

St. Botolph's C E Primary School: Local offer

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Headteacher: Mrs Emma Pepper

SENCO: Mrs Jane Evans

The kinds of special educational needs for which provision is made at St. Botolph's Primary School:

St Botolph's Primary School caters for children with various special educational needs.

St Botolph's Primary School strives to be an inclusive school, fostering a sense of community and belonging through:

- Personalised learning
- Broad, balanced and creative curriculum for all pupils
- Systems for early identification of barriers to learning
- High expectations of all pupils

Information about St Botolph's Primary Schools policies for the identification and assessment of pupils with special educational needs:

We identify pupils with special educational needs through teacher's observations and assessments, parental views and previous school information.

Evidence would come from:

- Assessments
- Parental/carers interviews
- Medical notes
- Reports from other agencies
- Individual pupil tracking

Teachers who have concerns about a pupil will alert the SENCO and parents/carers will be involved in assessment and decision making. Parents/carers are regularly updated on their child's progress and new targets set. Parents are given any support they need in this process (eg. understanding technical terms).

St Botolph's Primary School's policies for making provision for pupils with special educational needs whether or not pupils have Education Health Care Plans (EHC):

- a. How St Botolph's Primary School evaluates the effectiveness of its provision for such pupils:

The provision for pupils with special educational needs is monitored in the following way:

- Regular assessments
- Data analysis to monitor pupils not making expected progress and act on it.
- Updating of the provision map to make sure pupils are receiving the correct support
- Include views of parents/carers

- b. St Botolph's Primary School's arrangements for assessing and reviewing the progress of pupils with special educational needs:

Effective systems are in place to track and review individual pupil progress and to target intervention. The effectiveness of intervention programmes is then tracked as well. Staff meeting time is spent on reviewing attainment and progress.

c. St Botolph's Primary School's approach to teaching pupils with special educational needs:

A wide range of multi- sensory teaching styles are used so all children progress in lessons. Staff have a good knowledge of pupils learning needs and differentiate tasks accordingly. Resources are used appropriately.

d. How St Botolph's Primary School adapts the curriculum and learning environment for pupils with special educational needs:

The following are used:

- Resources recommended by outside agencies
- LSA time for extra support
- Intervention work with a teacher trained to teach children with dyslexia
- Visual timetables, and Makaton signs and symbols are used

e. How St Botolph's Primary School provides additional support for learning that is available to pupils with special educational needs:

Personalised curriculums are devised using the small steps approach working in small groups.

f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:

The school runs clubs within the school day and after school run by the school staff or outside agencies. Examples of activities include a variety of sport clubs, choir, recorders, science and eco clubs. In our Golden time sessions year 1 to 5 enjoy a variety of activities including cooking, orienteering and forest schools. Data is kept on who attends clubs and children are targeted to attend.

Morning and lunch time break times are structured with activities for the children to do and support given by the Play leaders at lunch times.

g. Support that is available for improving the emotional and social development of pupils with special educational needs:

St. Botolph's Primary School provides Social Communication groups, Silver SEAL work and Forest school activities. Good behaviour management means that staff recognise when pupils might be encountering difficulties and each classroom has a quiet area to retreat to or the pupil may spend some time away from the classroom to gather their thoughts. We have the services of a family outreach worker and family counsellor who works closely with the pupils and their families.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:

All staff have attended training on Social communication groups, Autism , Wave 3 literacy and Makaton. Mrs Christine Green is trained to teach children with dyslexia. Mrs Jane Evans SENCO attends partnership meetings and will be completing the SENCO national award qualification during 2014-15. An outreach worker from Ashmount special school visits us twice a year to provide advice for children we are concerned about. Other outside agencies are involved when required.

Information about how equipment and facilities to support children and young people with special educational needs will be secured:

The following facilities are available at this school:

- Provision for special diets (kitchen on site)
- Outdoor areas for lessons to take place outside
- Wheelchair access
- There is a lift between the two floors
- There is a disabled toilet and showering area
- Disabled parking bay

The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

If a teacher has a concern about a child it will be shared with parents/carers immediately and interventions will be put in place. If the concerns continue the SENCO will become involved and an individual plan will be made for the child with targets to work towards that will be constantly reviewed with parental involvement. In cases where, despite continuing intervention, a pupil continues to experience difficulties the school will inform the parents/carers and ask permission for the Educational Psychologist to become involved. We have parents consultations in the Autumn and Spring terms and Annual reports are sent home in the summer term. We communicate effectively with parents and always stress our open door policy.

The arrangements for consulting young people with special educational needs about, and involving them in, their education:

Staff have a day each half term to talk to their class on a one to one basis. This is particularly beneficial for children with special educational needs. They are encouraged to talk about any worries they might have and what they need to do to achieve their targets. We have a house point system that motivates the children and the children evaluate their work with happy or sad faces.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting:

Our school has an "Open door" policy and parents /carers are able to talk to staff in the morning and at the end of the school day. In newsletters parents/carers are always told they can make an appointment to see staff if needed. Support staff are also out on the playground in the morning. Governors become involved if complaints are made (see Complaints policy).

The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32:

As a school we encourage and engage parents/carers in their child's learning by holding information evenings and running workshops during the school day. We also run Family learning sessions. We support parents/carers in liaising with any outside agencies that become involved with their child.

St.Botolph's Primary School's arrangements for supporting pupils with special educational needs in transferring to a new education phase.

Meetings are continually held to discuss pupils with special educational needs as they move through FS to year 5 at our school. Two days of induction is completed with the new teacher before the summer break. Photographs of the new class and staff are taken to help children. Children move to Shepshed High School at year 6. The SENCOs from both schools meet to pass information on. Year 5 children have 3 days of induction at Shepshed High School and any children who need extra time at the new school are able to go for further visits.

