



Stower Provost School
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SEND Local Offer

Stower Provost Primary School's Offer for Children with Special Educational Needs and / or Disabilities (SEND)

How does Stower Provost Know if Children require additional support and what should I do if I think my child has special educational needs and / or disabilities?

Stower Provost identifies children as having Special Educational Needs (SEN) by various means including the following:

- Concerns raised by Teacher
- Concerns raised by Parent/Carer
- Concerns raised by Child
- Liaison with Nursery, pre-school or previous school
- Child may be performing below Age Related Expectations (ARE)
- Child not making expected progress
- Liaison with external agencies e.g. Occupational Therapist, Speech & Language Therapist, Educational Psychologist
- Health diagnosed through Doctor or Paediatrician
- Social and emotional needs are identified as having an effect on the child's learning

How will I, as a Parent/Carer, raise concerns?

Parents/Carers support is welcomed at Stower Provost. Also the family, home and school partnership is valued. Sharing of this information between home and school helps us to support your child effectively.

- Please raise any concerns about your child with the Class Teacher. The class teacher will raise your concerns with the Special Educational Needs Co-Ordinator (SENCo) and/or the Head Teacher who will consider a suitable course of action. A meeting can be arranged for all parties to plan additional support
- You can contact the SENCo, Mr Martin Marshall, directly by arranging a meeting via the School Office
- Concerns can also be raised at parent's evenings

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This policy complies with and is in line with the 9 Principles set out in the single Equality Policy and an initial screening Equality Impact Assessment has been carried out

How will the school staff support my child?

- Class Teachers will work with each child with SEND in their class to ensure that progress in every area of their education is made
- Our SENCo, Mrs Vickie Burpitt, will ensure support and progress of any child requiring additional support across the school
- A plan is agreed and will be matched to the child's need and support will be put into place as necessary. This may result in the child doing additional work or putting support in place to ensure progress is made. It may be necessary to help the child overcome a specific and identified learning barrier. This will be overseen by the SENCo and may be provided by them, a trained Teaching Assistant (TA), Higher Level Teaching Assistant (HLTA), the Class Teacher or by an outside agency e.g. speech therapist

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

- All school work is delivered at an appropriate level so that all children are able to work according to their specific needs. In a lesson there may be different levels of work set or some work specific to an individual child
- This ensures all children can learn at their own level
- Teaching methods are varied so there are practical specific, visual and auditory experiences
- Our teachers will be empathetic to any matters in a child's life, these may be past or present, which may affect their learning

How will Parent/Carer and Stower Provost School know how a child is doing and how will support be provided to help the child's learning?

- Stower Provost has an open door policy and you are welcome to make an appointment to meet with the class teacher and/or SENCo to discuss how the child is progressing. Stower Provost can offer advice and practical ways to support your child at home
- Your child's education should be a partnership between parent/carers and teacher, therefore we believe it is important to get together or communicate regularly, this is especially important if your child has complex needs
- In the classroom we measure children's progress in learning against National Expectations and Age Related Expectations (ARE)
- Specific plans and interventions are closely monitored by the SENCo. Information is recorded before and after the intervention to show how effective it has been
- The class teacher continually monitors and assesses each child and notes areas where they are improving and where further support is needed. Stower Provost tracks children's progress from Reception through to Year 6, using a variety of different methods including reading and spelling

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- Every child's progress is discussed at regular Pupil Progress Meetings with the class teacher, SENDCo and Head Teacher. In this meeting discussions take place about why certain children are experiencing difficulty and what further support can be put in place to enable their progression
- Comments can be made between home and school in the child's diary
- If your child has complex SEND they may have an Educational Health Care Plan (EHCP) which means that a formal meeting will take place to discuss your child's progress and a report will be written. The process in completing this document is lengthy and will be based on a lack of educational progress at school due to the child's SEND

What support will there be for my child's overall well-being? What is the Pastoral, Medical and Social Support?

- Stower Provost is an inclusive school, we welcome and celebrate diversity. We believe children having a high self-esteem is extremely important to a child's well-being
- The class teacher has overall responsibility for the pastoral, medical and social care of each and every child in their class, therefore this should be parent/carer's first point of contact. If support is required, the class teacher will liaise with the SENCo for further advice and support. This may include working alongside outside Agencies such as Health Professionals, Children's Social Care, The Social, Emotional and Mental Health Support Team and our Educational Psychologist. It may be necessary to use Behaviour Support Plans or Pastoral Support Plans in order to support children who are experiencing a particularly difficulty in one or several of these areas

How are Governors involved and what are their responsibilities?

- The SENCo reports to the Governors every year to inform them about the progress of children with SEND. This report is general, no child is identified, and confidentiality is maintained at all times
- The Governors review the SEND Policy annually
- One Governor is responsible for SEND and meets regularly with the SENCo. A report is also made to the full Governing body so everyone is kept informed. Stower Provost's SEN Governor is Mrs Valerie Standing-Gill
- The Governors agree priorities for spending with the overall aim that all children receive the support they need in order to make progress

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

Stower Provost's SENDCo is Mrs Vickie Burpitt.

- When a child is identified as having a specific need, we are able to access County or NHS Services such as Educational Psychologist, Learning Support Services, Speech

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and Language Service, Physiotherapist, Occupational Therapist, Physical Impairment and Medical Support Team, Hearing Support Team, Vision Support Team, Communication and Autism Outreach Team

What current or planned training do the staff supporting children with SEND have?

Various members of our teaching staff have received training for the following:

- Introduction to Autism
- Introduction to Dyslexia
- Supporting Children with Diabetes
- ELSA
- Delivering Reading and spelling/phonics programmes
- Integrated Literacy Intervention

Whenever the need arises staff will receive future appropriate training.

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

- All children are included in all aspects 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 conducted prior to any off site activity to ensure everyone's health and safety 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 cover the same curriculum areas will be provided in school
- External providers will be advised of any particular need prior to a visit

How accessible is the school environment?

- Part of the school has been furnished with specially adapted acoustics, carpets etc to assist children with hearing support requirements
- Unfortunately, due to the age of the school building, wheelchair access is not possible nor do we have a disabled toilet in the main building but there is one outside.
- There are changing facilities for any child whose needs necessitate personal care

How will the school prepare and support my child when joining the school or transferring to a new school?

- All families and children are encouraged to visit the school prior to starting
- For children with SEND we encourage further visits to assist with the transition of moving to a new school and new surroundings. Staff may visit a child in their current school
- Meetings will be arranged with the SENCo and other relevant parties to which parents/carers are invited

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- We use School Entry Plans and other aids such as books, photos to aid transition if this is potentially difficult
- 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
- 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, Gillingham School, we liaise to ensure a smooth transition
- If your child has complex needs, then a School Entry Plan review will be used at 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 SEND are met to the best of the school's ability with the funds available
- We use the SEN budget to contribute towards funding TAs who deliver programmes, together with the class teacher, designed to meet children's needs
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support

How is the decision made about what type and how much support my child will receive?

- The class teacher, together with the SENCo, will discuss the child's needs and what support is most appropriate
- Different children will require different levels of support in order to bridge the gap to achieve AREs
- This includes ongoing discussions with parents/carers

How do we know if this has had an impact?

- The child is making progress academically against national and AREs and the gap is narrowing
- Feedback from the teacher, parent/carer and child
- Children may be moved off the SEN register when they have "caught up" or made sufficient progress
- The SENCo monitors the progress made by intervention work
- Pupil Premium meetings are held regularly between the Head Teacher, SENCo and Class Teacher. The progress of every child is discussed at these meetings and support is discussed and planned

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Who can I contact for further information?

- Talk to us at Stower Provost
- Your first point of contact would be your child's class teacher who will discuss your concerns. You can speak to the class teacher at the beginning or end of the school day. However, it may be more appropriate to make an appointment which would provide confidentiality, more time available for discussion and at a time which is mutually convenient
- The class teacher may consult with other teaching staff confidentially to discuss strategies which will support and help your child
- The class teacher may feel it necessary to involve the SENDCo
- If concerns continue, further appointments can be arranged to include class teacher, SENDCo and Head Teacher

Who should I contact if I am considering starting my child at Stower Provost?

- Contact Mrs Pike in the School Office to arrange to meet with our Head Teacher, Mr Martin Marshall or SENDCo Mrs Vickie Burpitt
- Telephone Number 01747 838370
- Email office@stowerprovost.dorset.sch.uk

This policy was agreed by Governors on 23rd March 2017

It will be reviewed in the Spring Term 2018

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