

Statement of Special Education Needs and Disability (Local Offer)

St Thomas à Becket CEVA Primary School is an inclusive school. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive, quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the school community.

Identifying Special Educational Needs and Disability

Concern

We monitor the progress of all pupils closely and if we identify any gaps in their understanding and development we will raise and record our concerns on a 'Concern' sheet, through consultation with the child and their parents.

Support is then given either in whole class individualised teaching, small group or 1:1 booster sessions.

For many children this support may only be required for a short time and it does not mean the child has special educational needs.

Changes in a pupil's behaviour will always be investigated as will parental or carer's concerns. We continue to monitor pupil's progress and review with the child and parents 3 x a year.

If your child has responded successfully to support, then no further action will be required although the 'Concern' sheet will be held on file for future records.

One Page Profile

If your child has not made enough progress, despite extra support, following 2 or 3 cycles of 'Concern' a 'One Page Profile' will be completed by the class teacher, your child and possibly the SENCo. This will identify how best your child learns, their strengths, targets and specific areas they find difficult which may include:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

School assessment packages and screening tools will be accessed to give more targeted guidance for teaching staff to help your child progress, which may again involve whole class individualised teaching, small group or 1:1 booster sessions.

It may be necessary to make a referral to an outside agency to advise and support your child, you as parents and our school.

My Support Plan

This is when your child will be added to our Special Needs Register.

If your child requires more sustained support from external agencies to maintain progress our 'One page profile' is incorporated into the Local Authority 'My Support Plan'. This also considers the long term needs of the child and other support needed to further develop progress.

At this stage, the 'My Support Plan' is also registered with the Local Authority.

An Education, Health Care Plan (EHCP) previously known as a Statement of Educational Needs

Your child may be identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to school.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the Local Authority (LA) based Local Offer, on the Wiltshire website –

<http://www.wiltshire.gov.uk/local-offer>

At all stages, if and when permission is granted, the class teachers and SENCO will discuss your child at our regular 'Solution Focus Meetings' with a SENs advisor and an Educational Psychologist. These meetings provide us with further ideas to support your child.

Supporting Educational needs and disability

These are some of the ways in which your child may be supported

Communication and interaction

- Targeted Speech and Language Therapy Programmes
- In class targets
- 1:1 with appropriate therapist
- 1:1 with TA
- Vocabulary preparation prior to topic teaching
- Personalised visual timetables
- Sequencing activities
- Targeted EP support
- Specialised and personalised management transitions between activities
- Classroom organisation strategies

Cognition and Learning

Personalised activities within whole class teaching

- Targeted praise and reinforcement
- Preparation for new learning, e.g. mind mapping
- Small group or one to one support within the whole class
- Additional resources, e.g. word banks, overlays, cloze procedures
- Chunking learning
- Templates for writing
- Booster groups
- Consideration to seating position in classroom
- Timers/additional time given

Literacy support

- KS2 Phonics catch-up programme
 - Reading Eggs
 - Ed Shed
 - Jolly Phonics
 - Letters and Sounds materials – KS1 phonics
 - Nessy – Dyslexia ICT programme
 - Word Shark
 - Barrington Stoke books
 - 1:1 daily reading
 - Paired reading
 - Reviewing written work 1:1 with pupil
 - Small group writing workshops
 - Word Shark
 - Inference resources
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Social, Emotional and Mental Health

- Collective Worship daily
- SEAL materials
- Social skills programmes
- Access to counselling
- Use of Social stories
- Targeted Educational Psychologist support
- Positive behaviour plans
- Structure with clear expectations and routines
- Ability for withdrawal / time out
- Personalised safe space
- Programmes to support integration at break / lunch times
- Bereavement support
- Specialist support with relationships / social skills
- Personalised visual emotional scale
- Personalised ELSA support
- Brain breaks

Sensory and / or Physical needs

- Trained Paediatric First Aiders
- Funky Fingers to support fine motor skills in Early Years
- Support with Health Care Plans for individuals
- Visual aids e.g. overlays
- Support with sensory needs, such as distraction aids and fiddle toys
- Ear defenders
- Adapted equipment, such as pencil grips and scissors
- Personalised PE curriculum
- Weighted blanket

Staff Supporting SEND

KS2 SENCO – Claire Goddard

Accredited with the National Award for Special Educational Needs Coordination

Areas of expertise

Assessment and individualised Learning programmes for:

- Dyslexia
- Visual Stress
- Speech and Language Therapy
- Reading comprehension programmes
- Gaps in mathematical knowledge

Supported by:

Elka Priddin – Emotional Literacy Support Assistant ELSA