

# Balcombe C E (C) School

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## Local Offer

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Special Educational Needs and Disabilities (SEND) School Information Report 2016-17

Adopted by Governors: Sep 2014

Reviewed: Oct 2016

Next Review: Oct 2017

As part of the most recent developments in Government SEND policy, all schools have been asked to create a 'SEND Information Report.'

This consists of answers to questions which provide parents/carers with information on the provision and services they can expect for their child at our school.

If you have any worries or concerns about your child please do not hesitate to come and talk to us. Always see your child's class teacher in the first instance; they are available on the playground every day. Your concerns will always be taken seriously and your views are very important to us. We will discuss how the concerns can be addressed and will arrange a further meeting to assess progress and see if any changes have taken place or if further or different support is needed

You are always welcome to make an appointment with the SENCO (Mrs Cleverton) by telephoning the school office on 01444 811403.

If you have any questions regarding the information in this report please contact Mrs Cleverton.

#### 1. How does the school know if children need extra help and what should I do if I think my child or young person may have special educational needs?

The curriculums that are taught in our school have clear guidelines as to what a child is expected to be able to achieve for their age. As a school we measure children's progress in learning against these guidelines and know if a child needs extra help with their learning if our assessments show that they are not at the same level as children of the same age.

#### Knowing and Understanding the needs of our pupils: 'Assess, plan, do, and review'

All class teachers continually assess each child at the beginning and then throughout every term, using a range of assessment evidence and strategies. Some of the assessments and observations teachers carry out include reading assessments, word recognition tests and assessing independent writing. Teachers also continuously observe and talk with the pupils in their care in order to ascertain their learning style, confidence and self-esteem at school. This process enables teachers to know clearly the needs, strengths and talents of individuals and then plan the best next steps for their learning. Teachers then assess and review the progress of the children against their initial assessments to check that progress is being made.

This continuous process of '**assess, plan, do and review**' is at the heart of our teaching and learning at school and is overseen by the Head Teacher, Assistant Head Teachers, the SENCO and Governors as appropriate.

Where children are assessed as not being at an age-appropriate level of development, the class teacher and SENCO will plan additional targets and teaching activities for them and this is shared with the pupil, parents and carers also. Where appropriate our SENCO will obtain advice from professionals that work outside the school. For example if a pupil has difficulty in speaking clearly we would contact Speech and Language Therapists for advice and assessments as well as our school nurse for hearing tests.

Of course, some children may have been identified as having SEND before starting school either by their previous school or pre-school or by another professional such as a Paediatrician. In such cases the school will liaise with them and the family to ensure a smooth transition and that needs are met.

## 2. How will the school staff support my child?

Who will oversee and plan the education programme? Who will be working with my child and how often? What will their roles be? Who will explain this to me?

The **class teacher** will assess, plan for and work with each child with SEND in their class to ensure that progress in every area is made. All children are different – they will therefore have different needs and need different types of support to help them progress. There may be a **Teaching Assistant** (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. Their role may be to reinforce concepts being learnt in class, prepare for new learning or to use specialist resources or interventions to meet specific needs. Our **Learning Mentor** (Mrs Kirby) may work with some children to support their emotional, behavioural and social development if this is appropriate.

Twice a term, or more often if required, you will be invited into school by your child's class teacher so that he or she can explain the skills or 'targets' that your child is working towards as well as what support and activities your child will experience at school. The class teacher will also guide you as to how you can support your child at home.

Our **SENCO** will closely monitor all provision and progress of any child requiring additional support across the school. Class teachers, our SENCO and our Head Teacher will meet during the term to examine the work and progress of all individual children receiving support in order to make sure that children are making progress.

How are the school governors involved and what are their responsibilities?

We have an SEND governor (Hester Dunstan-Lee) and a curriculum committee who are involved in overseeing the SEND policy, monitoring pupil progress and are aware of the current needs in the school. Governors are also involved in the allocation of funds and staffing for special educational needs. Special educational needs provision and changes within the school are reported to the governors on a termly basis

## 3. How will the curriculum be matched to my child's needs? How will that help my child?

What are the school's approaches to differentiation?

Teachers continually observe and assess children in their care in order to plan lessons that are matched appropriately to the needs of the children. When planning lessons, teachers will take account of the needs of the individual and adapt tasks and materials accordingly. This is an inclusive approach meaning that typically, in any given lesson, there would be different levels of work set for the different levels of ability and need in the class. This is referred to as **differentiation**. The benefit of this type of differentiation is that **all children can access a lesson and learn at their level, alongside and with other children in the classroom.**

There are many different ways that teachers will differentiate the curriculum in order to match it to pupils needs and enable them to **access the curriculum**. **Some** of the strategies that can be used include

- Using trained Teaching Assistants to provide additional support
- Grouping of pupils according to ability
- 1:1 teaching by staff when appropriate
- Using specialist resources to enable access (for example, using tripod grips and other specialist writing tools to support a pupils writing development, or, picture cards/visual timetables to support pupils with their communication)
- Using ICT (for example using 'Clicker 5' software to support pupils writing development)
- Implementing intervention programme (e.g. a reading, spelling or maths support programme)
- Giving additional **time** to learning a particular concept or skill – for example a teacher or teaching assistant carrying out pre-teaching or over learning opportunities
- Accessing the school's Learning Mentor or outside agencies to provide assessment, support or advice where appropriate
- Implementing a range of teaching styles which recognise the individual learning styles of the pupils in the class
- Using peer group support through mixed ability grouping, talk partners and "buddy" systems
- Carrying out Risk Assessments for activities in and outside the learning environment to ensure that children are safe and enabled to access and join in all activities
- Accessing extra - curricular clubs, and to the social life of the school

The tracking and assessment teachers carry out will enable each class teacher to analyse the progress of each child.

The teaching and learning in our school, including differentiation, is monitored on a termly basis by lesson observations from the Head Teacher and Assistant Head Teachers. They also examine children's work as well as teachers' planning.

#### **4. How will both you and I know how my child is doing? How will you help me to support my child's learning?**

How will you explain to me how his or her learning is planned and how I can help support this outside of school? In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with staff?

As mentioned earlier, at least twice a term you will be invited into school to meet with your child's class teacher for 'planning meetings' and if appropriate, our SENCO. During these additional meetings the class teacher will share what is being taught at school and explain how you can best support your child at home (e.g. activities, resources, internet sites). There will be the expectation that your child will achieve the target by the time it is reviewed. These targets may be recorded on an Individual Learning Plan or Behaviour Plan (an ILP or an IBP), depending on your child's needs.

Of course even more meetings can be arranged in between these times should concerns be raised by the child, parents or staff. There may also be extra communication or meetings where outside professionals are involved in assessment or support for a child's needs.

### How and when will I be involved in planning my child's education?

You will be invited to share your views on your child's learning and their learning programme in the regular planning meetings you have with your child's class teacher as explained above. We will record your views on our planning records so that they can be used to support our planning process. We value your perspective and know that you know your child best.

Your advice will be sought on other occasions, such as for special events or planned trips.

### How will I know what progress my child should be making?

This is very much dependent on a child's individual needs, any advice we have been given to support your child and can be discussed at the regular meetings held between parents and teachers.

During your planning meetings with your child's class teacher, he or she will talk you through targets and skills that your child is working towards and what progress we are expecting to achieve, as well as how we will assess whether your child has made this progress. Our annual reports will also outline whether a child is working above, below or in line with where they should be.

### What opportunities will there be for regular contact about things that have happened at school e.g. a home / school book?

The class teacher will ensure you are kept informed about how your child is progressing and any incidents that may occur. However, we do set up Home / School liaison books when necessary. Teachers are on the playground at the beginning of the day for short messages.

### Do you offer any parent training or learning events?

We regularly offer parent workshops on supporting all children with reading, phonics and maths at different stages in the school calendar.

We can pass on details of events and information held by the 'Parent Partnership' – an organisation that supports families with children with SEND as we are committed to working together with parents to get the best for all children.

Contact their helpline on 0845 075 1008 - Monday to Friday during office hours.

### How does the school know how well my child is doing?

In school we will use ILP's (Individual Learning Plan) or IBP's (Individual Behaviour Plan) to set targets and review progress. We can use these targets to monitor pupil's progress academically against national/age related expected levels and update or adjust the ILP. This may involve updating the ILP targets into smaller steps or using a different approach to ensure progress is made.

Teachers continually assess all pupils throughout each term. They work closely with our Teaching Assistants. In addition to this, our SENCO tracks and monitors the SEND provision and pupil progress systematically and in the following ways:

- Reviewing Class teachers plans ( the ILPS),
- Talking to children
- Observing intervention programmes and support
- Lesson observations
- Looking at pupil's work
- Meeting with class teachers and the Head Teacher to discuss individual children receiving support as well as examining their work and assessments.

The Head Teacher and Assistant Head Teachers all review data to monitor and track that children are on course to make progress.

Where there are concerns about any child's development at any of the above meetings, teaching strategies and intervention programmes are changed.

Therefore **every term** a system of '**assessment, planning and then review**' for all pupils in our school ensures that all pupils have their progress checked by not only class teachers but by the SENCO, Head Teacher and Assistant Head Teachers.

[How does the school know how effective its arrangements and provision for children with SEND are?](#)

Like other schools in the locality, the school assesses how all pupils are progressing in line with National Curriculum expectations twice a term.

We judge the support children have received to have had an impact when

- Children reach or exceed the targets they are set and can be seen to be making progress both academically and socially at an appropriate level
- Children have a similar rate of attendance and progress to those children without SEND
- The views of parents and children are positive.

If, despite taking relevant and purposeful action to identify, assess and meet the needs of a pupil, a child has still not made expected progress, our school would consider requesting an Education, Health and Care assessment which would be led by our Local Authority. Parents can also make this request of the Authority. If the Local Authority agree that the pupil meets certain criteria, following further assessment, then the child may receive an Education, Health and Care Plan. This would outline the provision necessary for a pupil to progress.

If your child has an EHC Plan (Education, Health Care Plan), a formal Annual Review will take place to discuss your child's progress and a report will be written. This can be done at a six monthly interim review if changes to circumstances occur or concerns arise. This would be in addition to the twice termly meetings for all children with SEND described above.

If you would like further information on Education, Health and Care Plans, please contact Mrs Cleverton.

## 5. What support will there be for my child's overall well-being?

We are an inclusive school. We welcome and celebrate diversity. We commit to our own Christian values and ensure pupils are able to develop in a caring, fair and understanding environment. We all believe that a child having high self-esteem is crucial to their emotional well-being and academic progress.

### What is the pastoral, medical and social support available in the school for children with SEND?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the teacher should be the parents' first point of contact should a concern arise about a child's well-being.

In order to foster positive relationships across the school community, significant periods of learning time every day are dedicated to developing children's personal, social and emotional development. For example,

- Our daily assemblies always focus on key tenets of the Christian faith such as, forgiveness and respect
- We build confidence in our learners by holding weekly celebration assemblies and ensure all children are able to share their achievements – families are welcome!
- All children belong to a school team and all will earn team points for personal, social and emotional development as well as for effort and achievement in other areas of learning.
- We have a trained Learning Mentor in our school who works with some children to support their personal, emotional and social development. Her name is Mrs Kirby. She supports individual children who may be experiencing emotional or behavioural barriers to learning as well as working with groups to develop social skills and promote self-esteem.

If further support is required the class teacher can liaise with the SENCO for more advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

### How does the school manage the administration of medicines and providing personal care?

There are a number of staff who have first aid qualifications.

We have a policy for the safe administering of medicines. Where necessary, and in agreement with parents/carers, medicines are administered in school but only when a medical form is signed to ensure the safety of both the child and staff member.

If your child has a significant medical need you will need to speak to the SENCO to discuss how we can best support you and your child. This might include drawing up a Health Care Plan. When a child has an allergy or a chronic (long term) illness, a referral is made to the school nursing service who will support us in preparing the Health Care Plan.

Risk Assessments are drawn up for children to ensure that they are safe at all times and can access the curriculum alongside their peers.



## How will my child be able to contribute his or her views? How will the school support my child to do this?

We use a variety of different strategies to ensure all children, including those with SEND, have a voice in our school. For example:

- We use questionnaires to elicit all children's views on learning in school as well as how they feel about aspects of everyday school-life including whether children feel able to speak to an adult if they have a worry. Where appropriate, these are carried out on a one to one basis with an adult where the adult will scribe a pupil's comments.
- We have a school council where council members can bring views from their classes to be discussed
- Children will discuss their targets with their class teacher and both will consider how they like to be supported e.g. individually, by their peers, with visual clues, in a quiet space.
- Children with ILPs, IBPs and EHCs will also, with their class teacher, compile a 'Pupil Profile' together. During this discussion a child is asked for their views on their interests and hobbies, likes and dislikes, worries and concerns
- Individual class teachers across the school involve children in playing an active role in the life of their class. All children participate in small group and whole class 'circle time' discussions in order to discuss issues they feel are important to them
- For those children who may want to express a view anonymously we have post boxes for children to post their comments on. The Learning Mentor, or class teachers, will then look through these on a regular basis and then take appropriate action.

Children are always encouraged to speak to anyone about a concern they may have and can request to see the Learning Mentor or any adult at any time – an adult will always listen.

### Responsibilities

Children feel confident and show resilience when offered opportunities to be independent and take on roles. We ensure that all of our children with SEND have some form of responsibility. Some of the responsibilities children have had include the following:

- Becoming a 'Special Helper'
- Becoming 'Playground Buddies' who can support children at playtimes should the need arise
- Sports Leaders
- Prefects
- Librarians
- Technicians

## What support is there for behaviour, avoiding exclusions and increasing attendance?

We use a range of different strategies to support and encourage positive behaviour and ensure children make a positive contribution towards our school community. These include

- Our Behaviour Policy - this has clear expectations of behaviour and sets out rewards and sanctions



- Rewards - all children belong to one of four school teams for which they can earn team points for good behaviour. Weekly 'Celebration Assemblies' are held where children are rewarded for excellent work over the week, including behaviour
- 'Individual Behaviour Plans' - some children may have 'Individual Behaviour Plans' that outline targeted behaviours that need to be worked on – these are shared with home every day
- Learning Mentor time - our Learning Mentor (Mrs Kirby) works on an individual basis with those who may need support with their emotional and behavioural development. She also runs small group nurture interventions to support children with behavioural needs
- Outside agencies, such as Educational Psychologists have been used to support our families where appropriate.

#### Attendance:

Good attendance is rewarded with both termly and with end of year certificates.

We work closely with the Education Welfare Officer to any concerns over attendance.

Attendance is reported to parents at least in the annual report to parents and if appropriate more frequently.

Our curriculum is engaging and purposeful and children want to come to school.

### **6. How are the school's resources allocated and matched to children's special educational needs?**

As is consistent practice in all schools, resources and funding are allocated according to the needs of the child. We aim to match the time, adult support, physical resources and interventions needed to the level of need for each child. This may change over time and as needs increase or decrease. Funding for individual children, such as those who have an Education and Health Care Plan is allocated specifically for those children.

Pupil Premium funding, which is allocated for pupils with free school meals, may also be used to support pupils with special needs.

### **7. How is the decision made about what type and how much support my child will receive?**

*Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?*

Decisions about the type of support your child has are made based on the recommendations and views of all parties involved in your child's education – including the views of the child, teachers, parents and advice from professionals. Once these views are sought the SENCO and class teacher will pull this information together and invite parents to look at the suggested provision. When this is agreed upon you will be given a copy of your child's Individual Learning Plan (ILP).

As mentioned before, every term parents and carers are invited to school for a 'Planning Meeting' to meet with their child's class teacher and discuss the Individual Learning Plan and share ideas and activities that can use at home to support their child.

## **8. What specialist services and expertise are available at or accessed by the school?**

We have a trained Learning Mentor (Mrs Kirby) in our school who works with children to support their personal, emotional and social development.

**What other services does the school access including health, therapy and social care services?**

The school has access to a number of organisations and services including:

- School Nurse
- Educational Psychology
- Speech and Language Therapists
- Inclusion Support and Social Communication Team
- Hearing Impaired Team
- Visually Impaired Team
- Educational Welfare Service
- Looked After Children Education Service
- Social Services
- Child Development Team
- Child and Adolescent Mental Health Service
- Occupational Health
- Family Link Worker
- Family and Children's Service
- Transition Mentors
- Children and Young People's planning forum
- Children and Family Centres
- Family Resource Team
- Think Family
- Parent Partnership

Our SENCO is our main contact with the above agencies and should you wish to have contact with any of them in order to support your child then please contact Mrs Cleverton who will support you with this. Should our SENCO or class teacher, feel that your child would benefit from involvement with any of the outside agencies listed above then the school would immediately inform you and obtain your permission first.

## **9. What training have staff supporting children with SEND had or are having?**

We place a high value on continuing professional development and staff have a wide range of opportunities to develop professionally. This may be through attending weekly staff meetings or external courses or working with peers as well as school leaders. Our SENCO works with staff supporting their professional development. In addition, Advisory teachers and SEND specialists have been brought into school to advise and support staff.

The SENCO attends the yearly SENCO conference, termly SENCO support meetings and training.

Our qualified Learning Mentor has ongoing training and support.

Teaching Assistants have been trained in all the interventions they carry out.

The nature of training staff receive will depend on the needs of the children in our care. Skills and needs audits are carried out and these will support the planning of training for staff. Some of the training staff at our school have attended has included the following:

- Strategies for learning spellings in dyslexic learners
- Mathematical development
- Speech and Language support
- Emotional and Behavioural Support
- Fine motor development
- Attachment and Loss
- Nurture Group/Social Development

As a staff we have regular training updates of SEND conditions, medication use and resources/interventions in order to ensure all staff are able to manage pupil's needs accordingly.

#### **10. How will my child be included in activities outside the classroom including school trips?**

Will he or she be able to access all of the activities of the school and how will you assist him or her to do so? How do you involve parents and carers in planning activities and trips?

We want all children to access activities both inside and outside the school setting and have opportunities to access clubs as well. All teachers, including adults running after school clubs, will carry out Risk Assessments prior to activities so that **if** there are any concerns as to whether a child could access an activity then all necessary adaptations will be taken to ensure that they can and will participate. Sometimes such adaptations may simply be extra adult support on a trip. Parents of children with SEND will have appropriate Risk Assessments shared with them so that their advice and views can be taken into account and so that they are aware of the support provided. Trained First Aiders accompany classes or groups on trips and are able to administer medicines where necessary. They are also present during break times and lunch times and of course throughout the school day, every day.

#### **11. How accessible is the school environment?**

Is the building fully wheelchair accessible?

No, not at the present time.

If you would like to know more about the physical landscape of the school please contact the Head Teacher to arrange a visit. Please see our accessibility plan – available to read on our website.

Have there been improvements in the auditory and visual environment?

All classrooms are fitted with an interactive whiteboard and speakers along with Wi-Fi. The hall is equipped with a projector and internet access.

Are there disabled changing and toilet facilities?

Not at present.

How does the school communicate with parent carers whose first language is not English?

The school has links with the English as an Additional Language Team (EMAT) within the local authority who can help with communication needs of parents and children.

## **12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

**What preparation will there be for both the school and my child before he or she joins the school?**

Our school offers a range of different activities to families that are carefully designed to help children settle into school life. When children are starting school

- Information meetings are held for parents to view the school environment, meet the class teachers and ask any questions they may have
- Parents are invited to have one-to-one meetings with their child's teacher to enable them to discuss their child, their strengths, areas for development and any concerns that a parent or carer may have
- Staff from school will also contact nurseries, pre-school settings or previous schools
- Children are invited to spend time in their new class before starting the school (for example, story sessions and 'Come and Play' sessions in our EYFS and KS1 classes)
- For those pupils with SEND we encourage additional meetings for parents and carers and additional visits for the pupil. Meetings will also be arranged by the SENCO and teacher to discuss how to make sure there is a smooth transition between settings and that needs are met.

**How will he or she be prepared to move onto the next school? What information will be provided to his or her new setting / school / college?**

Our school works with teachers from the local secondary schools to prepare children for the change of moving to Secondary school. Some of the transition activities include:

- Transition Mentors/teachers from secondary schools visiting our Year 6 classes and working with the children and teachers for key lessons
- Children having planned opportunities to attend their new secondary school for the day - extra visits can be arranged for a child when necessary to help them gain more familiarity with the new environment and to alleviate any concerns.
- The SENCO attending meetings with the SENCO/Inclusion Manager from Secondary Schools to discuss children with special educational needs.

**How will you support a new setting / school / college to prepare for my child/young person?**

Our SENCO will attend meetings with the SENCO/Inclusion Managers from Secondary Schools to discuss children with special educational needs and disabilities.

We invite Transition Mentors and/or special educational needs staff from secondary schools to attend important meetings related to the individual children in year 6 so that they are best able to prepare for transition.

We also pass on each child's special educational needs file which documents all their Individual Learning Plans, reports from professionals and any relevant meeting notes.

### 13. How are parents involved in the school? How can I be involved?

Describe the school's approach to involving parents in decision making and day to day school life

**We believe that a child's education should be a partnership between parents and teachers. We know that parents are their child's first educators and know them best and therefore we will work together and communicate regularly, especially if your child has complex needs.** Parents and carers can be involved in our school through a variety of different ways. Some of these include:

- Opportunities to see your child's class teacher before school starts on the playground for short messages, to share news or to arrange a convenient time for a meeting. Teachers will always make time to see you should you ask to see them. Please telephone the school office if you cannot get to the playground
- Twice termly progress meetings with teachers and/or SENCO to outline the targets and ideas for support at home – these are in addition to the normal consultation evenings that take place in the Autumn and Spring terms
- Termly open afternoons to view your child's work with them and share in their achievements
- Regular newsletters from our Head Teacher are sent home. These outline key events and news about the school
- Attending our weekly celebration assembly – all parents are welcome to attend
- A written report summarising your child's development will be sent to you in the Summer Term
- Parents are invited to support children at school (e.g. cookery, school trips, listening to readers) once they have been CRB checked – please contact the school office for details
- Parents are invited to become members of the school PTA to learn more about what the school are doing and to help raise money for school funds – please contact Ros Thompson via the school office
- Parents are invited to express views through questionnaires.

### 14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

Your first point of contact should be your child's teacher who will meet with you to discuss any concerns you may have.

Who else has a role in my child's education? Who can I talk to if I am worried?

Please always come and talk to us if you are worried about anything. You can see either your child's class teacher, our SENCO or Head Teacher. If your child is receiving support from our Learning Mentor you can arrange to talk to them about your concerns. We will always make time

to listen and plan with you what we can do to help you and your child and will work quickly to ease any concerns you may have.

Members of staff can be found on the playground at the start of the day before to make an appointment, or simply ring the office – 01444 81140. In our experience, concerns can always be resolved when dealt with quickly and honestly and in person.

Parents and carers should ask the school office for a copy of our complaints procedure should the need arise.

[Who should I contact if I am considering whether my child should join the school?](#)

Please contact the Headteacher, Mrs Millbanks, via the school office – 01444 811403.

[Who is the SEND Coordinator and how can I contact them?](#)

The SENCO is Mrs Cleverton and you can contact her via the school office. Our SENCO is available on Thursdays should you wish to make an appointment.

[What other support services are there who might help me and provide me with information and advice?](#)

The Parent Partnership Service aims to help parents communicate with schools and the local authority. It provides impartial advice and information as well as supporting parents during the school application process. Contact details:



Email: [parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk)



Helpline: 0845 075 1008 - Monday to Friday during office hours



Fax: 01243 752283



Address: Oriel Lodge West Street Chichester West Sussex PO19 1RZ

West Sussex County Council also has information about children with disabilities and special educational needs. Their website is [www.westsussex.gov.uk](http://www.westsussex.gov.uk)

<https://westsussex.local-offer.org/>