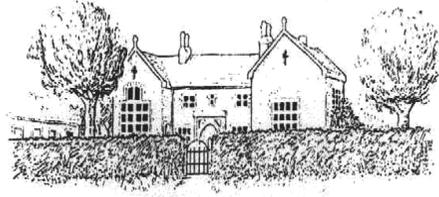


Frenchay C. of E. Primary School



FRENCHAY C OF E PRIMARY SCHOOL

Special Educational Needs Information

Frenchay is an inclusive school. We aim to ensure that all children experience a broad, balanced and stimulating curriculum and that their needs are met appropriately. First quality teaching is at the heart of learning at our school: however for some children there are occasions when further additional support may be required to help them achieve their targets. This document has been compiled to answer some of the questions you may have about meeting the needs of your child.



FRENCHAY C OF E PRIMARY SCHOOL:

Local Offer of Support for Children with Special Educational Needs and Disabilities (SEND)



How does the school know if children need extra help and what should I do if I think my child may have special educational needs?
<ul style="list-style-type: none">• If a child has already been identified with SEND before they start at Frenchay we work closely with their pre-school and family to ensure a smooth transition into school. We establish the specific SEN requirements and decide how we will manage this within school.• If a member of staff believes your child has SEN e.g. they are not making as much progress as other children generally or in specific areas, then we will assess their needs through observation, looking at their work and analysing their progress. In consultation with you we will engage the support of relevant specialists. The results of this work will be shared with you.• The class teacher is the initial point of contact if you have concerns about your child. Staff will discuss this with you and investigate further. We will share our conclusions and agree next steps with you. We will also identify how you can help your child. If you have any further concerns then contact Mrs. Allen, who is the SENCO.
How will I know that Frenchay C of E Primary School supports my child?
<ul style="list-style-type: none">• The school will work in partnership with you to establish the needs of your child and the support they require. We ensure all staff are aware of a child's needs and how the school will be supporting them. This will include appropriate support staff such as teaching assistants and lunch break supervisors. Regular meetings with the Special Educational Needs coordinator enable staff to discuss the support for your child and establish the impact of the school's work.• Pupil Progress meetings are held 4 times a year. This meeting is held with the class teacher and the Head Teacher to discuss the progress of the children in their class.• Occasionally a child may need expert support from an outside agency such as Educational Psychologist, Speech and language Therapist etc. School will make a referral, with your consent, to the appropriate agency.
How will the curriculum be matched to my child's needs?
<ul style="list-style-type: none">• All teaching staff regularly differentiates lessons to enable children of all abilities to make progress from their starting points. Activities and tasks will be matched to your child's next steps as identified through accurate assessment.• Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.• Support staff may be allocated to work with your child in a 1-1 or small focus group to target more specific needs.• Specific resources and strategies will be used to support your child individually and in groups.• We are a dyslexia friendly school and use visual timetables, coloured overlays and specific teaching strategies for dyslexic learners.• Teachers use a range of different approaches to cater for all learning styles – visual auditory and kinaesthetic.• We use additional materials or intervention programmes to support children with SEND such as Rapid Read, Time to Talk/Socially Speaking, Snappy lessons, Power 1/2, for Maths, Overcoming Barriers for Maths, Smart Moves, Narrative Therapy, Clicker 5.• If a child has been identified as having a special need, they will be given an Individual Educational Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher on a regular basis and the SENCO. IEP's will be discussed and reviewed with you.

How will the school and I know how well my child is doing and how will the school help me to support my child's learning?

- Teaching staff are available to make mutually convenient meetings to discuss your child's learning. If your child is on the SEN register and has an IEP (Individual Education Plan) you will be asked to meet at least 3 times to review progress towards identified targets and set new ones.
- Children with Statements of Educational Need/Educational & Health Care Plans will have 2 reviews each year as well as the Annual review, which is reported to the Local Authority.
- The school tracks each child's progress through the national curriculum expectations. If your child is assessed using P levels then these will be shared with you at parents' evenings and other relevant meetings.
- Where appropriate the school will signpost parents to specific professionals or support services and give advice to you about how you can support your child at home.
- If external agencies such as Educational Psychologist or Speech & Language Therapists have been involved with your child, suggestions and programmes of study are normally provided that can be used at home.

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

- The school treats all children with respect and ensures children learn about how to behave and work together. The school has a strong set of values that guide the work of the whole school including those children with SEND.
- The school has policies and practice in place to administer long term medicines (where prescribed) and personal care. This is carried out with sensitivity and in private by a designated adult. A care plan is compiled with support from the school nurse in consultation with you.
- All staff receive epi-pen training delivered by the school nurse.
- A number of staff have first aid training with some being paediatric trained, this includes breakfast club and lunchtime supervisors.
- The child is encouraged to participate in reviews of their progress, including education and health care plans, and identifying their next steps and their views are gathered to inform the review of IEPs and other SEND paperwork.

What specialist and expertise are available at or accessed by the school and how do they work together?

- The Local Authority and school commission time from a range of specialists to support the work of the school.
- We have support from South Gloucestershire/Bristol SEN case officers, Behaviour Support Team, Inclusion Support Team, Educational Psychologists, Occupational Therapy, Speech Therapy, Child and Adolescent Mental Health Service (CAMHs), Inclusion Support, parent Support Advisor (PSA) and the Family Intervention Support Service (FISS).
- We deliver speech therapy programmes designed by the Speech Therapy Service. They meet with staff to train and evaluate the impact of the work.
- The above professionals meet regularly with members of school staff to train, support, guide and review provision in school. They regularly provide reports for and attend annual reviews of SEND for children with statements/ Education and Health Care Plans.

What training has the staff supporting children with SEND had or are having?

- The staff have recently had comprehensive training on Attachment Disorder as this is an area of the school's work that has increased over the last few years.
- They have also had training on Dyslexia-friendly approaches.
- The school identifies on a regular basis the training needs of the school staff dependant on the needs of the children.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- We have a range of after school activities that are open to all children. Should any child need specific support to access these activities, the school will endeavour to provide the necessary resources. Breakfast club is also available to all children and the same approach applies to this provision.
- We have an after school club that is run by OOSc. If any child with additional needs wanted to attend, the school would work in partnership with the club and parent/carers to plan a way forward.
- We have regular educational visits linked to the current topics in the classroom. All school trips are fully risk assessed and we provide the appropriate support for children with SEND to attend all trips. We only choose visits that are inclusive and accessible to all.

How accessible is the school environment?

- The school uses the accessibility plan to monitor the building and grounds to ensure it is accessible for all children and their families. The governors regularly review the plan and implement any identified improvements.
- The school has an equality scheme to ensure that the school reviews its performance in relation to gender, disability and race. Accessing the school environment is part of this work.
- Where specific alterations are required the school will work with the Local Authority to source the improvements. We have one disabled toilet.
- Specific equipment is purchased as necessary to meet the specific needs of children with SEND.

How will the school prepare and support my child when joining Frenchay C of E Primary School or transferring to a new school?

- Children who start at Frenchay C of E Primary School have a full induction process that starts at pre-school and continues into their first few weeks in school. This includes visits to familiarise the children with the school and their teacher, a visit at pre-school, a home visit from the class teacher and TA and a transition meeting with the nursery or pre-school setting where possible.
- Additional meetings will be arranged to discuss children's needs where they have already been identified.
- In-year transition is supported with a visit to the classroom and appropriate TA support where necessary. Additional visits may also be arranged if a child needs extra time in their new school or class.
- Mrs Allen is always willing to meet parent/carers prior to their child joining the school.
- The school also supports children in their transition to other/ secondary school through a programme of meetings between the schools involving the SENCO and teachers from both schools. Secondary SENCOs are invited to the review meetings of any Year 6 child who will be joining them the following September.

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

- We use a range of resources to support SEN children. Writing slopes, visual timetables, various ICT programmes and other specific resources are provided for children with specific needs.
- TA time is also allocated to support programmes provided by speech therapy and occupational therapy. Small group work may also be provided for social skills work e.g. Time to Talk, or motor skills e.g. Smart Moves.
- 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.
- We use a range of external agencies to support children with individual physical, emotional and learning needs.

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

- The support for your child will be made through assessing each child's needs, matching an intervention or resource to that need and then providing that as part of the curriculum. The decisions will be made by the class teacher and Special Educational Needs Coordinator in consultation with the Head Teacher.
- As part of this process the views of parents and children will be gathered and the outcomes of any decisions discussed fully with each family.

How are parents involved in discussion about and planning for my child's educational?

- All parents are encouraged to contribute to their child's education.
- Your first point of contact is always the class teacher. They have day to day responsibility for planning and providing for your child's needs.
- If your child requires an IEP you will be asked to meet with class teachers to discuss the targets and review their progress. In addition to meetings to discuss IEP the school has two opportunities throughout the year for all parents to discuss their child's progress. Further meetings are always available if you wish to discuss other queries. Appointments can be made by contact with the class teacher or via the school office.
- Parents are encouraged to come into school to help and support classes and become involved in their child's learning. There is regular information about the curriculum provided through newsletters (both whole school and class) and on the school website.

Who can I contact for further information?

- You can also discuss your child with **Mrs Sandra Allen** the Head Teacher and Special Education Needs Coordinator (SENCO). If you are considering joining our school please make contact by telephone to agree a mutually convenient time to meet with Mrs Sandra Allen to discuss your child's needs.
- Further support for parents can be found by contacting the SEN section of South Gloucestershire Council on **01454 868000**. The council's local offer for SEND can be found at www.southglos.gov.uk/localoffer
- Additional support can be found at:
www.supportiveparents.org.uk
www.sglosparentsandcarers.org.uk
www.wellaware.org.uk