



Uley CE (VC) Primary School

Woodstock Terrace

Uley

Gloucestershire

GL11 5SW

Tel.: 01453 860350

Email: admin@uley.gloucs.sch.uk

Website: www.uleyprimary.co.uk

Local SEND offer – Uley CE Primary School

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values (focusing particularly on Friendship, Compassion, Trust and Wisdom) drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, support, inspiration and motivation, which lead to achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, both in this school and the next stage, work and life.

We aim to be an inclusive school, remove barriers to learning and close the gap. For pupils with Special Educational Needs and/or Disability, we offer a range of support which is tailored to their needs.

This is what some of our pupils say:

- 'It's really good. Really helpful with my maths, especially the morning session.'
- 'It's really helpful and I enjoy it because she's fun and always smiling. It has helped me get better with reading and languages and art.'
- 'Very fun. Good time. They help you with your learning.'
- 'It's really fun and my reading is now good.'
- 'I've got better at multiplication and reading.'

Definition of SEND from the 2014 Draft Code of Practice

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Post 16 Institutions often use the term learning difficulties. The term SEN is used in this Code across the 0-25 age range but has the same meaning.' Section 1.8

Policies that may be helpful to read alongside this document include:

- Anti-Bullying
- Child Protection
- PSHE
- SRE
- SEND
- Teaching and Learning

Teaching and Support Staff

All of our teaching and support staff are responsible for teaching and learning for all pupils including those with SEND.

Special Educational Needs Coordinator (SENCo)

Miss A Spain

The SENCo's responsibility, working closely with colleagues, is to liaise with parents, pupils, external agencies and health professionals in providing and coordinating suitable provision for pupils with SEND.

Teaching Assistants

We have a super team of Teaching Assistants who work in classrooms to support all pupils and also provide excellent learning opportunities for pupils with additional needs. These teaching and learning opportunities may also be in 1-1 or small group situations.

- Mrs J Batchelor
- Mrs R Williams
- Mrs A Tiley
- Mrs R Dean

Provision

Wave 1 – we will always aim for 'Quality First Teaching' for all pupils, ensuring differentiated learning, marking that celebrates achievement and points out next steps through both oral and written feedback. Progress will be reviewed by lesson or by 'topic' as appropriate.

Wave 2 – pupils with cause for concern will be discussed between teachers, TAs, the SENCo and the headteacher. Where appropriate, additional in-class support will be provided, and progress will be reviewed more closely. Regular updates will be given in staff meetings and through staff discussions.

Wave 3 – pupils who have not made progress through the above stages, or who display more immediate or long-term needs will receive appropriate intervention programmes that address targets set by the class teacher. These pupils may be put

on the SEND Register, though some may be on it on a temporary basis. When targets are met, the intervention programme may cease, but if targets are not met, alternative programmes / strategies may be sought and implemented. Regular discussions between staff will include progress reviews. Parents of pupils who are on the SEN Register will be informed and invited to discuss their child's progress as appropriate. External agencies, including the Educational Psychologist and health professionals may be involved.

SEND Governor

Our SEND Governor is Mrs E Latham. She meets with Mr Warren (headteacher) twice a year and reports to the Governors to keep them informed and updated of SEND provision and progress.

What should I do if I think my child has Special Educational Needs and/or Disabilities?

- Talk to the Class Teacher and SENCo about your concerns
- The Class Teacher and SENCo will investigate further if required. These investigations may highlight an additional need. Support can range from adjustments in the teaching and learning in the classroom, to diagnostic tests for specific learning needs to involving outside agencies.
- Following investigations, a meeting will be set up to meet with the parents/guardians with the class teacher and the SENCO to discuss the way forward in improving the teaching and learning for your child.
- Further reviews will be undertaken to check the progress of your child during that academic year. These can be in the form of parents' evenings, structured conversations or agreed meeting times by all concerned.

What do I do if my child has Special Educational Needs and/or Disabilities and is joining the school?

- When you visit the school, speak to the Headteacher about the needs of your child. The new Class Teacher and SENCo will be made aware of any needs your child has and will prepare accordingly.
- At the time of transition information will be passed from your child's previous school to the Headteacher and SENCo about your child's needs.
- After initially settling into school, baseline assessments will be conducted in the first few weeks of entry into the school.
- Parents / carers are always welcome to talk to the school about any concerns they have. We can arrange informal meetings to make sure that the transition runs smoothly and successfully.

How will Uley CE Primary School provide additional teaching and learning support for my child's additional needs?

- My child is on an Education Health and Care Plan (EHC) from September 2014 or previous Statement of SEN (pre September 2014)
 - The targets / objectives and funding requirements on the EHC or Statement will be followed with support given as stated. All staff involved with the child will work to the requirements.
- My child is on the additional needs/concern register.
- My child is on the SEND register.
 - Your child will receive support or interventions appropriate to meeting his / her needs, for a period of time that will allow suitable time for progress to be made.

- This could either be 1-1, small group in class or withdrawn as appropriate.
- My child is on the SEND register and has external agency support such as Speech & Language Therapy, Advisory Teacher support or Medical Needs.
 - Your child will receive support or interventions appropriate to meeting his / her needs, for a period of time that will allow progress to be made. Your child may have occasional contact with the external agency at school to support their needs. The agency will advise the school in supporting his / her needs.

When can I meet with teachers to find out about my child's progress and review his / her provision?

Parents/carers are welcome to talk about their child as needs arise with the class teacher and SENCo. Please call the office to arrange an appointment.

There are planned opportunities built into the school year for parents / carers to come into school and discuss their child's progress and wellbeing. The planned opportunities for all parents / carers are the Parents' Evenings held three times a year: October, February and July – the last one being to informally discuss the end-of-year report and transition to the next year group and / or class.

It may be that there is a more detailed conversation between the parent and the class teacher and / or SENCo, which may include discussions about targets being set to support the child, parent and teacher. These meetings will be arranged as required.

There are informal arrangements made for the SENCo to meet parents / carers throughout the year as needs arise. The child's additional support can be discussed and reviewed as regularly as required.

What intervention programmes does the school run for children with SEND and how are they delivered?

There are a variety of interventions available to enable your child to make progress. This will depend on the needs of your child. The decision of which intervention to provide and the duration of the intervention will be at the discretion of the SENCo and teaching staff, in liaison with outside agencies as required. Parents/Guardians will be informed.

Reading: Dancing Bears, Apples & Pears, Jelly and bean, ALS / ELS (adapted for individuals), SWAP games, Communication in Print, specific programmes appropriate to need

Writing: Grammar for Writing (still relevant), ALS / FLS, Apples & Pears, Speed Writing, additional spelling support, specific programmes appropriate to need

Maths: Springboard, Power of Two, specific programmes appropriate to need

Dyslexia: Specific support to match the dyslexic tendencies of the child. This could include: coloured overlays, reading strips, SWAP games, STARSPELL, Stile, Aide Memoir for p, b, d, and number confusion, Beat Dyslexia

Speech & Language: specific programme with recommendations from speech therapist, including pre-teaching, memory games, specific programmes appropriate to need

Asperger / Autism spectrum support: specific programmes appropriate to need

Dyspraxia / Developmental Coordination Disorder: specific fine or gross motor programmes appropriate to need

Visual impairment: specific support materials/adjustments – specific programmes appropriate to need

Hearing Impairment: specific support materials/adjustments – appropriate to need

Medical Need: specific support materials/adjustments – appropriate to need

Behavioural Needs: The underlying causes of the behavioural issues are sought. Then specific support materials/adjustments may be made appropriate to need. Following the school's Behavioural Policy. This may include close monitoring, staff meeting regularly with parents, advice from Behaviour Support or other agencies should this be required.

Emotional and Social Needs: children's wellbeing and ability to have good friendships in school is very important. Children who have difficulties in this area may have additional support from the parent support advisor, SENCo and / or TAs trained in active listening, solution focused approach along with other specific interventions such as SEAL and Circle Time.

How will I know how my child is progressing?

- All children are tracked closely to make sure that they make progress.
- School staff will discuss concerns with parents as appropriate.

My child is on an EHC what does this mean?

From September 2014 the new Children and Families Act 2014 will become law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs. The main differences are that the EHCP is:

- More person-centred with increased engagement and involvement from parents, carers, children and young people in the process
- More co-ordinated assessment process across education, health and care services
- Focuses on outcomes to be achieved for each child/young person
- Runs from birth to age 25
- Includes parents, carers, children and young people at the heart of the changes
- The legislation applies equally to all schools including academies and free schools.

For those with existing statements, we are expecting guidance from the DfE about the process to be used from September 2014 by which these will be transferred in to the EHCP process. This will also include the Section 139a Learning Difficulty Assessments. This is likely to be at annual review stage, in a phased programme over the course of a few years.

Glossary

- CAF – Common Assessment Framework
- C&I – Communication and Interaction
- CLL – Communication, Language and Literacy
- EHCP – Education, Health and Care Plan
- ELG – Early Learning Goals
- EP – Educational Psychologist
- EYFS – Early Years Foundation Stage
- G&T – Gifted and Talented
- KS – Key Stage
- LA – Local Authority
- MLD – Moderate Learning Difficulties
- PSP – Pastoral Support Plan
- PSA – Parent Support Advisor
- PSHE – Personal, Social and Health Education
- SATs – Standard Assessment Tests
- SENCo – Special Educational Needs Co-ordinator
- SEND – Special Educational Needs and Disabilities
- SpLD – Specific Learning Difficulties
- SRE – Sex and Relationships Education
- VAK - Visual, Auditory, Kinaesthetic (Learning Styles)

Who can I contact?

In the first instance, the child's class teacher is the first person to contact. The teacher may then discuss concerns with the headteacher / SENCo.

CAF / PSA link

The headteacher is the first point of contact for CAFs and requests for PSA support.

July 2014 – to be reviewed in July 2015