



The following details our local offer at

Blackwell Primary School

Headteacher

Mrs Gill Gardner

SENCo

Mrs Gill Gardner

Governor with responsibility for SEND

Mrs T Blake

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Age range

3-11

We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is

clear. If you would prefer to talk to one of our staff, please just phone school and we'd be really happy to talk to you.

Principles underlying the Special educational needs and disability

Code of Practice: 0 to 25 years July 2014

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have special educational needs or disabilities.

These include:

- Taking into account the view of children, young people and their families
- Enabling children, young people and their parents / carers to participate in decision making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood

How do we make sure all children reach their potential?

- The school aims to value and foster the achievements of each child, so enabling everyone to fulfil their potential
- Access for all children to a broad, balanced learning challenge curriculum which is well differentiated and takes account of different learning styles and children's interests
- Use of growth mindset in all subjects
- Well-resourced classrooms
- The quality of teaching and learning is well monitored by the leadership team

- Teaching and learning deemed "good" overall by OFSTED
- Individual targets are set for all children in reading, writing and numeracy
- There is a rigorous pupil progress tracking system in place which ensures all children are monitored at least termly. Interventions are put in place when appropriate to help children make progress
- A governor with responsibility for SEND who receives progress reports and monitors provision with the SENCo
- Termly reviews with parents / carers: 3 parents' consultation evenings a year; termly reviews for all children on the SEND register and comprehensive Annual Reviews of Education Health Care Plans involving parent / carers and children
- Children's views are very important: active school council, Anti-Bullying Ambassadors, children's questionnaires, SEND reviews with children taking part
- A common behaviour system throughout the school
- Fully trained support staff and MDS ensure smooth running of playtimes and lunch times
- Long established, acknowledged and celebrated ethos of inclusion and equality

How do we help a child with physical needs?

- Disabled toilets - equipped shower room/changing facilities for children with physical needs
- Access to equipment which helps writing: slope boards, pencil grips, a range of writing implements
- Variable height tables and chairs available.
- A care plan and an individual personal evacuation plan is written for all pupils

with mobility or other needs in conjunction with health professionals

- Liaise closely with outside agencies who help us support children with physical needs

- Appropriate training provided for staff as required by children's specific needs

How do we help a child with speech and language needs?

- Teaching assistants are confident in the delivery of programmes devised by speech and language therapists

- Close liaison with speech and language therapists

- We refer pupils to Speech and Language Therapy when needed

- Embedded in school life. All teachers prompt and promote talking in full sentences. Teachers use good questioning skills to further develop aspects of speaking and listening

- Teachers can implement visual timetables both with the whole class and with individuals when needed

- Appropriate training provided for staff as required by children's specific needs

How do we help a child with sensory impairment?

- All classrooms have a high proportion of carpeted areas to cut down the background sound

- Carpeted hallway

- 4 rooms are available for focussed work

- Liaise closely with outside agencies who help us support children with sensory impairments

□ Appropriate training provided for staff as required by children's specific needs

How do we help a child who has social and emotional difficulties?

□ Positive play room

□ Anger Gremlin sessions

□ Access to the Educational Psychologist

□ 2 x play workers during lunch time

□ Quick referral to Early help (internal)

□ Appropriate training provided for staff as required by children's specific needs

How do we help a child with behavioural difficulties?

□ A clear Behaviour Policy

□ We believe in a 'praise culture' rewarding children for what they can do

□ After school and lunchtime clubs to engage and enthuse children in school life

□ Close liaison with Behaviour Support to create individual behaviour plans

□ Appropriate training provided for staff as required by children's specific needs

How do we help a child who needs support with English?

□ SSSEN support where identified

□ Children who are showing slow progress are given the opportunity to have small group or 1:1 support sessions

□ Children select their own level of challenge within English lessons

□ Children select their own level of challenge when working on spellings

□ In Guided Reading, ReadWriteInc are used to support struggling and emerging readers

- Parents / carers are consulted to help at home
- Appropriate training provided for staff as required by children's specific needs

How do we help a child who needs support with Maths?

- Children select their own level of challenge within Maths lessons
- Personalised numeracy interventions derived and delivered
- Well resourced
- Appropriate training provided for staff as required by children's specific needs

How do we support a child who has medical needs?

- Individualised medical needs plans created by a team around the child including the school nurse, health professionals, parents / carers
- Staff have received First Aid in schools training
- 5 x staff have received paediatrician training
- Curriculum differentiated to enable pupils with medical needs to have access to activities
- Appropriate training provided for staff as required by children's specific needs

How do we help a child who has English as an Additional Language (EAL)?

- Advice sought from outside agencies
- Supportive parent network, whereby teachers and parents work together
- Appropriate training provided for staff as required by children's specific needs

How do we support a child with complex and multiple needs?

- Close liaison with outside agencies

- Risk assessments
- Staff experienced (children have been through school with complex needs)
- Children with complex needs have the opportunity to take part in every event in school.
- Appropriate training provided for staff as required by children's specific needs

Which specialist services are we able to access beyond the school?

We have current regular contact with the following services who give us support and advice:

- Inclusion Service
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS
- Behaviour Support
- SSEN
- School Nurse and Doctor
- We are also part of the 5 PITS Partnership where expertise is shared between schools.

How will we include children in activities outside the classroom including school trips?

- Extra staff deployed for trips to meet the stringent requirements of our risk assessments.
- Parents/carers consulted prior to trips for advice and guidance.

□ Educational visits are checked to ensure all pupils can access the trip

How do we prepare and support a child for joining school and transferring to Secondary school?

□ Visits to school placements by school staff

□ Visits to the school before starting

□ Transition plans - extended visits to the Secondary schools

□ A teaching assistant will take children with further needs on additional transition visits / prepare a social story booklet for parents / carers to share with the child during the school holiday

□ Close liaison with all other settings involved in transition - good exchange of information.

How will we meet a child's personal care needs?

□ Intimate and Personal Care Policy in place

□ All staff sign and adhere to a 'Code of Conduct'

□ Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency

□ Appropriate training provided for staff as required by children's specific needs

How will we develop social skills throughout the school day, especially break times?

□ Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for children if appropriate.

□ Midday supervisors trained in organising activities at lunchtimes.

□ Organised lunchtime activities and sporting challenges

□ Anti-Bullying Ambassadors help to make sure all children are happy

□ Anti-bullying week annually

□ Assemblies and PSHE sessions in all classes highlight the school procedure for dealing with behaviour that children find unacceptable / bullying behaviour then tell an adult in school - or friend or someone at home

How do we allocate resources?

□ One to one support given as specified in a child's Education Health Care Plan

□ Our school employs Teaching Assistants for focused group work, work on individual targets, 1:1 reading or as the class teacher deems valuable in meeting the specific needs of children in the classroom

□ All children regularly reviewed (at least once a term) and provision is then tailored to match their needs.

How do we ensure all staff

□ Significant budgetary commitment to staff training

□ Personalised Performance Management objectives for all staff
are well trained?

□ Commitment to maintain levels of training if staff leave

□ Induction programme in place for new members of staff in the school

□ Well planned programme of CPD, accessing both external agencies and in-school support

How do we raise awareness of special educational needs for parents and the wider community?

□ Achievements of children with SEND are celebrated

□ Parents / carers invited to at least termly meetings to discuss their child's progress.

If a parent / carer has a concern or a complaint in most cases complaints would be successfully resolved informally by teachers, senior teachers and the headteacher. If a complaint cannot be resolved in an informal way and / or the complainant still remains unhappy the Headteacher would deal with the complaint formally following the complaints procedure agreed by the Governors.

Thank you for taking the time to find out about our local offer at Blackwell Primary School - please do not hesitate to contact us for any further details.