



ROPLEY CE PRIMARY SCHOOL – Information Report (LOCAL OFFER) **2019/20**

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Ropley CE Primary School children are identified as having SEND (Special Educational Needs or Disabilities) through a variety of ways including the following:-

- Liaison with pre- schools/previous school
- Child performing below age expected levels, as identified through assessment
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO?

- **Talk to us – firstly contact your child’s class teacher or SENCO or Head teacher**
- **We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.**

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Our SENCO (Special Educational Needs Coordinator) oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo reports to the Governors 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. One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Work is differentiated so that all children can access a lesson and learn at their level.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) and/ or and Individual Behaviour Management Plan (IBMP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have an Education Health and Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written/ reviewed.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including the Early Years Foundation Stage Profile, National Curriculum levels and Reading and Spelling ages.
- Children who are not making expected progress are picked up through Pupil Progress Meetings with the Class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

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 SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Support team.
- The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCo, with vulnerable children and their parents during the school day.
- If your child has complex or significant healthcare or physical needs a Care Plan would be used to identify and manage care arrangements appropriately.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site. (Attached to this document)
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines, once written permission has been received from the parents.
- 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.

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 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 the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the school.

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 Class Circle Time or through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) or Individual Behaviour Management Plans (IBMP) discuss and set their targets with their class teacher.
- If your child has an IPA (Inclusion Partnership Agreement) or Statement of SEN their views will be sought before any review meetings.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers. We work with Educational Psychologist from Hampshire County Council.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.
- Another member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.
- A number of teachers and LSAs trained to support children with behavioural difficulties.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.

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 and dignity will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits. A disabled access is available at our main entrance and all classrooms have doors leading directly to the outside spaces.
- We liaise with EMTAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting 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 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, Perins Sports Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- 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 Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- There will be through on-going discussions with parents.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring 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.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the class teacher or SENCo.
- Look at the SEN policy on our website.
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Head teacher, who would willingly discuss how the school could meet your child's needs.