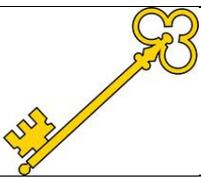


Salisbury Primary School



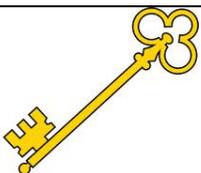
Our local offer for children with SEND

Unlocking learning for all our children



How do we identify individual special educational learning needs?

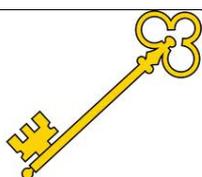
- ❖ When pupils have an identified special educational need or disability before they join our school, we work very closely with their parents and staff who already know them. We also use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ❖ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology, SEN Advisory Teachers, Speech Therapy – we always share our findings with you and the next steps we need to take.
- ❖ If teachers feel that your child has a special educational need this may be because they are not making the same progress as their peers. The earlier we identify needs and modify our provision, the sooner we can resolve concerns and unlock learning for children. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the school's Special Educational Needs Coordinator (SENCO).



How do we involve pupils and their parents/carers in identifying special educational needs and planning to meet them?

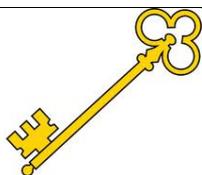
- ❖ We are child and family centred so where possible you can expect a “no decision about me without me” approach.

- ❖ When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ Where appropriate we will write and review Individual targets with pupils and parents/carers, a copy of these will always be available for you.
- ❖ We review the targets regularly and every term there will be an opportunity for all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.
- ❖ Our staff are available at the end of every school day to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.



How do we use other adults in school to support pupils with special educational needs or disabilities?

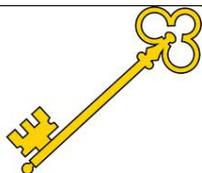
- ❖ Our SENCO leads a team of experienced support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.
- ❖ Our staff are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- ❖ Our Parent Support Advisor is a very supportive member of the team with an excellent knowledge of how to support our children and their families. No problem is too big or too small.
- ❖ Our assessment co-ordinator analyses pupil performance data termly to ensure every child is making the best possible progress.
- ❖ We have a dedicated Educational Psychologist and SEN Advisory teacher, who visit our school regularly to observe and assess pupils, and offer advice and support to both home and school.



How do we use specialist resources to support pupils with special educational needs or disabilities?

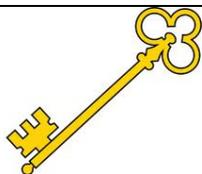
- ❖ We have a dedicated nurture room that is available for specialist groups such as our 'Panda' group, who meet twice a week to develop social and emotional skills.
- ❖ Our Early Years Unit has a range of specialist sensory equipment.
- ❖ Our SEN team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- ❖ We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises.

- ❖ We use Makaton and key rings containing Makaton signs on small cards to aid children with communication difficulties.
- ❖ We have a wide range of Speech & Language resources to run intervention groups or 1:1 sessions.



How do we modify teaching approaches for individual pupils?

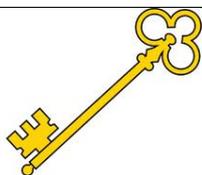
- ❖ All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties.
- ❖ Our staff are all able to use basic Makaton signs, and some are trained to support pupils using British Sign Language.
- ❖ We are a dyslexia friendly school.
- ❖ We are an inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ❖ We run a number of 'intervention' groups for children throughout the school who are in danger of falling behind their peers. These cover areas such as, phonics, maths, literacy and communication.
- ❖ We offer a wide range of in-house communication groups; these usually focus on Attention and Listening, Speech and Language and Social Communication.
- ❖ We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.



*How do we assess progress towards the outcomes we have targeted for pupils?
How do we review this progress so that pupils stay on track to make at least good progress?
(including how we involve pupils and their parents/carers)*

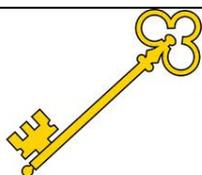
- ❖ In the Foundation Stage we track progress against the Early Years Foundation Stage ages and stages of child development.
- ❖ Throughout the school we use P scales where appropriate to assess progress that is in smaller steps than the usual national curriculum levels.
- ❖ We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.

- ❖ Parents of children with special educational needs are invited to a special review meeting each term where we discuss progress and set individual education plans outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child.
- ❖ Our assessment co-ordinator analyses the progress of every child each term, and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern, and writes an individual education plan for children whose needs fall outside normal classroom differentiation



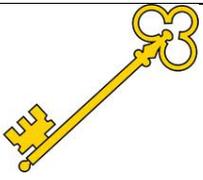
*What extra support do we bring in to help us meet SEN? (services and expertise.)
How do we work together collaboratively?*

- ❖ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- ❖ We get support from local authority services about training, policy and funding.
- ❖ Our local authority provides educational psychologist support for assessment, advice and training.
- ❖ Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.
- ❖ We have a Specialist Advisor/Trainer who works closely with staff, pupils and families in raising attendance and punctuality.
- ❖ We get support from speech and language therapy (SALT). We refer pupils for assessment if we believe they need a period of therapy.
- ❖ We liaise with the School's Health Advisor regularly.
- ❖ We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.



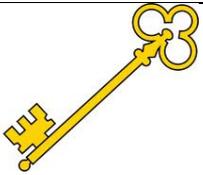
What other activities are available for pupils with SEN in addition to the curriculum?

- ❖ We have a breakfast club with trained staff capable of looking after pupils with both special educational needs and disabilities.
- ❖ We have educational visits throughout the school year. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- ❖ We run 'Cool Kids' groups which is an Occupational Therapy Programme.



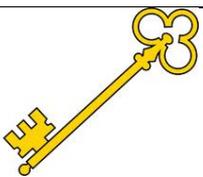
How do we support pupils in their transition into our school and when they leave us?

- ❖ Children who join our school in nursery are welcomed into our school community with a personal home visit by their key worker, followed by a meeting in school. A series of parent and child 'stay & play' sessions follows in the second half of the summer term in preparation for their September start.
- ❖ Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.
- ❖ Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.
- ❖ Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- ❖ When we are aware that pupils joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment.
- ❖ We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.



How does additional funding work?

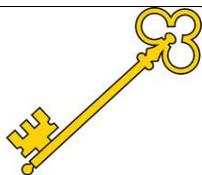
- ❖ Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.



Where can pupils get extra support?

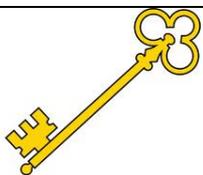
- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if that are worried or have any concerns they want to share.

- ❖ We have a buddy system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.
- ❖ The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.
- ❖ Our Parent Support Advisor is available every morning.



Where can parents/carers get extra support?

- ❖ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.
- ❖ Our SENCO and our Parent Support Advisor can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.



What can parents/carers do if they are not satisfied with a decision or what is happening?

- ❖ Our Parent Support Advisor or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the head teacher by arranging an appointment. If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the headteacher.
- ❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.