



Chapel St Leonards Primary School

Draft Offer for Pupils with Special Educational Needs and Disabilities

At Chapel St Leonards Primary School we constantly strive to provide the best possible learning experiences for pupils by meeting their individual needs. We pride ourselves on the following ethos and vision in which we seek to include all in a High Quality, Experiential, Active and Purposeful way. This applies to all of our pupils all of the time. (Our Vision is available on the school website) The following questions and answers should help to show the offer that we make to pupils with SEN&D and allow parents and pupils to understand the way in which the school strives to meet all needs:

1. What should I do if I think my child has special educational needs?

First you need to talk to your child's teacher; any concerns will then be passed on to Mrs Pruhs-Borrell- our SENDCo.

2. How will the school respond to my concern?

We will listen to your concerns and ensure that you are able to have a discussion with the class teacher. This will allow us to share information. Where appropriate, we will organise a longer meeting to make sure every concern is covered. We will develop a plan together. Once this has been in place for an agreed time we will organise a follow up meeting to discuss progress and what the next step could be.

3. How will school decide if my child needs extra support?

We will consider your child's academic and personal progress within the class and decide the next step needed in order to give the correct support. We will ensure that your child is involved in this process and listen to their concerns and preferences. We will implement an Assess – Plan – Do – Review cycle.

4. What will the school do to support my child?

We will discuss with your child the specific targets he/she will be working towards. These will be either recorded by the class teacher and Mrs Pruhs-Borrell and a PSP will be drawn up. Resources will be provided for your child to use where appropriate. We will also organise suitable additional support where your child may work in small groups (interventions) or receive 1: 1 support. All support will be reviewed regularly.

5. Who will support my child in school?

- Class teacher
- Additional small group teachers
- 1:1 teachers
- Additional adults - teaching assistants working within the class
- SEN assistants trained to give interventions
- Teaching assistants who are trained in specific areas

6. What training and experience do staff have for the additional support my child needs?

- **Mrs Pruhs-Borell – SENDCo has achieved the National SENDCo Award and has a Post Graduate Diploma in SEND. She is also trained in working with children with different forms of autism as well as children with dyslexia.**
- **All staff have been trained in dyslexia and dyscalculia awareness.**
- **Teacher assistants have had training in the interventions they are delivering.**
- **Trained learning mentor**
- **We have 1 teaching assistant who is a trained HLTA**

7. Who else might be involved in supporting my child?

We do use outside agencies to support and give us advice in supporting your child. These could include;

- Educational Psychologist (EP)**
- Specialist teacher (STAPS) Ruth Chapman**
- Sensory Educational Support Service (SESS) Carol Wood**
- Speech and Language (SALT)**
- The Working Together Team (WTT) Helen Pitfield**

- Pupil Reintegration Team – Kate Kemp**
- Diabetic Nurse**
- School nurse**

8. What support will there be for my child's emotional and social well-being?

In addition to this we have a trained learning mentor who runs small group interventions to support children who find socialising difficult. She can also lead 1:1 sessions on anger management when needed.

All of our teaching assistants and midday supervisors have received basic first aid training. At least three members of staff in have attended a two day course on paediatric first aid.

9. How will my child be able to contribute his/her views and how will my child be involved in the process?

It is important for your child to have a say! Each child will be involved in their target setting reviews and will be encouraged to say what they feel has worked well and what could be done to make it better. They will be encouraged to talk about their feelings to the class teacher and the adults supporting them to reach their targets.

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

Our curriculum is creative and exciting with a strong practical element. The support and challenge provided will enable children of all abilities and needs to access fully. We use ICT throughout lessons, with laptops for the children. Seating arrangements within the class are laid out to maximize the children's access to the learning along with suitable displays. If your child needs support above and beyond what can be provided in the class, additional individual or group intervention work will be offered.

11. What opportunities will there be for me to discuss my child's achievements and how will I know how my child is progressing?

Your child's class teacher will be available to speak to you when you collect your child from school. If you wish to speak for an extended period of time then we will organise a time when it is convenient for both the teacher and parent/carer. We organise two parents' evenings a year which are in October and March. Review meetings with the SENDCo are held either during parents evening or by appointment. If you have any concerns meetings with the SENDCo can be organised. A home – school diary or a reward chart may be used to assist the home-school partnership for the benefit of the child.

12. How does the school know how well my child is doing?

We monitor all children's progress closely over the school year. We measure the amount of progress they have made whilst comparing their attainment to age related expectations. For children in reception we assess children using the Early Learning Goals. For the rest of the children we currently assess using National Curriculum levels. If any children are working below national curriculum levels by Year 2 then we will also use PIVATS (Performance Indicators for Value Added Target Setting). This enables us to measure small steps of progress and set appropriate specific targets.

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

We have a breakfast club which runs from 7.50am every day. We have regular programme of school trips which are related to the current topic and other curriculum areas. We ensure that we have an appropriate number of adults on the trips and that a full risk assessment has been completed. ALL children are encouraged to attend these trips and we will ensure that any specific needs are catered for. We will not book a school trip if we feel it would not be possible to take all of the children.

14. How accessible is the school environment?

Our school is wheel chair friendly and has easy access to each classroom. We have designated areas for disabled parking in our car park. We have two disabled toilets one which has a shower and changing facilities. We use technology to support children's learning and use specific equipment and resources to support individual and specific needs.

15. How will the school prepare and support my child to join the school?

We organise a series of events from interview, home visits and open days. Parents/carers and children get to meet the reception teachers and have a look around the school prior to joining. If your child will benefit from a more personalised transition programme we will work with you to organise this. For children starting at other times of the year or in other year groups we encourage you to come and take a look round. A 'buddy' will be chosen by the class teacher to help your child become accustomed to the school routines. We will closely monitor your child when they start to make sure they have settled in. The class teacher will keep you informed throughout the child's first weeks at Isaac Newton.

16. How will the school prepare and support my child to transfer to a new setting or school?

Whenever your child moves on to a new setting eg. Foundation to KS1, KS1 to KS2 or even a different class at the end of the school year we have a transition period where the children get to meet their new teacher and have a 'taster' to show what their new class will be like. If your child needs extra support in this process it

will be given. We often we use a teaching assistant who has been working with your child during this process.

We have excellent links with all our feeder secondary schools. There are always taster days for your children to attend. Before these taster days we have a meeting with the SENDCo of the secondary school in order to discuss your child's needs. This ensures that the transition for children with special educational needs is smooth. If your child would benefit from a more personalised transition programme we will work with you and your child's secondary school placement to organise this.

17. How can I be involved in supporting my child in school?

We encourage parents/carers to be actively involved in their children's education. Your child will their reading book home each day and we encourage you to read with them. Homework will be given out termly which will be topic related. This homework can be handed in anytime during that term. Children need to learn their times tables and it would be great if you were able to practice with them. Your child's class teacher will be able to let you know which ones to concentrate on. Spellings will be given out each week to be tested the following week. KS2 children are encouraged to write a sentence using each one to show their understanding of the word.

18. How can I access support for myself and my family?

If you feel that you need further support please speak to Mrs Pruhs-Borrell (SENDCo) who will advise you on whom to contact.

You can also contact Additional Needs at Lincolnshire County Council (01522 553332) or Parent Partnership Service (01522 553351)

19. Who can I contact for further information?

For more information speak to Mrs Pruhs-Borrell (SENCo) or Mr Almond (Headteacher)

Tel: 01754 872429

Email: info@chapel-cit.co.uk