

St Michael's CE VA Primary School, Lyme Regis.

Local Offer

We listen to parents and external agencies as soon as we know that a child with any additional need is starting our school.

To identify children within our school, teachers and support staff closely observe and monitor children's development on a daily, weekly and half termly basis. Assessments of children's needs are wide and varied, and may include standardised reading and spelling tests, Maths and English Tasks and profiles are created to help monitor skills and areas of difficulty.

How do you know if my child needs extra help and what should I do if I think my child may have SEND?

As children enter our school, we gather as much information about their development and skills/confidence as possible. Evidence may be provided by informal and formal assessments from other settings or from conversations with parents and carers.

Children's progress, additional needs and potential barriers to learning are discussed in Staff Meetings, Pupil Progress meetings and with the school's SENCo.



SEND Governor – Mrs E Wood - is responsible for:

- making sure that the school has an up to date SEND policy
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- making sure that the necessary support is made for any child who attends the school who has SEND
- making sure the Headteacher is allocating the funds correctly to support children.
- making visits to understand and monitor the support given to children with SEND in the school and to be part of the process to ensure your child achieves his/her potential in school.

Headteacher – Mr Nick Kiddle – responsible for ensuring that your child's needs are met. The day to day organisation is passed to the SENCO and Class teachers but Mr Nick Kiddle has overall responsibility. He must make sure that the Governing Body is kept up to date about issues relating to SEND.

SENCO – Mr N Kiddle – is responsible for coordinating support for all children with Special Educational Need and Disabilities – he is your point of contact after your child's class teacher. He liaises with all other people coming into school to help support your child's learning such as the Speech and Language Therapist, Educational Psychologist etc

- He ensures that you are:
- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing their
- part of planning ahead for them.
- He has responsibility for updating the school's SEND Records of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress. He provides specialist support for teachers and teaching assistants in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress.

Who will help if my child needs extra help?



Class Teachers - are responsible for ensuring that all children have access to outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

These responsibilities may include:

monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENCo/Deputy Head as necessary.

writing Personal Learning Plans (PLP), and sharing and reviewing these with parents at least once each term and planning for the next term.

ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



Who will help if my child needs extra help?



Teaching Assistants –

Teaching Assistants are usually allocated on a class by class basis, where they will support a range of pupils throughout the day. They assist the teacher in delivering the curriculum and will often work with a small group of pupils with an agreed focus. Occasionally they will work 1-1 with a pupil with exceptional special educational needs and disabilities. All Teaching Assistants play a very valuable role in your child's education. However, we would prefer that questions regarding your child's learning and progress are directed to the class teacher and/or the SENCo.

Most Teaching Assistants have specialist knowledge in particular areas such as Maths, Speech and Language, reading etc and run interventions groups which have been planned with the class teachers and SENCO

As a school we welcome daily dialogue between parents and TAs on how a child's day has been and we actively encourage this continued feedback.



Our school cares about each individual and their progress is important every day. The happiness and confidence of your child is vital if they are to learn.

The class teachers all have knowledge of the range of Special Educational Needs and the SENCo is trained to have a deeper knowledge of potential barriers, e.g. dyslexia, ASD, dyspraxia.



Who will help if my child needs extra help?



The uniqueness as an individual is celebrated within our inclusive environment. Under the guidance of our SENCo, we have broad team which includes a Learning Mentor, Teachers and Teaching Assistants with a range of specialisms who work together to support your child through the school day both in class, at break times and with targeted interventions.

Advice is sought from outside agencies to understand a child's needs more clearly when barriers to learning are complex.



As a school we aim for all children to learn the skills and knowledge at the level expected for their age and have high aspirations. Our teaching looks at the needs and current level of your child's skills and we take a step by step, multi-sensory learning approach, to help your children master the required small achievable successes along their learning journey.

We plan the curriculum to ensure that children find it motivating, relevant and accessible.

How will the curriculum be matched to my child's needs?

Some children will have an Personal Learning Plan (PLP). These will highlight the learning priorities and targets for your child. They will be supported both in class, through targeted small group and individual intervention.



We have an open door policy and are happy to meet to discuss your child's progress if you have concerns.



Class teachers are the first person you should speak to. They will talk whether your child is able to access the learning independently or with support and talk to you about how close this is to the level expected for his/her age.



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



Parent Consultations – with parents happen in the Autumn and Spring Terms and are available upon request following reports in the Summer term.



Reviews of (Educational Health and Care Plan) EHCP - Each Year your child will have a full and detailed review of their needs and you and your child will be at the centre of this review. They will demonstrate the next steps in learning and the method that is required.



PLP reviews - All parents need to contribute to the discussion about the next steps and agree that the priorities have been highlighted - depending on your child's stage of development these will be reviewed and the progress towards the targets will be discussed with you.



We believe that being safe and confident is the key to learning.

We employ a Learning Mentor for two days each week and their role is to focus on making sure children are ready to learn. They work with individuals, small groups, families and outside agencies. They will always find time to listen.



How will the curriculum be matched to my child's needs?



All staff support our children in every area of their development. However there are staff that have particular skills in a range of areas which can promote well-being, physical development, communication and academic progress.

We work closely with the Children's Centre and all other services to ensure that when help is needed, we know who to talk to and receive the best possible guidance and support.



Our school works with a range of professionals based on your child's need. These include: Speech and Language Therapist, Health Visitors, the Children's Centre and Family Support Workers, Portage - if your child is just starting Pre-School, Occupational Therapy, Behaviour Support Services, CAHMS.



What specialist services and expertise are available at or accessed by your School?



If your child has been identified as needing more specialist input instead of, or in addition to, excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make the best possible progress

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs and be able to support them in school.

In the case of a specific medical/behavioural issue, a referral through a GP to a specialist team at Dorset County Hospital (DCH) may be discussed.



These recommendations will be explained to you in a 'feedback' meeting following the specialist's initial assessment work.

The school may also suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- making changes to the way your child is supported in class to incorporate/include the outside professional's advice
 - support to set targets which will include their specific expertise
- a group run by school staff under the guidance of the outside professional e.g. a social skills group
 - individual work with an outside professional.



What training do staff supporting children with SEND have?

All of our staff experience a range of training opportunities with SEND as the focus. This may include: Coaching workshops, Mind Mapping workshops, Literacy and Phonic difficulties, Attachment Disorder training, Safeguarding training, Medical, First Aid training, training around care plans and any medical equipment, Manual Handling, Dyspraxia, Autistic Spectrum, Speech and Language and Dyslexia training.



Our school has had many adaptations in the last 3 years. The site is now fully wheelchair accessible with a new ramp to the KS2 playground.

We have disabled toilet facilities in both KS1 and KS2 areas with an easy lift changing table in KS1.

How accessible is the School environment?

We have experience of children with a range of physical and emotional difficulties and work closely with the Manual Handling and Occupational Therapy Team, to ensure that our site is ready for your child.



We are proud to have our own Pre-School on site. This will provide a gentle and flexible introduction to St Michael's. If your child is starting with us we will first invite you to visit the school with your child to have a look around and speak to key staff (SENCo/Deputy Head, Headteacher).

If other professionals are involved, a Team around the Child (TAC) meeting or Multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's Key Worker may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily.

Where possible your child will visit their new school on a number of occasions and staff from the new school will also visit your child.

How will the School prepare and support my child moving on to the next stage of education/life. How will you increase their independence?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible:

If your child is moving to another school:

- we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- we will arrange preliminary visits for your child to the new school and follow up any questions/concerns they may have
- we will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- we plan extra opportunities for children to visit their new class. Teaching Assistants will often create a book with information about the class to which they are moving
- information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the adults who are to work with your child
- all children will have the opportunity to spend a session with their new teacher before the summer break.

In Year 6:

- the SENCo/Deputy Head will discuss the specific needs of your child with the SENCo of their secondary school
- she/he might take your child to visit the secondary school, if this is felt to be appropriate.



We work closely with our SEND and Finance Committee to ensure that we carefully consider the funds that are in our budget for children with SEND. If your child has a Statement or Educational Health and Care Plan, the funding is specifically for them. Our Teaching Assistants, SENCo, and resources are paid for out of our SEND budget.



How are the school's resources allocated and matched to my child's special educational needs?



Salisbury Diocese work very closely in partnership with us and have made significant contributions to enable us to adapt our building and site in the last 3 years, ensuring we can provide disabled access.



**How will my child be included in activities
outside the setting including trips out?**

We plan trips, including residential, with the needs of all children in mind and have been successful in making sure children are able to participate regardless of need. We would talk to you about your child joining after school activities and work towards giving them the opportunities that they need and want.



This is a process which is individual to each child. You will be at the centre of decision making.



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



The school will discuss with you, in a joint meeting, your concerns of your child and the barriers to learning that have been identified; which may be physical, social, emotional or educational. From these discussions we will work together and write an Personal Learning Plan (PLP) and use a Provision Map to show the provision that will be put in place to help your child progress in all areas of his. The school will monitor your child's progress and ask you to do the same. A new PLP may be written with additional interventions or resources. It may be decided to find out further information about your child with an assessment from a specialist agency such as an Educational Psychologist, Paediatrician or Speech and Language Therapist. You will have the opportunity to meet the outside agent before the assessment of your child and afterwards to discuss the outcomes. A joint working action plan would then be written together.



If your child has complex needs then it may be decided that a statutory assessment would be carried out by the Local Authority. This is a legal process and advice and support is usually sought from an Educational Psychologist before this process begins. This may result in an Educational, Health and Care Plan being drawn up. This plan will outline the provision needed to allow your child to access the curriculum successfully, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Progress will be reviewed termly and it will be formally reviewed on an annual cycle.

Changes to the plan will be carefully considered when important transitions ie. Moving to secondary school, are due to take place. In some cases this may result in alternative educational provision being sought.



Before starting school you will have been introduced to, and have met, the Head teacher, SENCo and staff. Within the first two weeks of your child joining the school, there will be a meeting with class teacher and SENCo so that any concerns can be shared. This will help ensure that you are actively involved your child's educational journey and in the development of your child's Personal Learning Plan (PLP).



How can I be involved?



We have an open door policy where you are always welcome to make appointments to meet staff. Regular coffee mornings allow parents, carers and the SENCo to keep up to date with each other and share valuable experiences. Workshops are available throughout the year to enable you to understand particular skills taught in the school. A school/home contact book is used to support communication between you and the classteacher.

