



Perry Wood
PRIMARY & NURSERY SCHOOL

SEN School Offer

Last Reviewed: February 2019
Review Due: February 2021

Reviewed by: SLT

All Griffin Schools Trust schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Perry Wood Primary and Nursery School is an inclusive school and may offer the following range of provision to support children with SEND.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher

He / she is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils.
Checking on the progress of your child and identifying, planning and delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEN policy.

If you have concerns about your child you should speak to your child's class teacher. You may then be directed to the SENCO.

Special Educational Needs Coordinator: (SENCO) Mrs J Long

She is responsible for

- I. Coordinating provision for children with SEN and developing the school's SEN policy
- II. Ensuring that parents are:
- III. Involved in supporting their child's learning and access
- IV. Kept informed about the range and level of support offered to their child
- V. Included in reviewing how their child is doing
- VI. Consulted about planning successful movement (transition) to a new class or school
- VII. Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- VIII. Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Head of School: Mrs Suzanne Beston

She is responsible for:

The day to day management of all aspects of the school, including the provision made for pupils with SEN

SEN Governor: Mr Alan Fradley

They are responsible for:

- I. Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties.

This additional support is documented in an Individual Provision Map/ Pastoral Support Plan. In consultation with the SENCO (and parents where appropriate), short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

Formal review meetings are held at least 3 times a year. Parents, relevant external agencies and when appropriate, pupils are invited to these reviews. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. For some children these reviews will take place as part of parent consultation meetings 3 times a year.

If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. If parents require information regarding access arrangements the SENCO will be able to inform you about eligibility and applications. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Intervention

Access to learning and the curriculum

Focus group

- I. Qualified Dyslexia teacher supporting learning and removing barriers to the curriculum in a small group

Access to learning support staff

- I. Support staff work alongside the teachers in the classroom to provide additional support for pupils who need it.

Strategies/programmes to support speech and language

- I. Teachers use a range of strategies in the classroom to support pupils in the classroom such as chunking of instructions, repetition and visual supports

Strategies to support/develop literacy inc. reading

- I. The Read Write Inc programme is used throughout the school to teach phonics. Pupils are taught, at the appropriate level for their ability, in small groups
- II. Read Write Inc Fresh Start is used in Years 5 & 6. Pupils are taught at the appropriate level in small groups.
- III. Additional 1:1 tutoring is provided for pupils who require this.

Strategies to support/develop numeracy

- I. Maths lessons are differentiated to meet the needs of the pupils.
- II. Success @ Arithmetic

Provision to facilitate/support access to the curriculum

- Pre-teaching of topic vocabulary is provided by support staff to allow children to better access curriculum lessons

Strategies/support to develop independent learning

- I. Teachers plan to allow for the development of independent learning of pupils.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- I. Nurture support for children who would benefit
- II. Well Being Mentor providing counselling

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- I. Smart Moves
- II. Jimbo Fun
- III. Specific programmes for individual children planned by OT or physiotherapist

Access to modified equipment and ITC

- I. Coloured overlays
- II. Coloured paper
- III. Coloured background on smartboards
- IV. Modified resources for pupils with visual impairments
- V. Writing slopes

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions

- I. School nurse supports and trains staff to provide medical interventions

Agency

Specialist teaching services

- I. Behaviour
- II. Cognition
- III. Communication and Interaction
- IV. Hearing Impaired
- V. Visually Impaired

Description of Support

- I. Specialist teachers work with the school to plan provision for pupils with SEN. This is accessed through the LIFT process.
- II. Where appropriate, specialist teachers observe and assess pupils

Educational Psychology Service

- I. Educational psychologists work with staff at a strategic level
- II. Educational psychologists provide training for staff
- III. Educational psychologists carry out assessments as appropriate

Speech and Language Therapy, Nurse Occupational / physiotherapy, Paediatric Services, CAMHS (Child and Adolescent Mental Health Service)

School may refer as required and implement recommendations following specialist assessment

Transition

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher

In year 6-7 transition

The SENCO will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools, St Anthony’s School and Foreland School, to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- I. Speech and Language
- II. Dyslexia

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to: [The Local Authority Local Offer](#)

[The DfE Code of Practice](#)