

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Name of School

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| Name of Headteacher: | Miss N Green |
| Name of SEN Co-ordinator (SENCO): | Miss N Green |
| Name of SEN Governor: | Mrs K Liddell |
| School address: | The Green, Datchet, Berkshire. SL3 9EJ |
| Contact telephone number: | 01753 542982 |
| School email address: | office@datchetstmarysacademy.co.uk |
| School website: | http://datchetstmarysacademy.webplus.net/ |
| Type of school: | Academy part of ODST Mainstream Primary |

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Datchet St Mary's Academy (DSM) we maintain an inclusive ethos and recognise the importance of providing a stimulating and caring environment in order that every child, irrespective of their ability can achieve his/her potential. Every effort is made to ensure that children with special educational needs or a disability are fully integrated into the life of the school. Needs are identified early and we work together with parents to ensure appropriate support is in place to ensure every child is able to achieve their very best. Staff receive training to support, and work with children with speech and language delay, gross and fine motor skills development, Autistic Spectrum Disorder (ASD), reading and writing development and those with social and emotional needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

If a child has not already been identified with SEND, concerns may be raised by either teaching staff or parents. Observations and diagnostic tests are carried out to enable the class teacher and SENCo to clarify areas of concern and identify what interventions may be most effective. The child's progress is monitored in relation to individual targets. If further intervention is required, parents will meet with the Special Educational Needs Co-ordinator (SENCo) in order to discuss the involvement of an external support service. The school, and parents, will work with any identified services to provide further support and monitor progress.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you think your child may have special needs, talk to your child's teacher or the SENCo about your concerns. At Datchet St Mary's the Head teacher is also the SENCo.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

A range of strategies are used, dependent on the needs of the individual. Teachers plan lessons with objectives that meet the differing needs of the children in the class, recognising that not all children learn in the same way. Children are given frequent opportunities to talk about their learning with adults or other children so they receive prompt and helpful feedback to help them progress further. In addition to this we may adapt the classroom to support a child in their learning, e.g. use of visual timetables or individual work stations.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

At Datchet St Mary's we have we have a minimum of 2 Teaching Assistant per class, depending on the needs of the children in each class they work on a one to one basis and in small groups both in class and afternoon intervention sessions. We adapt the learning environment to meet the needs of the children which include visual time tables, work stations, writing boards, weighted cushions etc.

We use reading recovery; wave 3 interventions, first class for number, SNAP Maths, Read Write Inc. Rapid Writing and Reading and Success @ arithmetic

We also have ELCAN trained Speech and Language teaching assistants who work alongside the Speech and Language Therapist. At DSM we provide emotional support through the behaviour support team, we also have ELSA trained staff; we have a trained teacher who supports children with English as an Additional Language who is also a dyslexia specialist, we also provide learning support from Traveller support services. We have three members of staff who are team teach trained.

We have a range of laptops and iPads that have specialised programmes for SALT, EAL, maths and reading.

c. How is the decision made about what type and how much support my child/young person will receive?

Once a child has been identified as having special educational needs we will agree with the relevant agencies, parents and (where able, the child) targets we would like the child to meet. The type of support the child receives will depend on the extent of their needs and the targets that have been agreed. Individual provision maps are used to keep track of how resources are being used.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

The child's class teacher and the SENCo will contact parents to discuss the child's needs. Parents will be involved in prioritising needs, discussing targets and the progress made towards these targets. They will have regular contact with the class teacher and SENCo who will provide advice as to how parents can help children at home. Our open door policy means parents are able speak to any member of staff who is involved with their child's learning in order to clarify any issues or celebrate successes. At Datchet St Mary's we also have a daily home/school communication book.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Pupils are regularly involved in assessing their progress in lessons and have an opportunity to have their views included at review meetings where appropriate by be include in that meeting or by discussing these in advance

with a member of staff. Children are encouraged to help set their own targets and assess their progress towards these. We listen carefully to their opinions to ensure activities and personalities are matched to maximise learning.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

All teachers attend pupil progress meetings (approx. every 6 weeks) to assess progress towards identified targets along with progress report for reading writing and maths. Barriers to learning (if any) are identified, successful strategies highlighted and new targets put in place. SEN Support, Statement and Educational, health and Care plan (EHCP) children meet with class teacher parent and if relevant the SENCo every term to discuss/review their Individual provision map targets, progress and set new targets. Children with a Statement or EHCP will also have a formal annual review in addition to the termly meetings .

b. How do you involve my child/young person and parents in those reviews?

Parents, children outside agencies and professionals involved with the child will be invited to attend the child's review; parents are informed that they can bring other people e.g. other professionals or a family friend if they choose to. Parents, children (if suitable/able to) and other agencies and professionals are given an opportunity to make contribution prior to the review if they would like to and these are shared prior to the review. If it is not suitable for children to attend the review their views and thoughts are obtained prior to the meeting to ensure these form a key part in any decisions made. At the end of the review parents will receive a written record of what has been discussed and any outcomes that have been agreed. The same process is followed for looked after children reviewing the Personal Education Plan (PEP) with a representative from the Virtual School invited.

c. How do you know if the provision for children and young people with SEND at your school is working?

All children are discussed at pupil progress meeting with a focus on the child's targets this includes assessing progress prior to, during and at the end of an intervention programme. In some cases this may involve asking the child questions to assess their emotional well-being as well as teacher assessment or standardised tests. If an intervention is not helping a child achieve these targets we will consider / discuss other approaches, seeking specialised professional help if needed.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

All class teachers take time to discuss issues as they arise e.g. circle time, worry boxes etc. The SENCo can provide interventions such as SEALS (Social and Emotional Aspects of Learning) groups and Circle of Friends for children who need support with emotional and social development.

The SENCo provides patrol support for all children during lunch and break time.

The school runs a peer mediator scheme that is available for all at lunch and break time this include the use of a buddy bench.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We have an extensive programme of transition for all pupils who are going to join DSM. If a child has special needs we will also make sure the SENCo a transition review held at the child's current school and to which parents and any other professionals are invited. At that meeting we will discuss any arrangements above and beyond those all children receive. This may include any additional staff training that may be required, additional resources we may need to purchase, pre-visits to our school for the child or a photo books to help them remember people and places. We also provide a buddy support system until it is felt it is not required.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Transitions within our school are planned through consultation with parents and the child. Care is taken to match personalities to ensure the transition is as smooth as possible. Pre-visits are arranged if appropriate, but usually children will already be very familiar with whoever their new teacher will be. Staff attend a hand over meeting before the end of the academic year, here the current class teacher will discuss the needs of all the children with the new class teacher.

Once parents have chosen which secondary school their child will attend (In the case of statemented children or children with EHC this may be in year 5 or at the start of year 6), we liaise with the school in question. Staff are invited to a transition review and also have a chance to meet the child. Pre-visits will be arranged to the secondary school if appropriate. All paperwork (review records, progress levels, school and professional's reports) will be handed over to the child's new school when the child leaves our school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

The school is partially accessible to wheelchair users. There are no automatic doors, but corridors and doorways are accessible.

• Have adaptations been made to the auditory and visual environment?

• What changing & toilet facilities does the school have for children and young people with SEND?

The school has one disabled toilet.

• Do you have disabled car parking for parents?

The school has one disabled car parking space immediately outside the entrance to the school.

b. What if my child needs specialist equipment or facilities?

We will make every effort to provide the equipment and resources for the child's needs. If we do not receive additional funds through the child's statement/EHC, we will investigate other possible sources of funding i.e. local trusts or charities.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

As part of our inclusive ethos we want all children to take part in activities outside the classroom. All school clubs are made accessible for SEND pupils, with additional support provided if needed. When planning school trips we consider the needs of the pupils and will talk to parents in the early stages of planning to make sure their child will be able to participate and be safe.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We have four ELKLAN trained member of staff, two members of staff trained in developing fine and gross motor skills including supporting Occupational Therapy Plans (O.T) we also have 3 ELSA trained members of staff and a dyslexia specialist teacher We regularly audit the current needs of the school to ensure staff are appropriately trained. We have three members of staff who are Team Teach trained.

The SENCo attend refresher courses to ensure their training remains up to date. We usually access courses provided by RBWM and ODST (Oxford Diocese Schools Trust). Occasionally, we will use other providers.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

We will regularly involve other agencies to help us meet your child's needs. Whenever we do so, we will inform you beforehand and ask for your permission to discuss your child with them. Agencies we often use include the Education Psychology Service, the School Nurse, the Speech and Language Therapist, SHINE (for pupils with an ASD diagnosis) and the Early Help Advisor who is often able to offer support to families. In addition to this we have contact with Occupational Therapy, Behaviour Support and the Child and Adolescent Mental Health Service (CAMHS) and the Youth Offending Team.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182 Email:

IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://datchetstmarysacademy.webplus.net/information.html>

- SEN Policy April 2017.
- Accessibility Plan June 2016.
- Safeguarding and Child Protection Policy February 2017.
- Behaviour Policy July 2017.
- Policy for Supporting Pupils with Medical Conditions Feb 2016

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

In keeping with our inclusive ethos, provision is made to ensure breakfast club and afterschool clubs are accessible to children with SEND.

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

We take pride in our Open Door Policy and with staff nearly always available for a quick chat, most concerns are dealt with quickly and efficiently. If however, you feel you need to make a formal complaint, it should be made in writing to the Executive Headteacher or the Chair of Governors. A copy of our complaints procedure is available on line at : <http://datchetstmarysacademy.webplus.net/information.html>

11. Glossary

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| Autism Spectrum Disorder (ASD) | Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an ASD. The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: <ul style="list-style-type: none"> • difficulty with social communication • difficulty with social interaction • difficulty with social imagination. | |
| Annual Review | The Review of a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan that a local authority must make within 12 months of making a Statement of SEN/EHC Plan or of the previous review. | |
| Behaviour Support and Well Being Service | Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing. | |
| Child and Adolescent Mental Health Service (CAMHS) | An NHS service who support children and young people with mental health difficulties and their families. | |
| Child Protection officer | The member of staff in school who has responsibility for safeguarding children's wellbeing and overseeing children considered to be suffering from, or are likely to suffer, significant harm. | |
| Children and Young People Disability Service (CYPDS) | A Local Authority service supporting children and young people aged 0-25 with special educational needs and disabilities. This includes social care functions, family working, occupational therapy assessments in the home and the statutory assessment and review process for Education, Health and Care Plans | |

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| Circle of Friends | Intervention to support children to interact with peers |
| Circle Time | A group/whole class approach to support children and young people's social and emotional development |
| Continuing Professional Development (CPD) | Refers to training by school staff to keep their skills and knowledge up to date |
| Differentiation | The process of adapting the curriculum to suit the needs of learners of a range of abilities. |
| Education, Health and Care (EHC) Plans | An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs. |
| Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS) | Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement. |
| EHC Needs Assessment | An assessment of the education, health and social care needs of a child or young person carried out by the Local Authority. This could lead to an Education, Health and Care Plan. |
| ELKLAN | Training for staff to support children with their speech and language development |
| Emotional Literacy Support Assistant (ELSA) | Teaching assistants who have received extra training to support the emotional wellbeing of children and young people. |
| English as an Additional Language | EAL refers to children and young people who do not speak English as their first language |
| Individual Education Plan (IEP) | A document drawn up in school which outlines targets for individual children with additional needs and how they will be supported to meet those targets |
| Nurture groups | Small group intervention for supporting children with social, emotional or behavioural needs to access learning |
| Occupational Therapy (OT) | A service who support the assessment and intervention of young people with health conditions |
| Provision map | A way of a school showing the resources and provision available, including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to learning and meeting the needs of all pupils. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.. |
| Read Write Inc | Intervention to support children with literacy developed by Ruth Miskin Training |
| Reading Recovery | Intervention to support children with literacy |
| SALT/ S&L | Speech and language therapy to support children's communication skills |
| SEAL- Social Emotional Aspects of Learning' | A whole class/small group approach to supporting children's social and emotional development |
| SEN Support | Support that is provided to children and young people with Special Educational Needs within a school or |

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| | setting's own resources. This used to be called School Action or School Action Plus. |
| SEND | Special Educational Needs and/or Disabilities |
| Shine | An outreach service who support children on the Autism spectrum in mainstream schools |
| SLCN | Speech, Language and Communication Needs |
| SLD | Severe Learning Difficulties |
| SMART targets | Targets set with young people's progress in mind, which are Specific, Measurable, Achievable and Realistic, and set against an appropriate Timescale |
| Social Stories | Intervention to improve an individual's understanding of events and expectations |
| Special Educational Needs Co-ordinator (SENCo) | This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school. |
| Standardised test | Assessment which is carried out in a very specific way and the same way every time. This may be so that the young person's results can be compared with other children of their age. |
| Stareway to Spelling | Intervention to support with spelling |
| Study Plus | Whole class intervention for supporting young people in Key Stage 3 or 4 primarily with English and maths |
| Teaching Assistant (TA) | Teaching Assistants (also known as Learning Support Assistants) work alongside school teachers, to help pupils to get the most out of their learning |
| Team Teach | Training for staff on ways of managing children's challenging behaviour, including positive handling techniques |
| Tracking | The collection and monitoring of data by schools to help them to understand and improve pupil progress |
| Visual Impairment (VI) | Pupils with visual impairment (VI) may be blind or partially sighted |
| Visual timetable | Timetable for an individual or class with pictures which clearly shows the activities which will be happening |
| Wave 1/2/3 | A 'wave' approach to supporting children and young people to make progress primarily in literacy and maths. Wave 1 is the involvement of all children in a high quality literacy hour and daily mathematics lesson. Wave 2 is catch-up interventions for children working just below age-related expectations. Wave 3 |
| Work station | Individual space in the classroom for young people to work without distractions |
| Worry box | A strategy for helping children to deal with worries |
| Youth Offending Team (YOT) | A multi-agency team bringing together professionals from the Police, Social Care, Health, Education and Substance Misuse with the aim of preventing and reduce offending. |

Date of last update of this document: 6th June 2017

Date of next review: 6th June 2018

