

## Mainstream Schools' Local Offer

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

Please give a very brief description of your school, eg. size, location, ethos, any mission statements etc.

Finchampstead C of E Primary Schools is a smaller than average village primary school set in the heart of Finchampstead Village. The school has capacity for 119 children and there are 4 classes with mixed age children in each class.

Our Vision is 'This is the day the Lord has made, let us rejoice and be glad in it.' The school has a strong Christian ethos and there are close links with St James Church. The pupils and staff attend church services up to twice a term and collective worship takes place every day in school.

### **Our aim is for our children to:**

- Feel cared for unconditionally and valued as a unique creation.
- Become enthusiastic, self-motivated learners, with a thirst for life – long learning, built on a firm foundation.
- Have learned from and aspired to excellence in a wide range of academic, sporting, musical, artistic and social activities.
- Have a strong set of Christian values, including tolerance; respect for the planet, self and others; honesty and sincerity; kindness and friendship; love and forgiveness; justice and personal responsibility.

so that our pupils can create their place and have a positive influence in tomorrow's world.

## **1. Identification of Special Educational Needs and Disabilities (SEND)**

1.1 How does the school identify children/young people with special educational needs and disabilities?

The school identifies children with special needs in a variety of ways:

- Children may enter school already having been identified as presenting with possible Special Educational Needs as identified by health services or pre – schools.
- Information from parents/carers
- Parents may raise concerns with the school.
- In school, identification may be made by staff (SENDCO, Headteacher, teacher or Learning Support Assistant) through observations, records or assessments.

- Low attainment or poor progress that is not in line with expected progress in English and Maths every year could also trigger an awareness of the child's difficulties.
- Information from another professional at the School's Termly Planning Meeting e.g. Educational Psychologist or information from another professional report e.g. Speech and Language assessment.

### 1.2 What should I do if I think my child has SEND?

- Contact your child's class teacher initially regarding concerns if your child is already in the school.
- Meet with the SENDCO and Head
- If your child is a pre-school child, contact the school to arrange a meeting with the SENDCO and Head

## 2. Support for children with special educational needs

### 2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- This will be done by the school SENDCO in conjunction with class teacher.

### 2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Meetings as needed with the class teacher and/or SENDCO.
- Learning Reviews/Parents evenings
- Annual reports
- Annual reviews if the child has an Education Health Care Plan
- If the child is identified on the SEND register, they will have a SEND Support Plan and regular meetings will be held to discuss and review progress towards targets.

### 2.2 How will the school balance my child's need for support with developing their independence?

- Visual timetables are displayed in all classrooms so that children know the timetable for the day.
- Teachers and LSAs provide prompts or cues to support and encourage independent learning.
- Learning tasks are matched to the child's ability so that they can access their learning independently when required to do so.
- Resources are provided such as key words, number squares etc. which support children in being able to work independently.
- Children sometimes work in pairs or small collaborative groups which encourages independent learning.
- The school teaches all children about the 5R's for learning (Readiness, Resilience, Resourcefulness, Reflective and Responsibility) which support children in becoming independent learners.

## 2.4 How will the school match / differentiate the curriculum for my child's needs?

- Every class teacher carries out a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children. Through this process the curriculum is differentiated to match individual needs.
- Sometimes the school needs to provide learning interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. These interventions may be provided as one to one support or through small group work in and outside of the classroom.

## 2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

- Each child's needs are looked at individually and various strategies are developed according to the child's needs.
- A variety of strategies will be used including visual aids, social stories, chunking instructions, scaffolding support and differentiation, modelling and any other strategies suggested by external professionals.
- Please note that the above list is an example only. Different children need different levels and types of support and the school will do its best to provide the appropriate teaching strategies.

## 2.6 What additional staffing does the school provide from its own budget for children with SEND?

Our current staffing is as follows but it is important to note that the school's staffing arrangements can change.

- Each class is currently supported by a Learning Support Assistant for general learning support in the classroom.
- LSAs also provide a variety of support both within and outside the classroom in order to support individual needs.
- The school currently has a Nurture Assistant and Mental health leader whose roles are to support the welfare and well – being of children throughout the school.

## 2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

- Intervention programmes offered are organised and delivered according to the needs of the children. We offer a variety of programmes that can be within small groups or one-to-one. The list is not finite and can change according to the needs of pupils. Some examples are:

<b>Type/Title of Intervention</b>	<b>One to one</b>	<b>Small group</b>
Speech and Language Therapy (as advised by therapist)	✓	
Structured Spelling and Reading Programme	✓	
Plus 1 (maths)	✓	
Power of 2 (maths)	✓	
Handwriting without Tears (handwriting and coordination)	✓	

Catch Up (reading and writing)	✓	
Circle of Friends (social)		✓
Additional Phonics ReadWriteInc	✓	✓
Literacy Support		✓
Words First (reading)	✓	
Talisman		✓

## 2.8 What resources and equipment does the school provide for children with SEND?

- The school has a variety of SEN resources/equipment for SEND. Additional equipment can be purchased if recommended by SEND professionals. This includes:
  - visual aids/cues
  - writing slopes
  - Tripod pencils and pencil grips & fine motor support resources
  - coloured overlays if appropriate
  - Games/practical resources
  - Occupational Therapy equipment

## 2.9 What special arrangements can be made for my child when taking examinations?

- Special arrangements for Key Stage 2 SATs are in line with the Assessment and Reporting arrangements. This specifies that a small number of children may require additional arrangements to enable them to take part in tests. Access arrangements are adjustments that schools must consider before the tests and should be based on normal classroom practice for children with particular needs. Therefore, access arrangements made for all tests during Key Stage 2 must be part of their SEND Support Plan for the pupil. Examples of access arrangements include:
  - Additional time allowance.
  - Use of a scribe or reader
  - Making a transcript of a child's work.
  - Delivering a translated version of the test to a child with limited fluency in English.
  - Quiet areas

## 3. My child's progress

### 3.1 How will the school monitor my child's progress and how will I be involved in this?

The school monitors progress in a variety of ways including:

- Termly reviews of a pupil's SEND Support Plan.
- On-going teacher assessments or standardised tests in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist.
- Parents/carers are given Interim Reports during the Spring Term Learning Reviews which show progress and attainment.
- Parents/carers will be involved through meetings with the class teacher and/or SENCO; progress and attainment is also shared in end of year school reports.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- New targets set on the SEND Support Plan will be based on progress and are always created using SMART (specific, measurable, achievable, relevant, timely) targets. As parents/carers are involved in reviewing the SSP, they will also have an input into new targets for their child.
- SSP's are shared at Learning Reviews or sent home so parents have the opportunity to add their involvement in this process.
- As part of normal practice all class teachers also set pupil targets in English and Maths for all children.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- If your child has a SEND Support Plan, termly meetings will be held to discuss and review the provision plan for your child.
- Annual reviews are held if your child has a statement of educational need.
- Outside of normal reporting arrangements, appointments can be made through the school office to meet with your child's class teacher and/or SENDCO.

3.4 What arrangements does the school have for regular home to school contact?

- The school values its partnership with parents and provides several opportunities for regular home to school contact:
  - All children are met on the door at the start of the school day by a teacher. Messages can be left with the teacher and are delivered at the start of the day to the person concerned.
  - Teachers are available in the playground at the end of the day.
  - Parents/carers are encouraged to make an appointment to see a staff member to discuss any concerns.
  - Teachers will telephone parents who find it difficult to get into school due to work commitments, to discuss any concerns.
  - If it is felt to be appropriate and useful, a Home/School book is set up where parents and staff can record any comments or queries.

3.5 How can I help support my child's learning?

- The school's Home/School Agreement sets this out clearly and includes:
  - See that my child goes to school every day and that absences are properly notified;
  - Ensure that my child arrives on time and is collected promptly at the end of the school day;
  - Work with the school to try to make sure that my child behaves well;
  - Support and encourage my child in homework and other opportunities for home learning;
  - Attend Learning Reviews and discussions about my child's progress;
  - Ensure that my child wears the correct school uniform and is properly equipped for all lessons;
  - Make the school aware of any concerns or problems that might affect my child's learning or behaviour.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

- Family Learning Events are held for each class twice a year so that family members can visit the school and experience their child's learning first hand alongside their child.
- Learning Reviews are held in the Autumn and Spring term to discuss progress and attainment. Advice is given so that parents know how to support their child's learning at home.
- The school holds regular Curriculum Evenings throughout the year for specific subjects. These often include ways to support your child at home.
- Parenting courses are offered during each academic year.
- The school sometimes provides leaflets which offer advice about how to support their child's learning at home.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- In Key Stage 2 children have one to one meetings with their teacher to discuss their learning, progress and targets.
- Children from Year 2 to Year 6 are encouraged to attend Learning Reviews with their parents/carers so that they are part of the discussion about their learning.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- Not applicable

3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?

- Pupil progress is monitored through termly teacher assessments.
- The SENCO attends a termly School Planning Meeting with key professionals and progress is reviewed with next steps or actions agreed.
- The effectiveness of interventions is monitored each term with regard to impact on progress and attainment. This includes a discussion with staff and children.
- Parents/carers have an opportunity take part in the evaluation of overall effectiveness through discussions at Learning Reviews, SEND Support Plan reviews or other meetings as required.

## **4. Support for my child's overall well being**

4.1 What support is available to promote the emotional and social development of children with SEND?

- As part of normal classroom practice all children's social and emotional development is supported through the school's Personal Social and Health Education curriculum.
- The Nurture Assistant is available to offer one to one support for children with anxiety or other individual concerns.
- Additional support is provided for pupils with particular social and emotional difficulties through a range of interventions and strategies such as:
  - Social skills group

- Circle of Friends
- Changing Families group
- Bubble time
- Social stories
- A Personal Support Plan may be put into place for pupils who need significant support. This would include regular meetings with staff and parents/carers to discuss and review the impact of the support offered.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- As outlined in our Behaviour Policy the school practises therapeutic behaviour management strategies to encourage and reinforce good behaviour.
- Should a child need support for behaviour, the school uses a range of age appropriate strategies such as:
  - Calming down areas
  - Quiet areas outside
  - Clear guidelines of choice for behaviour
  - Catch them Being Good check list
  - Clear boundaries and expectations
- Should the need arise; a Behaviour Support Plan would be put in place in conjunction with the pupil, key staff and parents.
- Advice is sought from key professionals when appropriate.

4.3 What medical support is available in the school for children with SEND?

- The school has qualified First Aiders in place.
- Staff will work with parents and key professionals to support the medical needs of any child.

4.4 How does the school manage the administration of medicines?

- Prescribed or over the counter medicine will be given to a child if the parent has signed the school Medicine Form.
- Parents are expected to give their child travel sickness medication on the day of a school trip.
- Should a child need more involved medical support, a small room is available for privacy and school staff will work alongside key medical professionals when necessary.

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

- The school has a disabled toilet and shower facilities.
- Should a child need one to one personal care then a Personal Care Plan would be drawn up in conjunction with parents/carers and key professionals.

## **5. Specialist services and expertise available at or accessed by the school**

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.

- The school is able to access any of the above services if this need is identified.
- Recent support and current support has included:
  - Specialist support teacher for literacy
  - Educational psychologist
  - Teachers for hearing and visual impairment
  - Speech and language therapists
  - Occupational therapist
  - Behaviour support teachers

#### 5.2 What should I do if I think my child needs support from one of these services?

- In the first instance parents/carers should speak to the class teacher and/or SENDCO. They will advise the next steps and make referrals as necessary.

#### 5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- A referral is requested from the school or GP. Then an initial assessment is carried out usually at point of service.
- School staff follow programmes provided by these services.
- Specialists come into school from time to time depending on each child's needs.

#### 5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- See 5.2
- Referrals can be done by the school SENDCO or your GP as appropriate.

#### 5.5 What arrangements does the school have for liaison with Children's Social Care services?

- The school has designated safeguarding officers who liaise with Social Care when necessary.
- The school has a safeguarding governor who ensures that school policy is being followed appropriately.
- The school has robust safeguarding training, policy and framework to ensure that all staff know the procedures to follow in the event of a social care concern.
- Where appropriate the school will liaise with parents prior to contacting social care services.

### **6. Training of school staff in SEND**

#### 6.1 What SEND training is provided for teachers in your school?

- Training is provided for staff depending on current needs. This could be attending an external training course or it could be in school training as appropriate.
- The SENDCO attends network meetings to keep up to date with SEN matters.
- A regular slot is given to SEN matters at staff meetings.

#### 6.2 What SEND training is provided for teaching assistants and other staff in your school?

- See 6.1

- All teachers and TAs receive regular training regarding strategies to support children within the classroom who have identified special needs.
- Training is updated as necessary and is dependent on current need.

### 6.3 Do teachers have any specific qualifications in SEND?

- The SENDCO has achieved the SEND qualification. Staff have no specific qualifications in SEND but frequently undertake training to support the needs of our children. The majority of staff are experienced in dealing with a wide range of SEN and are confident to do so.

### 6.4 Do teaching assistants have any specific qualifications in SEND?

- See 6.3

## 7. Activities outside the classroom including school trips

### 7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All children are included in out of school activities and trips. Risk assessments would be undertaken in line with Local Authority guidelines.
- One to one support may be provided depending on the level of need.
- Additional access arrangements for out of school activities can be planned for should a need arise. This may include additional adult support
- The needs of all children are taken into account when teachers complete their 'risk assessment' form for any out of school activity.

### 7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents/carers and school staff.
- Advice is also sought from the place to be visited in terms of their facilities, accessibility and risk assessments.

## 8. Accessibility of the school environment

### 8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The school is a very old building and whilst most parts of the building are accessible, 2 classrooms are accessed via steps.

### 8.2 Have adaptations / improvements been made to the auditory and visual environment?

- Blinds fitted in all classrooms so that interactive whiteboards can be seen well by children with visual impairments.
- Written resources such as early reading books have been adapted for improved access for children with visual impairments.
- Flashing fire alarms have been fitted to support children with auditory needs.

- The school takes advice from outside agencies regarding adaptations in teaching areas for each child as needed.

### 8.3 Are there accessible changing and toilet facilities?

- The children change for PE in their classroom or cloakroom area.
- The school has a disabled toilet with shower facilities.

### 8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- The governing body ensures access to all school facilities.

### 8.5 How does the school communicate with parents / carers who have a disability?

- When a child joins our school, either at the start of Reception or as an In Year Admission, parents/carers are asked to complete an accessibility form so that the school is aware of access needs.
- A disabled parking space is offered.
- School staff telephone the parent/carer to discuss any concerns regarding their child.

### 8.6 How does the school communicate with parents / carers whose first language is not English?

- Our accessibility form asks if parents/carers need any written information in a different language or in Braille. Should this be the case the school would seek the necessary support.
- The school would seek advice from the EAL team at the Local Authority.

## **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

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

- Liaison with current pre – school or setting to meet the child in that familiar setting.
- Planned transition includes visits to the school for your child and family.
- Where appropriate photos of the school environment and staff will be provided in a transition book/plan.
- Meetings with the family and specialist services involved where necessary.
- The SENDCO attends Team around the Family meetings (TAF), annual reviews and other meetings where appropriate.

### 9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- A transition plan will be put into place.
- Additional transition visits for the child where appropriate.
- Teachers meet to pass on information including academic and social needs, share key strategies, medical details etc.

- Parents/carers are introduced to teachers and Teaching assistants as appropriate.

### 9.3 How will my child be prepared to move on to his or her next school?

- As above.
- Extra transitional visits to the next school may be organised for the pupil.
- Staff from the next school visit the child in his/her current setting for initial meetings.

### 9.4 How will you support a new school to prepare for my child?

- If a child has an EHCP, preparations would start in Year 5 for transfer to secondary school through the Annual Review.
- We would suggest that the new school comes to visit the child in their current setting.
- We would share good practice and strategies with new school staff.
- The child's teaching assistant may accompany the child on visits to the new school.
- A transition plan may be put in place.
- We would strive for close liaison between the current class teacher and the new teacher identified.

### 9.5 What information will be provided to my child's new school?

Information provided would include:

- Current academic progress including teacher assessments and statutory assessments well as additional information regarding any SEN needs,
- Emotional, social and behavioural needs
- Any other information deemed necessary to support the child's transfer successfully.

### 9.6 How will the school prepare my child for the transition to further education or employment?

- Not applicable

## **10. Who can I contact to discuss my child?**

### 10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Class teacher
- SENDCO
- Head

### 10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- The school can also make referrals to the Family Support Workers team if necessary.

### 10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- Additional information is available in the school lobby through leaflets, flyers etc.
- The school's Cluster website is regularly updated by our Extended Services Coordinator to include information about external agencies.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Parents/carers are invited to give feedback via the annual parent questionnaire.
- Contact the SENCO or Head should you have a complaint in conjunction with our Complaints Policy.