

Preshute Information Report – Academic Year 2019-2020

Special Educational Needs is defined as a significantly greater difficulty in learning than the majority of children of the same age and/or disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age. The aim of the Special Needs provision at Preshute is to ensure that every child regardless of their academic ability has access to a broad and balanced curriculum. We believe that all children are special and that meeting every pupil's needs is a shared responsibility. We believe that parents should work in partnership with the school in order to support their child's needs.

	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
How does Preshute School know if my child needs extra help?	<p>Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for future learning. We identify extra help by</p> <ul style="list-style-type: none"> • Identification through the class teacher, teaching assistant, parent concern • Identification after assessment weeks, daily marking and feedback • Concerns discussed at SENCO surgeries on a termly basis • Boost with intervention to see if it works • Use WGRSS to identify area of need and strategies to support • Referral to Inclusion Team • Review and evaluate provision according to need and then contact other agencies if necessary. 			
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> • Contact class teacher • Discuss any concerns at parent's evenings • Teacher, parents and SENCO meet to discuss ways forward 			

<p>How will I know how Preshute School supports my child?</p> <p>How will I know how my child is doing?</p> <p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We try to work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents with children with SEN is even more important, so we do the following things</p> <ul style="list-style-type: none"> • Communicate regularly through three support meetings a year; teacher led with the SENCO, teaching assistant or other outside agencies. When appropriate, an initial meeting to set up the My Support Plan will be of approximately one hour so full discussions can take place. Teachers will also draw up a "one-page profile" to describe a child's needs and wishes and outlining how they are best supported. • Open door policy encouraged so regular discussions on progress can be had. • Parent's evenings to feedback progress and attainment as well as any well being issues that may arise. These views will be recorded and then used to help plan provision (along with the views of the child). • Annual report outlines attitude to learning, progress made and attainment gains compared to national expectations • Provide parents with a copy of the desired outcomes or My Support Plan agreed for their child and the strategies and interventions set up in school to help them achieve them. • Hold an annual review for any child with a Statutory My Plan [Education Health Care Plan]. <p>Please see our SEN Policy for more specific information.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers are responsible and accountable for the progress and development of the pupils within their class, including where pupils access support from teaching assistants or specialist staff [HLTA, ELSA].</p> <p>The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary.</p> <p>Teachers will plan support for child – this will be recorded on the class Provision Map and agreed support outlined shared with all staff working with the child.</p> <p>Specific resources and strategies will be used to support every child individually and in groups.</p> <p>The class teacher will use appropriate assessments to set outcomes which are challenging but achievable.</p> <p>The class teacher will plan lessons to ensure that there are no barriers to every pupil achieving.</p> <p>Class teachers will give learners choice and control, where appropriate.</p>
<p>How will you help me to support my child's learning?</p>	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home</p> <ul style="list-style-type: none"> • Parent Workshops in literacy and maths through Parent's Forum (when appropriate). • Parents are able to access individual support to further knowledge and understanding of teaching methods when necessary and appropriate. • At parent's evenings, or additional individual meetings, teachers will give advice on how to support children further at home. • Parents receive agency reports which often include support materials for home use. • Parents are given opportunities to attend cluster workshops on specific areas of need • Use of the Parent Support Advisor (where appropriate)

<p>What support will there be for my child's overall well-being?</p>	<p>The school promotes a positive behaviour ethos as outlined in our Behaviour policy. The school also teaches children strategies to help them socially and emotionally in the following lessons:</p> <ul style="list-style-type: none"> • PSHE • Circle Time • Collective worship • Small group interventions; social skills which encompasses social stories, discussions and making choices. If necessary, we also support children's social and emotional development in individual support sessions that teach social skills and coping strategies delivered by an ELSA. • The Parent Support Advisor may give advice and opportunities for holiday activities. • The school gives opportunities for children to participate in after school enrichment. • The school gives all children equal opportunities to participate in all activities via the pupil premium money. • Older children are given responsibilities to care for others. These include buddy systems and friendship groups. 			
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Speech and Language • Behaviour support • Educational Psychologist • Emotional Literacy Support Assistant • Social Skills • Paediatrician 	<ul style="list-style-type: none"> • Paediatrician • EMTAS support 	<ul style="list-style-type: none"> • CAMHS [Community and Mental Health Service] • Counselling • CAF [Common Assessment Framework] • Paediatrician • ELSA [Emotional Literacy Support Service] 	<ul style="list-style-type: none"> • Counselling • School Nurse • Occupational Therapy • Paediatrician
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Talk Boost • Blast • ELSA • Social skills 	<ul style="list-style-type: none"> • WESFORD • Early Literacy Support • Sound Discovery • Success @ Arithmetic • Nessy • Accelerate/Write • EMAS support • Read Write Inc • Numbers Count • Freshstart • Back on Track • Precision Teaching 	<ul style="list-style-type: none"> • ELSA support • Social skills • SEAL [Social and Emotional Aspects to Learning] • PSHE curriculum • Team teach • De-escalation 	<ul style="list-style-type: none"> • SPARKS • Gross motor skills • Reading strips, coloured overlays • Nessy Fingers • Reading strips • Coloured overlays

<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Activities and school trips are available to all, see Single Equalities Policy. Risk assessments and procedures are in place to enable all children to participate. If it is deemed that if a child needs one-to-one support, resources and appropriate provision will be allocated.</p>
<p>How accessible is the school environment?</p>	<p>The school environment is suited to all children, see Accessibility Plan.</p>
<p>How will the school prepare and support my child when joining Preshute School? (Or transferring to a new school or post-16 provision?)</p>	<p>Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know the expectations. They could be allocated a buddy to understand the procedure for school routines. Once we know that a child has SEN, we will meet with parents to decide on the desired outcomes that we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a “transition plan” to help a child settle into the school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting. If appropriate a One-Page profile can be drawn up to communicate to staff exactly how to help the child and explain what we are working on. Whenever a child moves to another school we always pass on school records to the new school. If a child has SEN we also:</p> <ul style="list-style-type: none"> • Pass on SEN records to the new school including SEN support plans or Statutory My Plans and one page profiles. • Liaise with the SENCo /head-teacher or class teacher of the new school to clarify any information necessary • If needed, we can include ways to support a child to have a settled move to a new school through their SEN support plan or Statutory My Plans. For example, extra visits to the school or do transition work in the preparation for the move; maps or photographs of the new school or working on a new one-page profile for the new school • If possible we invite the new school to the last annual review of a child with a statutory My Plans and a transition plan can be set up as part of the meeting. • A transition meeting is convened for any child with a Statutory My Plan at the end of Year 5 ready for Year 6 and moving into secondary education

<p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How the decision is made about how much/what type of support my child will receive?</p>	<p>The school has a delegated budget for children with Special Educational Needs and this is used for providing effective provision for individual children. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during the parent's meetings, three times a year, and modified to ensure the effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matches the need.</p>
<p>What do I do if I am concerned about the quality or effectiveness of support my child is getting?</p>	<p>We check the quality of the support for each child on a regular basis and report the effectiveness of provision to the governors. However, if you are concerned at any time then please contact the school in this order-class teacher, SENCO/Deputy head, Head-teacher, Chair of Governors. If you feel that your child's needs are still not being met, then please refer to the school's complaints Policy.</p>
<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO – Mary Mundy</p> <p>Preshute Primary School, High Street, Manton, Wiltshire, SN8 Tel 01672 512754 Email admin@preshute.wilts.sch.uk</p> <p>The school also makes data on the levels and types of need within the school available to the local authority. The data informs local strategic planning of SEN support and enables the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report. The local Authority gives an overview of the support provided in Wiltshire. (www.wiltshirelocaloffer.org.uk)</p>