

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

Special Educational Needs and Disability Report - Our School Offer #14

This is the Special Educational Needs and Disability (SEND) Information Report for Stratford-sub-Castle Church of England VC Primary School. This document sets out information according to the Code of Practice 2014 as set out in the Special Educational Needs and Disability Regulations 2014.

The *Special Educational and Disability Report - Our School Offer* was reviewed during the Spring Term 2022. This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	28/03/2022
REVIEW DATE:	March 2023
REVIEW CYCLE:	Annual
PLACED ON WEBSITE:	31/03/2022
AUTHOR:	Mrs Justine Watkins
HEADTEACHER:	Mrs Kay Bridson
FGB/COMMITTEE:	Full Governing Body
NOMINATED GOVERNOR:	Mrs Carole Long
CHAIR OF GOVERNORS:	Miss Angela Britten
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Access and Inclusion Policy</i> <i>Aims of the School</i> <i>Assessment for Learning Policy</i> <i>Behaviour for Life and Learning Policy</i> <i>Communication Policy</i> <i>Complaints Policy</i> <i>Curriculum Policy</i> <i>Home School Agreement</i> <i>Marking and Feedback for Learning Policy</i> <i>Local Offer</i> <i>Teaching for Learning Policy</i> <i>Safeguarding Policy</i> <i>Single Equalities Policy</i>

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Special Educational Needs and Disability Report

Our School Offer #14

Mrs Justine Watkins is SEND Coordinator (SENDCO) and Deputy Head teacher.

Our School

Stratford-sub-Castle Primary School is an inclusive school. We are extremely committed to promoting inclusion. We continually monitor and evaluate pupil progress to ensure that all needs are being met. We believe that every child has an individual range of abilities and progresses at different rates. We aim to provide the educational experiences and support required to enable **all children** to reach their personal potential. We celebrate diversity and recognise that achievement is diverse.

All children are supported to progress through planned learning opportunities. Once a need has been identified further opportunities for learning can be tailored to these needs. We encourage open communication between our parents, carers, teachers and SENDCO.

Our Admissions policy follows the non-discriminatory policy set out by Wiltshire Council (see Policy section of the school website). Our school not only follows the 'legalities' of the policy, but also the 'spirit' of it.

Identifying Needs

Class-teachers use Wiltshire Indicators of Provision Document to identify which children have Special Educational Needs. The Code of Practice for SEN identifies four areas of need:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Mental and Emotional Health
- 4) Sensory and Physical needs.

At Stratford-sub-Castle Primary School we are able to support children with these needs and can seek advice from professionals to ensure every child achieves positive outcomes. If you have any information or concerns about your child's needs, please speak to the class teacher.

Class teachers are usually available daily to speak to parents/carers between 08.45 and 08:55 and between 15.15 – 15.25. Longer consultation meetings can be made by appointment.

Medical Needs and Allergies

On admission, you have the opportunity to fully inform the school of any medical needs that your child has. Any formal diagnosis letters should be copied to the school office as this will help us should we need to contact or seek advice from your medical team. We are supported by a school nurse and community paediatricians.

Progress and Attainment

The progress and attainment of every child is monitored continually both informally and formally and discussed, by staff and with parents, so we can plan for children's needs. As a parent/carer we encourage you to communicate any information, including special achievements, changes in behaviour or concerns about your child with the Class teacher, SENDCO or Head Teacher at the earliest opportunity.

Providing Support, Securing Expertise

Across the school, we have regular assessment points and pupil progress meetings. The class teacher will advise parents/carers of the provision made for each child. Advice from Local Authority teams such as SEN Support service, Behaviour support service & Educational Psychology service and Health agencies, such as Speech and Language Therapist, Occupational Therapist and Primary Child and Family Mental Health Service (PCAMHS) can be sought. Sometimes we wish to have a professional discussion or seek advice about your child. For this, we request your permission. On some occasions, this may lead to suggestion of providing further advice through a referral, which will be discussed with you. We have an experienced staff team who have a range of formal training and a variety of experience. If we do not have the expertise, to further support your child we will seek training opportunities or procure additional support to ensure we can all work towards positive outcomes.

Accessibility

Our vision is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. In the curriculum, we adapt teaching to respond to the strengths and needs of all pupils by knowing when and how to differentiate appropriately, using a range of inclusive teaching strategies, planning for and teaching children with learning needs through a range of proven interventions and evaluation of the outcomes of our current additional provision.

Stratford-sub-Castle Church of England Primary School is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils who have identified needs. We consider how the environment may cause sensory overload and take steps to minimise this for pupils experiencing difficulty. Pupils with mobility difficulties are taught in accessible teaching rooms and venues for educational trips and visits are accessible for pupils with mobility difficulties. We consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, ceiling tiles, close fitting doors etc. Should you have a need-specific question about school trips, school-based clubs, pick and drop off times, break and lunchtime support, outdoor learning within school grounds, please contact Mrs Justine Watkins.

Health Therapies

We work under the supervision and advice of the Physiotherapist, Occupational Therapist and Speech and Language Therapist to provide children with support programmes. A teaching assistant can withdraw your child from class for their regular sessions at planned times during the week. Where appropriate, teachers plan opportunities for children's targets to be part of the work they will do in class. Please speak to Mrs Watkins if your child has a therapy programme.

Child's Voice

During meetings, we consider the most appropriate way to enable the child's voice to be represented, which include through parental or staff representing them, through structured discussion with the child or attendance at their meetings. We are developing a more person-centred approach to focus upon strengths and views of the child, which includes the use of 'One Page Profiles'.

Transition

If your child has been allocated a school place in our Reception year, we encourage pre-school settings to discuss any additional needs with us. Every child is invited to our induction sessions so that their move to our school can be smooth.

If you are moving to the area and have been allocated a place for September, your child may attend the induction afternoons in their new class in June/July. If you are moving mid-year, please ask at the office about arranging a visit to the new class prior to your start date.

Once your chosen secondary school has allocated a school place for your child, the class teacher and if necessary the SENDCO will liaise with the receiving school to ensure a smooth transition for your son or daughter. Your child may be invited for additional visits to enhance the transition.

Anti-Bullying

Incidences of bullying are extremely rare at our school. However, when bullying does occur each case is dealt with swiftly and with the uttermost seriousness. We are proactive in preventing bullying through Collective Worship themes and circle time, Home School partnerships, teaching pupils how to challenge bullying behaviour – both pupils who feel bullied and pupils who observe bullying (assertiveness training and the no-blame approach). Children are naturally sociable; making and falling out of friendship is an important part of growing up. It is vital for children to select and build friendships, and these are often temporarily broken. If, as adults, we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop these essential skills. However, occasionally situations go beyond broken friendships or minor differences and, on these occasions, adult intervention may be necessary. Children are encouraged to let an adult know when they feel unhappy and as soon after an incident as possible so that it can be investigated then and there. As a school we adopt a *Restorative Justice* approach. This ensures positive outcome and consistency across the school. As a parent/carer we would encourage you to be in regular communication with your child's class teacher. We consider bullying, or being a party to bullying, as unacceptable behaviour. Every child has the right to come to school happy and without worry, knowing it is a safe place to be.

We create a positive ethos by providing our pupils with a direct experience of reliable attachment. This trauma-informed approach has wider benefits to all children and staff. It helps to prevent challenging behaviour by creating a safe environment where children are helped to manage their emotions and are taught about their mental health.

The school does not separate 'behavioural' or 'mental health' issues. They are regarded as being interlinked.

Our full policy is available on the school website.

Complaints Policy

We encourage parents/carers to communicate with us regularly. In the first instance to a member of teaching staff or the Headteacher so that any issues can be discussed, investigated and resolved. Should you feel that this procedure has not resolved the issue then a detailed written letter can be made to the Headteacher. Our full complaints policy is available on our website.

SEND Policy

This document reflects our SEND policy. A full version of the existing policy is available on our school website which is reviewed annually.