



SEN Local Offer

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?

- We receive information from previous settings such as Pre-school, Infant or Primary school that has been attended.
- The progress of all children is monitored regularly by class teachers and the senior leadership team. If a child is not making expected progress in a particular area of their learning then the school can quickly identify the need for additional support. This would then be discussed fully with parents and carers.
- If a parent/carer has a concern regarding the progress or attainment of their child they should, in the first instance, make an appointment to speak with the class teacher to discuss their concerns, who will liaise with our Special Needs Co-ordinator (SENCo) as appropriate.

How will school staff support my child?

- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. We offer a whole range of interventions for children who have additional learning needs.
- When the school identifies the need for additional intervention to enable a child to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at school to discuss this further.
- A child may require a specific 'catch up' programme and in this case he/she will carry out the planned intervention and progress will be monitored at the start and the end of the programme. If progress is made and the child 'catches up' no further action will be required. Parents would be informed of their child's progress.
- If a child meets the criteria for special educational needs or disabilities (SEND), a provision map will be created highlighting the support the child

will receive and a copy will be provided to parents. For children with a higher level of need (currently School Action Plus and Statement), an 'Individual Education Plan' will be drawn up which would show evidence of current provision reflecting the child's needs and how the chosen support/provision would meet these needs.

The 'Individual Education Plan' would be reviewed regularly.

- Parents will be expected to sign and date this document to confirm they are aware of the support that their child is receiving in school and how they may be able to continue support at home, if appropriate.
- We monitor the progress of all children receiving additional support whether they are accessing 'catch up programmes' or they meet the criteria for SEN. This is to be clear that the provision we have put in place is having the impact we are expecting and most importantly that the arranged provision fully meets the child's needs.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCo on the progress of children with SEND.

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

- All teachers differentiate learning to meet the child's needs in their class. Some specific tailored provision is provided for children who have SEN. For example, a child who has literacy difficulties would be able to access buff coloured paper to mark make/ write on, or a colour overlay when reading or using IT equipment, and for a child who has Speech Language and Communication needs (SLCN) teachers and support staff would use simplified language and/or pictures to support them to understand new vocabulary.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

A home school link book may be used to keep parents and school in close correspondence. Parents/carers may attend ongoing regular meetings to discuss their child's progress.

- Parents' Evenings give all parents and carers feedback on their child's attainment and progress as well as sharing reading, writing and maths

targets and any emotional, social and behavioural development. A child's views will be obtained and they will attend all or part of any meeting.

What support will there be for my child's overall wellbeing?

- The well-being of all our children is our primary concern at St Augustine's School. Pupils are successfully supported with their Emotional, Social and Behavioural development throughout the school day and through the curriculum.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom. This may include ELSA support, counselling or other relevant support programmes.
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupil's views are sought through School Council.

What specialist services and expertise are available at or accessed by school?

All external agencies that we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

Outside agency support includes : Educational Psychology (EPS); Behaviour support (BS); Speech and Language Therapy (SALT); Hearing Impaired Service(HI), Visually Impaired Service(VI) Outreach and In Reach ;English as an additional Language (EAL), Traveller support service, Occupational Therapy (OT) and Special Educational Needs Specialist Service (SENS) .Child and Adolescent Mental Health (CAMHS) and Locality Team.

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

Our training of staff is on-going and we regularly invest time and money in training staff to improve Wave 1 provision (differentiated , good quality teaching)for all

pupils, to develop enhanced skills and knowledge to deliver Wave 2(short term and support interventions) and Wave 3(individualised support and interventions). Our Special Needs Co-ordinator (SENCo) is a qualified and experienced teacher and is currently undergoing additional training in National Qualification in Special Educational Needs, as well as receiving on-going SEN training in specific areas. All teachers hold qualified teacher status and all staff members, including Teaching Assistants and Higher Level Teacher Assistants, receive regular training to best support pupils with SEND, for example in speech and language, autistic spectrum disorder and dyslexia.

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

Our Equality/Inclusion policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns regarding safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs: if appropriate parents/carers are consulted and involved in planning and may attend school trips.

How accessible is the school environment?

An Accessibility Plan is in place and where feasible, adjustments are made to improve the accessibility of our environment to meet individual needs. Policy and practice adheres to The Equality Act 2010.

We monitor the languages spoken by our families and aim to ensure a translator is able to attend meetings, if required.

We have good working relationships with feeder schools and getting transition right is important to us so that each child feels secure and insightful into changes that will be happening.

Further support is offered to those children who have SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

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

Our budget is monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

We aim to offer a 'Value for Money' service. Therefore interventions are costed and evaluated.

Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.

Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support.

How are parent's involved in school? How can I be involved?

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.

Parents are able to arrange meetings with class teachers with ease and are invited to be involved in school life through a number of means e.g. the PTA, parent forums, hearing children read and on-going invitations to school events throughout the year. Our governing body includes parent governor representatives.

Who can I contact for further Information?

In the first instance parents/carers are encouraged to speak with their child's class teacher. For pupils with SEND, further information and support can be obtained from the SENCo. You can also find information from Parent Partnership and Dorsetforyou online.