

Minsterley Primary School



SEND School Offer

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Introduction/ Overview

Minsterley Primary School is a small rural school with pupils ranging from 4 to 11. There are currently five classes within our school. We are an inclusive school and may offer the following range of provision to support children with SEND.

People who support children with special needs and/or disabilities in school:

Class Teacher: he/she is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (such as targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing Learning Targets and sharing and discussing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENDCO (Special Educational Needs and Disabilities Coordinator): he/she is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing their progress
 - involved in planning their next steps for learning
- Liaising with all the other agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Learning Targets for your child

Teaching Assistant (TA)/Learning Support Assistant (LSA):

TA or LSA support may be allocated to a pupil with special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. As a TA or LSA they are responsible for carrying out the programmes for supporting your child in accordance with the planning and instruction of the class teacher.

Headteacher: he/she is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He/she will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities.
- Monitoring the support your child is getting.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc as necessary.
- Monitoring training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- To provide specialist support for teachers and support staff in school so they can help pupils with SEND in the school to achieve their potential.
- He/She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor: he/she is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to school to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential.
- Reporting to governors on the success of SEND provision within the school.

The Assessment Process

How we consult with parents and carers of children with Special Educational Needs

The class teacher is regularly available to discuss your child's progress and any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Shropshire Information, Advice & Support Service, (IASS) is available to meet with you to

discuss your child's progress or any concerns/worries you may have.
Further details are available via www.cabshropshire.org.uk/shropshire-iass or
call 03444 991100

All information from outside professionals will be discussed with you in a meeting or where this is not possible, through a report.

Person Centred Plans (PCP)/ Individual Education Plans (IEP)/extra provision will be reviewed with your involvement each term. Homework will be adjusted as needed to match your child's individual needs.

A home/school contact book may be used to support communication with you if this has been agreed to be useful for you and your child.

We hold an open door policy so all parents/carers can talk to their class teacher at the start and end of each day.

How we consult with our pupils with Special Educational Needs:

Teachers discuss the educational targets with the children to make them aware of what they need to focus on.

The children are encouraged to actively participate on working on their targets during class work in collaboration with their teacher and TA.

The children are invited to the special needs parents evenings with their parents to discuss their next targets and steps of learning.

If the child has an Education and Health Care Plan (EHCP) then he/she is asked to have an input into the form for the annual review meeting.

At transition stages children with an EHCP are consulted about what he/she would expect in their next school.

How we support our pupils at times of transition

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- At transition point the old Statement will be updated to the new Education and Health Care Plan (EHCP)

When moving classes in school:

- Information, including Learning Targets, will be passed on to the new class teacher in advance.
- For children with an EHCP and more complex needs there will be a planning meeting and/or specific preparation or training for the new teacher and/or support staff.

In Year 6:

- The Class teacher and/or SENCO will attend a meeting to discuss the specific needs of your child with the SENCO of their secondary school. Specialist sessions for students with an ASD (Autistic Spectrum Disorder) can be arranged with the local secondary school to aid transition.
- Children who might find moving on most difficult will attend a small group in school to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where transition might present difficulties, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at Minsterley School during Year 6 if felt necessary.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs:

- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Regular access to computers and iPads.
- Provision of individually tailored visual support packages for specific children including visual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.
- Small group work support in classrooms from class teacher or TA.
- 1:1 support from allocated TA as appropriate.
- Small group/1:1 support from a specially trained teaching assistant, learning support teacher or teacher of specific needs.
- Small group/1:1 support from voluntary helpers.
- Facilitating access to learning through appropriate differentiation of targets and tasks.
- Provision of specialist equipment or modified resources.
- Extensive use of visual support
- Implementation of specifically tailored support strategies and programmes as devised by an Educational Psychologist, Occupational Therapist or Physiotherapist

Our Provision for pupils with SEND

Communication and Interaction

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identification is by the class teacher via whole school assessment, pupil tracking, information from transferred schools, parental information, standardised test and in-class assessments.</p> <p>Assessment by and intervention from speech and language therapist, on referral.</p> <p>If after assessment a program is set in place this is reviewed regularly by the class teacher and other staff supporting the children.</p> <p>The progress is shared every term with parents and pupils.</p>	<p>Differentiated curriculum, planning, tasks, delivery and outcome.</p> <p>Simplified time-tables.</p> <p>Visual timetables.</p> <p>Consistent routines and expectations.</p> <p>Use of IT.</p> <p>Use of talk partners during whole class and group learning sessions.</p> <p>Circle time.</p> <p>Regular show and tell sections where appropriate.</p> <p>Use of drama and hot seating.</p>	<p>The class teacher through good and outstanding teaching and that the curriculum is adapted to meet all pupils' needs.</p> <p>In class support with TA.</p> <p>Working in small groups.</p> <p>'Socially Speaking Program.'</p> <p>Personalised programs.</p> <p>Speech and Language support from therapist/specialist TA in school.</p> <p>Mid day and play time supervisors support during unstructured times during day.</p> <p>Support children to develop confidence speaking in class.</p>

2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identification is by the class teacher and other staff leading to referral for formal diagnosis.</p> <p>Assessment by and intervention from specialist outside agencies.</p> <p>If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting the children.</p> <p>The progress is shared every term with parents and pupils.</p>	<p>Consistent rules, routines and reasons.</p> <p>Visual timetables and aids.</p> <p>Consistent expectations.</p> <p>Clear, simple instructions.</p> <p>Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate.</p>	<p>Small group mentoring sessions with teacher working on 'Socially Speaking Programme' where social skills are taught.</p> <p>Specialist TA trained to work with children identified on the ASD spectrum.</p> <p>At unstructured times support staff and supervisors are made aware of the needs of specific children.</p>

Cognition and Learning

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments.</p> <p>Assessment and intervention by class teacher with guidance from SENCO.</p> <p>After assessment a provision map is set in place which is reviewed regularly by the class teacher and other staff supporting the children.</p> <p>Progress is shared every term with parents and pupils.</p>	<p>Multisensory equipment/activities given where appropriate to demonstrate concepts.</p> <p>Given non-verbal/verbal reasoning tasks.</p> <p>Sequencing activities.</p> <p>Memory training games.</p> <p>Teaching the meaning of subject specific vocabulary and having word banks.</p> <p>Use of ICT and computer programs and games.</p> <p>Visual time tables/resources around the class.</p> <p>Differentiated Homework.</p> <p>Differentiated focus groups for spelling and phonological understanding using Letters and Sounds</p> <p>Checklists/writing frames/dictionaries/modelling.</p> <p>Relevant targets from PCP are written in work books to remind children and support staff of the focus for literacy and numeracy.</p> <p>Rigorous assessment for learning/positive feedback, marking related to individual class/PP targets.</p>	<p>Small group/1:1 support for children by special teacher for phonics.</p> <p>Small group/1:1 support for children by special teacher for maths.</p> <p>1:1 support for reading by volunteer reading helpers.</p> <p>Small group support in class through individual and guided reading.</p> <p>Differentiated and small group support in writing/maths and guided writing sessions.</p>

2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identification but not diagnosis is by the class teacher via whole school assessment, pupil tracking, information from transferred schools, parental information, standardised test and in-class assessments leading to referral for a formal diagnosis.</p> <p>Assessment and intervention by class teacher with guidance from SENCO/ specialist Dyslexia teacher.</p> <p>After assessment personal targets are set in place this is reviewed regularly/every term by class teacher and other staff supporting the children.</p> <p>The progress is shared every term with parents and pupils.</p>	<p>Calm, structured orderly environment.</p> <p>Multisensory activities.</p> <p>IT programs and games Number shark/ Word shark.</p> <p>Simple verbal/ written instructions.</p> <p>Given time to process understanding and respond.</p> <p>Given extra time to complete tasks and tests.</p> <p>Given tasks in small steps/small amount of work at a time.</p> <p>Have graphic/visual organiser.</p> <p>Maintain positive and helpful attitude and avoid criticisms.</p> <p>Have sticker charts to encourage positive reinforcement.</p>	<p>1:1 multisensory Hickey programme with specialist teacher.</p> <p>Small group/1:1 graded phonic books Piper Books, Jelly and Bean, Alba Books, Alpha to Omega activities with specialist teacher.</p> <p>Small group work in class with teacher or TA.</p> <p>Small group/1:1 with Learning Specialist Teacher on understanding language of maths and concepts.</p>

Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identification is by the class teacher followed by referral to specialist agencies.</p> <p>Assessment and intervention by class teacher with guidance from SENCO/ specialist agencies.</p> <p>If after assessment an IEP is set in place this is reviewed regularly by the class teacher and other staff supporting the children.</p> <p>Progress is shared every term with parents and pupils.</p>	<p>Exciting and stimulating classroom and curriculum.</p> <p>Whole school behaviour policy.</p> <p>Rewards/stars/stickers/celebrating work.</p> <p>Circle time.</p> <p>Consistent routines/ boundaries and expectations of behaviour.</p>	<p>Small group/1:1 work in class with Teacher/TA.</p> <p>Home school links.</p> <p>Access to specialist support/agencies if needed such as Woodlands Outreach.</p> <p>Unstructured times support staff and supervisors are made aware of the needs of specific children.</p> <p>Personalised programme/targets that pupil and parents are aware of.</p>

Sensory and/or Physical

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Identification is by the class teacher, information from transferred schools and parental information.</p> <p>Assessment and intervention by class teacher with guidance from SENCO and specialist agencies.</p> <p>If after assessment an IEP is set in place this is reviewed regularly by the class teacher and other staff supporting the children.</p> <p>Progress is shared every term with parents and pupils.</p>	<p>Minimum distance between teacher and child to facilitate lip reading.</p> <p>Create optimal hearing environment by using noise dampening materials.</p> <p>Have clear visual aids.</p> <p>Word banks and precise teaching of subject specific vocabulary.</p> <p>Face child in every oral communication.</p> <p>Have specialised equipment for hearing impaired.</p>	<p>1:1 specialist teacher in class.</p> <p>Good home school links.</p> <p>1:1 specialist teacher support on vocabulary and speech.</p> <p>All staff made aware of difficulty in school during high noise level activities such as playtime, dinner times, PE to ensure safety of the child.</p> <p>Classrooms given curtains/thicker carpets instead of blinds and tiled floors.</p> <p>1:1 support with specialist teacher when on school trips.</p> <p>Awareness of health and safety issues such as not hearing the fire alarm.</p>

2. Visually Impaired

At present we do not have any experience of children who are visually impaired but if we do we would endeavour to provide the following provision.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician.</p> <p>For pupils with significant impairments a request will be made with the sensory inclusion team. This is usually requested by the child's optician or optometrist.</p> <p>Pupils will be regularly reviewed and assessed by the sensory inclusion team.</p> <p>Pupils will be regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and Year 1 phonics.</p>	<p>Pupils will be encouraged to sit near the front of the class so that they can clearly see any visual information that is displayed.</p> <p>Any information that is displayed on the wipe board will be presented clearly using large fonts. If this is not possible then pupils will be given a copy of the work on display.</p> <p>If pupils have a significant visual Impairment the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find.</p>	<p>Providing documents which use a larger font.</p> <p>Using different coloured paper to print worksheets and tasks.</p> <p>Using coloured overlays and reading rulers.</p>

3. Physical Difficulties

At present we do not have any experience of children who have physical difficulties but if we do we would endeavour to provide the following provision.

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Parents are best placed to advise us about the specific physical needs of the child. We would therefore rely on good communication between home and school to ensure that concerns about the child are addressed promptly.</p> <p>The class teacher and TA will keep careful track of the child and record any observations.</p> <p>If the child continues to be a concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as an Occupational Therapy team.</p> <p>If appropriate the Occupational Therapy team will give an assessment and additional strategies will be implemented.</p> <p>Parents can also request an assessment with the Occupational therapist by visiting their doctor.</p> <p>If appropriate a request for statutory assessment will be made and additional interventions and strategies are put into place to support the children.</p> <p>Pupils will be regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and Year 1 phonics.</p> <p>If pupils have an Education and Health Care Plan then they have yearly annual reviews to review their progress.</p>	<p>Pupils will be encouraged to sit with the rest of the class or small group to listen to the ideas of others. They will either have a fidget toy to keep them focussed or an adult to sit near them to keep them on task.</p> <p>Pupils will be provided with resources such as pencil grips, laptops, so they are able to write about their own ideas.</p> <p>When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. If this is not possible they will be given different resources such as larger balls and support from an adult.</p>	<p>Teodorescu resources</p> <p>Pencil grips/tri-grip pencils.</p> <p>Laptops.</p> <p>Wobble cushions.</p> <p>Fidget toys.</p> <p>Interventions as suggested by the Occupational Therapy team.</p>

GLOSSARY OF TERMS

PCP	Person Centred Plan
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education and Health Care Plan
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Co-ordinator
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
IEP	Individual Education Plans