

SEN Information

Local Offer

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Name of Education Provider: Upton St James CE Primary School

1. What special education provision is available at our setting?



What do we do here to meet your needs?

Upton St James is an inclusive school. Quality first teaching ensures that all children learn together and all children make progress. As a result, the progress made by children with SEN is at least as good as the progress of children who do not have SEN.

Children requiring additional support receive individual plans which identify targets and strategies which will be implemented in order to achieve these targets. These strategies include:

- One to one or small group support, either in the classroom or in a designated area of the school;
- A designated Educational Psychologist to assist with identifying specific learning issues and ways to address these;
- A Family Key Worker to assist with supporting children at home and ensure consistency between interventions at home and at school
- Specific learning difficulty interventions, for example Toe by Toe (reading) and Power of 2 (maths);
- Social and Emotional Aspects of Learning (SEAL) approach used across the school;
- Thrive approach, one to one and small group work to support emotional and social development;
- A wide range of literacy and maths interventions;

Speech and Language programmes

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

Upton St James is an inclusive provider and considers placements for any child between the ages of 4-11 years. All children are welcome to our setting regardless of any special educational needs. Before admission, we will discuss with parents/carers the needs of their child and how these needs can be met, working in partnership with other agencies when appropriate. Having established the child's needs, we make every reasonable effort to ensure the child can access our provision

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

Identification of SEN is achieved from the evidence the school acquires through a variety of means. This includes:

- Before entry into school the Reception class teacher carries out home visits or meets with parents to discuss their children and their specific needs;
- For children who have previously attended another Early Years provider, the Reception class teacher contacts the provider and discusses any specific needs your child may have;
- For children coming into the school with already identified SEN, previous records are passed on from a variety of outside agencies and discussions take place as appropriate on how the children can be best supported;

For children already in school, half termly assessments are carried out for every child. Any children making less than expected progress are identified and interventions planned which will accelerate progress. Where progress and/or attainment continue to be lower than expected, the school may use more specialist diagnostic assessments, including advice from our Educational Psychologist.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

At Upton St James, we recognise the importance of the role of both parents and children in ensuring children with SEN make the best progress possible. The school aims to incorporate the views of parents and children into the planned support and ensure it is tailor-made to each child's individual needs. We achieve this in the following ways:

Parents are encouraged to discuss their child's progress with the class teacher throughout the year;

Formal parent consultations for children with identified SEN take place three times a year;

Our Family Key Worker consults with both children and parents and liaises with the SENCo to ensure all views are considered;

Children with a statement of SEN or EHCP (Education and Health Care Plan) give their views on their learning in an annual review;

Children with individual education plans (IEPs) discuss and review their targets with their class teacher and/or the SENCo and Pastoral Mentor;

All children complete an annual survey about their attitudes to themselves and school which is then used to inform future provision.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

Our approach to teaching any child is the same and is encapsulated by our mission statement: 'Every Child an Able Child'. Upton St. James is a Christian school, developing confident, caring children who are independent, creative learners and who work hard to achieve their full potential.

Our school has been described as a 'beacon of hope' for families in the local area. We have high expectations of behaviour and care for one another, centred around the Christian ethos. We want our children to have the high self-esteem and emotional resilience which will empower them in making choices for their future as adults. We work to ensure children engage fully with new tasks, trying their best and working to apply and extend their skills. Children are encouraged to be creative and take risks in their learning. This approach to learning ensures a fully inclusive environment where all children know they have the potential to achieve success.

We believe every child is an able child. Education must develop every child's personality, talents and abilities to the full (Article 29, United Nations Convention for the Rights of the Child) and all staff have the responsibility to ensure this right is realised. This defines the purpose of our school

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

Upton St James is committed to providing a broad and balanced curriculum. All pupils access lessons across the full range of National Curriculum subjects, extra-curricular clubs, out of school experiences and residential visits. A letter detailing the curriculum is sent out for each class every half term.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

Progress and the effectiveness of interventions are monitored every half term. Where a gap is identified, the relevant specialist staff in the school and/ or outside agencies are consulted in order to ensure the appropriate resources are accessed.

8. How is this provision funded?



Who pays for this?

The school budget includes money for supporting children with SEND. The allocation of the funding is decided by the Headteacher, in consultation with the Governors. The school may also receive additional 'top up' funding for some children with statements of SEN or EHCPs (Education and Health Care Plans). This amount is decided by the Local Authority at the time the EHCP is granted.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

The school employs Learning Support Assistants (LSAs) who are designated to support children with SEN in the classroom and through additional one to one or small group interventions outside the classroom. This support is accessed through the individual Education Plan (IEP), which is implemented when a child's progress or attainment is identified as falling behind.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

At Upton St James, we believe that emotional and social development underpins good progress. A child's attitude to learning will be at its best when that child self-esteem is high and the child feels safe and secure. In addition, empathy skills are equally important. Children are taught to understand the collective responsibility that goes with the right of every child to be the best they can be. This philosophy means that we place an extremely high emphasis on developing emotional and social skills. The whole school follows the Thrive approach to support emotional and social development, and all staff receive a full day's Thrive training as part of the induction process, as well as specific Thrive training throughout the year as appropriate on issues which have been identified as needing an additional focus. Two of the school staff, including the Headteacher, are licensed Thrive practitioners. This whole school approach means that all children are supported in their emotional and social development. Children with further needs in this area receive one to one Thrive work in order to accelerate progress.

In addition to Thrive, the SEAL (Social and Emotional Aspects of Learning) programme is embedded across the school. SEAL/Thrive lessons take place twice weekly in every class, as well as SEAL assemblies, SEAL presentations to which parents are invited, and Family SEAL workshops for parents and children. Children with additional needs also participate in Thrive groups every week.

We are also implementing the Rights Respecting School (RRS) approach and have achieved Level 1 of the RRS award. This teaches children the importance of rights and responsibilities in positive relationships.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

The school employs a Family Key Worker who supports children and families in dealing with significant change. Face to face meetings are held with the SENCo of the secondary school that a child will be attending and annual Y5 and 6 SEN reviews always seek to involve the SENCo of the future secondary school. All children take part in transition days and additional days are arranged for those children identified as needing further support

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

For children who find unstructured play a challenge, we run a Lunch Club which offers a full range of activities with pupils from across the school. Many older KS2 pupils take on the responsibility of being a Playleader, supporting younger pupils at playtimes. Because we are a small school, we are able to assess children's needs comprehensively and put individual support in place where necessary, which may include accessing further advice or information from the relevant outside agency

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

All children at Upton St James are welcome to attend extra-curricular clubs, residential visits, peripatetic lessons, school visits and out of school experiences including sports clubs, Breakfast Club and After School Club.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

All pupils on the SEN register have a personal plan (Individual Education Plan or IEP) which is reviewed three times a year with the child, parents, class teacher and SENCo. Targets are set which reflect areas where children are making less than expected progress. These targets are challenging but achievable in the time before the next review. At the next review, targets are assessed and new ones set, based on progress towards previous targets. For pupils with a statement of SEN or EHCP, long term aims and specific objectives are reviewed every year at the annual review.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

As well as the regular IEP reviews (see above), progress and attainment of SEN children across the school is reviewed at least annually. Any areas of slow progress are identified and changes to provision are made to reflect this, if appropriate. Governors review the SEN policy annually. The school website is used to carry out surveys and there is also a suggestions and comments box supplied for all parents who come into the school. Ofsted also inspects and reports on provision and in our most recent inspection (Jan 2012) reported that *'children who have special educational needs make good progress'* with *'almost unanimously positive opinions being expressed [by parents] in questionnaires completed for the inspection'*

We encourage parents to visit the school and talk to staff, either formally at parent consultations or by appointment, or informally when they drop their children off or pick them up.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

At Upton St James, Continuing Professional Development (CPD) for all staff is prioritised and this was commented on as strength of the school by Ofsted. Our teachers, Learning Support Assistants (LSAs) and meal time assistants (MTAs) all receive regular training in order to keep their skills up to date and relevant. This includes training in supporting emotional difficulties, speech language and communication needs and autistic spectrum disorders. Our Education Psychologist provides expert support and advice for specific learning difficulties including dyslexia, dyscalculia and dyspraxia. The Local Authority SEN department will also signpost support for specific medical conditions.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

All children on the SEN register have an Individual Education Plan (IEP) which is reviewed regularly with parents.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

In the first instance, parents should always talk to the class teacher. For further support and advice, parents can talk to the Headteacher. Information about procedures for making a formal complaint can be found in our complaints policy, available via the school office. Parents are also encouraged to seek advice from Torbay Parent Partnership: www.torbayppf.org.uk

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

Contact us on 01803 328286 to arrange a visit, visit our school website: www.upton-st-james-primary.torbay.sch.uk or email us at admin@upton-st-james-primary.torbay.sch.uk

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The school liaises with other bodies as necessary, depending on the needs identified in a child's IEP. This may include a diagnosis of needs by the Educational Psychologist. Support can also be provided if appropriate by using an Early Help referral, which will coordinate the organisations required in order to support a family. The School also liaises with SENDIASS (The Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay) who provide information, advice and support for young people & parents/cares of children with special educational needs and/or disabilities aged 0-25. Outreach support is also available, which provides support, advice, guidance and strategies and therapeutic work with children who have Social, Emotional and Mental Health Difficulties or communication difficulties. For children with Sensory and/or physical needs, the school will seek advice from the Torbay Children's Occupational Therapy Service.

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

Children who are looked after and have SEN are supported through IEPs, and also through PEPs (Personal Education Plans), which are completed with parents/carers, children and the Torbay Virtual School, which monitors the plans and ensures Looked After Children are receiving appropriate provision.