Nine Acres Community Primary School

SEND OFFER

Approved by Governors: 16th July 2020

Date of Next Review: July 2021

Nine Acres Community Primary School
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16.7.20.

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

Links to Admissions and SEND Assessment Teams here

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

Setting/School/College Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	Child's teacher	They are responsible for: • Differentiating the curriculum to ensure access and progress for all pupils • Managing Resources and staff to ensure progress for all pupils • Assessing and recoding progress to feed into whole school data • Recording and reporting on progress to parents and carers.
	Ms Paddon	She is responsible for: • Overseeing the day to day operation of the SEND policy • Coordinating the provision for pupils with SEND • Managing colleagues with regards to their interventions • Overseeing records of pupils with SEND • Liaising with parents of pupils with SEND • Liaising with external agencies • Monitoring the achievement and progress of SEND pupils

HOW COULD MY CHILD GET HELP IN THE SCHOOL? :

Children in Nine Acres Community Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies, the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the School's Outreach Service or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service**

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	**What would this mean for your child?**	**Who can get this kind of support?**
What are the different types of support available for children with SEN in this school?	All Children: Quality first teaching	Your child will have their learning needs met through quality first teaching, using variated materials that are aimed at your child's individual level that enable your child to make progress.	All children
	All Children: Small group adult support	Any child that is identified through daily teaching assessment that needs additional adult support within Literacy and Numeracy will have access to a learning support assistant/ teacher for part or all of an activity/lesson.	All children needing additional adult support
	All Children: Interventions include • Language Links • Working Memory program • Toe by toe • Motor skills support • Precision Teaching • Pre-teaching and over	Any child who is highlighted as falling behind during our pupil progress meetings can be put forward for a block of intervention. This decision will be made by the SENCO, the Head Teacher and the class teacher.	Any child who is highlighted as falling behind/ needing to make rapid progress.

	learning • Lego Therapy • Booster sessions		
	All Children: Social and Emotional Well-being • Play Therapy • 1-1 Support ELSA • School Nurse • Family Liaison Worker • CAF (Common Assessment framework) • After School Clubs • Communication and interaction groups • Social skills groups	We offer support for children's emotional wellbeing and mental health through interventions in school or by referral to outside agencies. Children who need this support will be discussed with the SENCO, the Head Teacher, Child and Family Support Worker and the class teacher.	All children who have been highlighted as having an emotional, social or mental health need.
	Physical	• Occupational Therapy support	Children with physical needs identified in their EHCP. Children with a diagnosis of ASD.
How can I let the school know I am concerned about the progress of my child in school?	• Your child's current class teacher should always be your first point of contact. All of our teachers are happy to talk to you at the end of the day, either informally or by prior arrangement to discuss any concerns. • If you are still concerned after speaking to your child's teacher then you can contact the SENCO/Inclusion Lead Rachel Paddon.		
How will the school let me know if they have any concerns about my child?	• Class teachers will keep you informed if they have any concerns about your child. They will usually arrange to meet with you or they will ask the SENCO/ Inclusion Lead to discuss how we can support your child.		
How is extra support allocated to	• This school uses a Plan, Do Review System to identify children needing support. This will identify which		

children and how do they move between the different levels?	groups of pupils or individuals need additional support. Any child needing extra support through an intervention will have their progress carefully monitored to ensure that they exceed expected levels of progress in order for them to catch up, which will be reviewed at the end of the intervention.	
What specialist services are available at or accessed by the school?	A. Directly funded by the school	• Educational Psychology Service • Behaviour Support Team • School's Outreach Service
	B. Paid for centrally by the Local Authority but delivered in school	• LA Speech and Language Team • SPLD Team (Specific Learning Difficulties)
	C. Provided and paid for by the Health Service but delivered in school	• School Nurse • NHS Speech and Language Team
How are staff in the school supported to work with children with a SEN? What training have the staff supporting children with SEN had or have available?	• All our staff have been trained in the evidence based intervention they deliver to children with SEND • We employ a full time, SENCO/ Inclusion Lead who has completed the post graduate National SENCO Qualification during 2014-15. • LSAs attend specific training each half term.	
How will activities/teaching be adapted for my child's learning needs? How will the curriculum be matched to my child's needs? How will I know how my child is doing and how will you help me to support my child's learning?	• Teaching will be variated by the class teacher to meet the needs of your child and the level they are currently working at. If your child requires any specialized equipment, this will be provided by the school to the best of its ability in order to support your child. • Some lessons are taught by stage and not age. • The curriculum will be matched to meet the needs of your child. It is the responsibility of your child's class teacher to ensure it is fully inclusive for all children to enjoy and achieve. • Your child's class teacher and the SENCO will keep records and monitor the progress of your child. • An arrangement as to how often you would like feedback on your child's progress can be arranged with the class teacher, but you are usually informed at three parents' evening throughout the year. However, more frequent updates can be arranged at the discretion of your child's class teacher.	

	• The SENCO offers parent meetings whenever the school or parent feels the need to meet and discuss your child. These can be as often as every six weeks. • If your child needs support at home, the class teacher will inform you on how best to do that.
How will the school measure the progress of my child?	Your child's progress is assessed each term. If their progress is not as expected, the SENCO is the first to be consulted. The SENCO and the teacher will firstly review the approaches being used within the classroom. If additional support is required this will be provided through in school intervention or referral to outside agencies. To determine whether expected progress has been made through extra support one or more of the following impacts will be measured: • Is the gap between your child and their peers narrowing? • Has the support prevented the attainment gap increasing? • Has your child's progress rate been sustained or improved? • Is your child able to access all areas of the curriculum? • Is your child showing an improvement in their self-help, social or personal skills? • Is your child showing an improvement in their behaviour?
What is the pastoral, medical and social support available in the school? What support will there be for my child's overall wellbeing? What support is there for behaviour, avoiding exclusion and increasing attendance?	• Fulltime Children and Family Support Worker-Kate Hussey • Support through Early Help • Range of after school clubs • School Nurse • ELSA • Play Therapy • At Nine Acres we aim to support every child with a behavioural need by trying to identify the underlying cause of the behaviour and develop methods to support both the child and the family to improve the situation. • Consistent behaviour management rewards and sanctions are used throughout the school. Please see the Behaviour policy for specific details.

What support does the school have for me as a parent of child with a SEN?	• Parents are welcome to come in and discuss their child with the class teacher and SENCO whenever they feel they need someone to talk to. • Fulltime Children and Family Support Worker-Kate Hussey • We offer Early Help to those families that meet the criteria • Opportunities to come in and work with your child in the classroom
How does the school manage the administration of medicines?	• We are able to administer medication to your child. Please see the school's policy on administering medicines.
How accessible is the school environment? (including after school clubs and school trips)	• The school building is all on the ground floor and is fully accessible. • The school has one disabled access toilet. • All children are able to access trips and after school clubs through additional support and or facilities when needed.
How will the school support my child when they are leaving? OR moving to another Year?	• We have close links with the onsite and local nurseries and transition sessions are planned in the summer term. • We have close links with all the secondary schools and meet to discuss pupils. • Additional visits are put in place to support our more vulnerable pupils. • Each pupil's transition is planned to meet their individual needs.
Where can I get further information about services for my child?	• School Nurse • Wightchyps-Directory of services for children and young people across the island www.iwight.com/wightchyps/ • Parents Voice www.parentsvoice-iw.co.uk • Special Educational Needs and Information Advice Service (SEND IASS) www.iowsendiass.co.uk