources;
- ❖ We will regularly assess the impact of any additional support and resources and report children's progress to parents, staff and Governors.

How can parents be involved at school?

- ❖ At the beginning of the school year parents are invited to an informal 'meet the class team' drop in session in the classroom in order to meet the teacher and teaching assistant of their child's new class;
- ❖ We hold parent information meetings, workshops and curriculum evenings and attendance at these is always encouraged;
- ❖ We have an active Parent Focus Group comprised of one volunteer from each class to represent them at termly meetings with the Head Teacher and Deputy Head to discuss issues that affect the school and raise items for discussion suggested by the parents of that class;
- ❖ We are always appreciative of any parent volunteers to help on school visits, and parent volunteers for specific events and themed days are actively encouraged as well as parents who have specific skills to share with the school community;
- ❖ We have a group of parent (and community) volunteers who come into school regularly to read with children who need additional opportunities to practise;
- ❖ All parents are automatically invited to become members of the Friends of Southfield Park who work together with the school to raise valuable funds to supplement the resources of the school to enrich the learning opportunities for all children.

How am I kept informed?

We recognise that partnership with parents is based on good communication. Some of the ways we do this are:

- ❖ Weekly newsletters;
- ❖ Letters and emails via Parentmail;
- ❖ Text messages;
- ❖ Achievement postcards (Wow Cards);
- ❖ Parents consultation meetings;
- ❖ Annual Reports;
- ❖ IEP Reviews and Annual Reviews for children with Special Educational Needs;
- ❖ Additional meetings as required;
- ❖ School website;
- ❖ Fronter (our VLE);
- ❖ Curriculum Booklets and Home Learning Ideas;
- ❖ Meet the teacher sessions;
- ❖ Parent workshops and Information meetings;
- ❖ Open Classrooms and drop in sessions.

Who can I contact?

The first point of contact will always be your child's class teacher.

- ❖ Kate Gee - Headteacher, head@southfield-park.surrey.sch.uk
- ❖ Julie Crawford - Deputy Head and Inclusion Leader, julie.crawford@southfield-park.surrey.sch.uk
- ❖ Vicky Walker - SENCO (Special Educational Needs Co-ordinator), senco@southfield-park.surrey.sch.uk
- ❖ Jon Light - Senior Teacher, jonlight@southfield-park.surrey.sch.uk
- ❖ Sally Smith - KS2 Leader and Maths subject Leader, sallysmith@southfield-park.surrey.sch.uk
- ❖ Gemma Payne - KS1 & EYFS Leader and English subject leader, gemmapayne@southfield-park.surrey.sch.uk

All the above staff can be contacted through the school office on
01372 743104.

Mrs Melanie Lees is the current Governor with responsibility for SEND