

**Vernham Dean Gillum's Church of England
Primary School**

**Special Educational Needs and/or Disability (SEND)
Local Offer/Information Report**

At Vernham Dean Gillum's we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Higher Quality Teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

**The Inclusion Manager is
Miss Katy Thompson**

Roles and Responsibilities of the Inclusion Manager

The Inclusion Manger is responsible for the operation of the Special Educational Needs Policy and the co-ordination of specific provision made to support individual children with SEND. She liaises with staff to monitor the pupil's progress and oversees further interventions (put in place by class teacher) where progress is slower than expected. The Inclusion Manager has regular contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters then do not hesitate to contact Miss Thompson.

What is the Local Offer?

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- Special educational provision
- Health provision
- Social care provision
- Other educational provision
- Training provision
- Travel arrangements for children and young people to schools, colleges and early years education; and
- Preparing for adulthood, including housing, employment and leisure opportunities.

With regards to Education, the Local Offer will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools. There are 14 questions in total; these have been devised in consultation with parents/carers and other agencies and reflect their concerns and interests.

Below are Vernham Dean Gillum's Primary school's responses to these questions:

How does Vernham Dean Gillum's know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or child
- Liaison with previous schools (if applicable)
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- Liaison with external agencies e.g. Health

What should I do if I think my child may have special educational needs?

- If you have concerns then contact Miss Katy Thompson (Inclusion Manager) or initially your child's class teacher

How will I know how Vernham Dean Gillum's supports my child?

- Each pupil's learning plan will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or Learning Support Assistant (LSA). The LSA may be working with your child either individually or as part of a group; if this is seen necessary by the class teacher. How often this happens would be explained to parents when the support starts during parents evening sessions.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths or English skills etc. then the pupil will be placed in a small focus group. This will be run by a teacher or LSA. The length of time the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be monitored by the Inclusion Manager. If you have any queries related to the interventions please do not hesitate to contact the class teacher or Inclusion Manager

- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician and Educational Psychologist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers
- The Inclusion Manager reports to the Governors of Vernham Dean Gillum's every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. In addition to this, one of the Governors is responsible for SEND and meets regularly with the Inclusion Manager. They also report to the Governors to keep all informed

How will the curriculum be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs
- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- LSAs may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs
- If a child is identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the Inclusion Manager three times a year. IEPs will be sent home and parents are given the opportunity to discuss them with the class teacher. IEPs will be discussed at Parents' Evenings also
- If your child has complex SEND they may be part of an Inclusion Partnership Agreement (IPA) or have an Education Health Care Plan which means that a formal meeting will take place to discuss your child's progress and a report will be written

How will I know how my child is doing?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either class teacher or Inclusion Manager and discuss how your child is getting on. You will be able to discuss your child's progress at Parents' Evening

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child
- Miss Thompson may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs
- If outside agencies have been involved suggestions and programmes of study are normally provided that can be used at home (e.g. Speech and Language Therapy)

What support will there be for my child's overall well-being?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team

Pupils with medical needs

- The school has a policy regarding the administration and managing of medicines on the school site
- Parents need to contact Admin Staff if medication is recommended by Health Professionals to be taken during the school day
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Epipen training is delivered by the school nurse

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed consistently by all staff and pupils
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour
- Attendance of every child is monitored on a daily basis by Admin Staff. Lateness and absence are recorded and reported upon to the Headteacher. Support is offered to all families if requested to improve attendance, and where relevant, a senior member will approach families to seek a meeting if the school have concerns

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised
- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry
- If your child has an IPA (Inclusion Partnership Agreement) or Education Health Care Plan their views will be sought before any review meetings
- The school has a worry pot/post card system where children can express their concerns or worries with a member of staff.

What specialist services and expertise are available at, or accessed by, Vernham Dean Gillum's?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Norman Gate Outreach team
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service)
- Primary Support Team (Behaviour)

- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Health including School Nurse, GPs and Paediatricians
- Inclusion Team
- Social Services including Locality Team and Social Workers
- Specialist Teacher Advisor for Hearing Impaired

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the Autistic Spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- All LSAs have had training in delivering reading, spelling and phonics programmes
- LSAs receive regular training as part of their weekly meetings.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised
- However, if it is deemed that an intensive level of 1-1 support is required a parent or carer may be asked to accompany their child during the activity

How accessible is the Vernham Dean Gillum's environment?

- As a school we are happy to discuss individual access requirements
- The school site is wheelchair accessible
- We do not have a disabled toilet on site

How will Vernham Dean Gillum's prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school
- We write social stories with children if transition is potentially going to be difficult
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, The Clere, they run a programme specifically tailored to aid transition for the more vulnerable pupils
- Infant school liaises with the nurseries of the Year R children coming in each year
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Education Health Care Plan (EHCP) review will be used as a transition meeting during which we will invite staff from both schools to attend

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on individual's needs.
- The additional provision may be allocated after discussion with the class teacher at Pupil Progress Meetings or if a concern has been raised by them at another time during the year
- Resources may include the deployment of staff depending on individual circumstances

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Senior Leadership Team Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents and all involved with the child
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged

How do we know if it has had an impact?

- By tracking evidence and reviewing pupil profile folders together with IEP targets to ensure they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels
- Verbal feedback from the teacher, parent and pupil
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with class teacher
- During Parents' Evenings
- During discussions with Miss Thompson or other professionals
- Parents are encouraged to comment on their child's IEP

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with Miss Thompson (Inclusion Manager).

Abbreviations

There are many SEN terms that are abbreviated which can lead to confusion (even for us). Below is a glossary of the most used SEN terms.

AAC Augmentative and Alternative Communication
ABCC Antecedent, Behaviour, Consequence Communication
ASD Autistic Spectrum Disorder (or condition)
CAMHS Child and Adolescent Mental Health Service
CYP Children and Young People
DEST/DST Dyslexia Early Screening Test (DEST) or Dyslexia Screening Test (DST)
DfE Department for Education (formally DCSF)
ELSA Emotional Literacy Support Assistant
EMTAS Ethnic Minority and Traveller Achievement Service
EP Educational Psychologist
EWO Education Welfare Officer
EYFS Early Years Foundation Stage
EPS Educational Psychology Service
HAPB Hampshire Autism Partnership Board
HCC Hampshire County Council
HI Hearing Impairment
HIAS Hampshire Inspection and Advisory Service
IBMP Individual Behaviour Management Plan
IPA Inclusion Partnership Agreement
KS Key Stage
LD Learning Difficulty
LSA Learning Support Assistant
NC National Curriculum
NICE National Institute for Health and Clinical Excellence
OT Occupational Therapy
PAATHS Providing Approaches to Autism for Teachers in Hampshire Schools
PBS Primary Behaviour Support
PD Physical Disability
PECS Picture Exchange Communication System
Physio Physiotherapy
SAT Standard Attainment Test
SEN Special Educational Needs
SENCo Special Educational Needs Co-ordinator
SLCN Speech, Language and Communication Needs
SALT Speech and Language Therapy
SpLD Specific Learning Difficulties
SC Social Care
SEMH Social, emotional and mental health difficulties
STA Specialist Teacher Adviser
SULP Social Use of Language Programme
VI Visual Impairment