

Support for your child at Gerrans Primary School



We see learning as being a never ending journey which continues beyond primary school into adulthood. On this journey, learners may travel on different modes of transport, making different stops on route on different tracks.

All learners are taught how to and encouraged to take ownership of their learning by identifying both next steps and potential barriers.

We like parents to share the journey of learning with their child. Being a small school, with an established staff, the needs and interest of every learner, is considered in curriculum planning, delivery and resourcing.

Introduction

This guide is to inform you of the support provided at our school, the best people to contact at the school if you have concerns about your child, our procedures and the assessments we use.

All classes are supported by teaching assistants for part of the day. Teachers and assistants work together to provide support where and when it is needed.

New Code of Practice: From September 2014, children and young people (0 - 25 years) who have the most significant additional needs will undergo an **Education, Health and Care Assessment** which may result in an **Education, Health and Care Plan**. This will replace the statement of special educational needs and will be reviewed annually.

Record of Need: If a child is experiencing problems with learning, has communication difficulties, has emotional, sensory or physical problems which need special attention beyond the normal differentiation in the class, we add them to our **Record of Need** following discussions with parents or carers. We call this **SEN Support**.

Children on our **Record of Need** have an **Individual Support Plan** (an **I.S.P.**). Additional or different provision is made to address their needs. Targets are set, which are discussed and agreed by the child, parents/carers, teacher and SENCO. We appreciate the vital role of parents and carers in addressing difficulties and aim to provide ideas to help at home, as well as

taking on board suggestions from parents and carers. These plans are reviewed each term.

The progress of all pupils is monitored and discussed by all staff and SEN Governor at termly Pupil Progress meetings.

Some children need to be monitored closely because they are working below the expected level or their progress has been less than expected. There could be barriers to their learning such as changes in family circumstances, medical needs, attendance issues or lack of motivation for learning. In this case, the issues are discussed with parents/carers so that progress can be improved. We call this **On Alert**.

Progress and Attainment: These are assessed in different ways.

- Teachers and teaching assistants continuously assess progress through every day learning opportunities.
- At the end of every unit of work (about 3/4 weeks), children are given progress tasks to demonstrate their learning in reading, writing and maths. These are assessed against the Curriculum expectations. In November, March and June a judgement is made on each child's attainment in line with Curriculum expectations.
- In the Foundation Year, children are assessed against the criteria in the Foundation Stage profile.

Progress is tracked and interventions put in place for those children who cause concern. Occasionally, other assessments may be used for a specific purpose; for instance, we use the

Dyslexia Screening Test to help identify specific learning difficulties.

If your child needs some extra support: Individual programmes or activities vary according to need. Some are continuous, others for a set period of time. The following are examples:

- *Phonic Intervention*
- Regular, short opportunities to focus on areas of difficulty with a teaching assistant through 'Precision Teaching'.
- Programmes following the guidance of a physiotherapist or physical disabilities team
- One to one pupil/family support with Parent Support Advisor
- Additional or different resources or ways of recording or presenting understanding.
- Additional teacher or teaching assistant support separate from the class - e.g. speech and language activities
- Specific resources - e.g. computer programmes, such as *Claroread* or *Dragon Naturally speaking*, a sloping writing board or a special seat.
- *Mackaton* used as an alternative means of communication.



Some ways in which parents can become involved with children's learning at school:

- Spend some time in your child's class to get to know routines and expectations.
- Share your child's learning at the end of every day in class.

- If you have a skill or an interest, you may like to share this in school.
- Register as a Volunteer Driver
- Please read your newsletter and school website

Celebrating success.

This is done in different ways, for instance;

- Certificates in assembly
- Stickers
- Team points
- Sharing success with a chosen adult
- Pupil/adult responses to learning



Outside Agencies: Sometimes we seek support from other professionals, after discussion with parents/carers. The professionals currently most closely involved with us in school are:

Rachel Blackie	Educational Psychologist
Sarah Newings	Speech and Language Therapist
Jane Trapmore	Dyslexia Adviser
Penny Hermes	Behaviour Support Service
Tom Thorpe	Education Welfare Officer

Our Parent Support Adviser is Lyn Bell. Her contact details are: 07929365227

lbell@theroseland.co.uk

The Special Educational Needs Co-ordinator (SENCO) is **Julie Elvy**. Please do not hesitate to contact her or the class teacher if you wish to discuss any matters concerning your child.

Parent Champions: **Mel Rogers** is a parent who knows the school well and is happy for parents to contact her for information, ideas, questions or support. Please contact her if you would like to know more about the school or would like to become part of a parents' support group.

Governors: **Suki Sharp** is governor with special responsibility for Special Educational Needs.

All of these people can be contacted through school; just ask Mrs Hooper or phone 01872 580442.

A copy of the school's policy for special educational needs is in the school office and on our website. It is reviewed and updated annually.

We hope that this brief guide is helpful. If you have suggestions as to how we can improve it, please let us know.

A few useful local organisations:

<p>Family Information Services (FiS) 0800 587 8191 fis@cornwall.co.uk</p>	<p>Cornwall's 'one stop' information point for parents and carers</p>
<p>Cornwall Dyslexia Association www.cornwalldyslexia.org.uk 01872 222911</p>	<p>Supports the needs of children and adults with dyslexia</p>
<p>The Pearl Centre http://www.spectrumasd.org/what-spectrum-does/pearl-centre/</p>	<p>The Pearl Centre is a place for people with autism and their families to get information and advice on autistic spectrum</p>

01872 278378	disorders (ASDs) and associated conditions.
Cornwall Parent Partnership Service (now SENDIASS) 01736 751921 PPS@disabilitycornwall.org.uk	Information and advice for parents and carers of children with special educational needs
Disability Cornwall Email: PPS@disabilitycornwall.org.uk 01736 759500	A route to independent supporters who provide information, advice and support and can help with the new Education Health and Care Plans

A more detailed guide to our school's contribution to Cornwall's **Local Offer** is on our website