

The SEND School Offer

Condover CE Primary School

Introduction

At Condover CE Primary School all staff work hard to make sure that every pupil receives a wide and balanced curriculum which is differentiated to meet individual needs. All children have equal access to resources, provision and interventions as needed. Regular assessment and careful tracking of individual pupils ensures every child continues to make progress regardless of their level of ability.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support within the school setting or require involvement of specialist staff or support services.

The Role Of School Staff

Condover CE Primary School has a Special Educational Needs Co-ordinator (SENCO) Mrs Kate Varley. She is responsible for the management of provision and or support for identified pupils with SEND. She also coaches and supports teachers and teaching assistants to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

All teachers teach pupils with SEND and as such provide quality first teaching which takes account of the particular individual needs of all pupils.

The Headteacher and SEND Governor oversee the provision of special educational needs, monitor carefully the impact of interventions, progress of pupils with SEND and meet regularly with the SENCO and class teachers.

Consulting with parents

At Condover we aim to work in partnership with all parents to ensure that the best possible provision is put in place for all pupils. Class teachers are available at the beginning and end of each day by appointment.

Parents are consulted with regularly throughout their child's education and their views and/or wishes are recognised and if appropriate and wherever possible acted upon.

There are half termly meetings with parents to discuss PCPs (pupil centred plan), reviews, general progress and to set new targets.

When a pupil is referred to an outside agency, the parents are consulted and their views are recorded. Parents may be asked to meet the professional who is assessing their child and this usually takes place on the school site.

The SENCO and class teacher will then meet with the parents to discuss the findings of the report and how suggestions are to be implemented.

Parents of pupils who have an Education, Health and Care (EHC) plan are invited to annual meetings and their views are recorded as part of the meeting.

Parent Council consists of parents from across the school including parents of children with SEND.

Parent Partnership Service (PPS) is available to meet with you to discuss your child's progress or any concerns you may have.

<http://www.parentpartnership-shropshireandtelford.org.uk/>

Consulting with pupils with SEND

Class teachers discuss the targets on the PCP with the children to make them aware of what they need to work on.

Pupils are encouraged to work on their targets during individual/small group and class work in collaboration with the teacher and TA.

The pupils are invited to the half termly meetings to review their progress and set new targets.

If a pupil has an EHC plan, then he/she is asked to contribute views and thoughts on a form for the annual review meeting.

SEND is a focus for School Council throughout the year.

Supporting Pupils during transition

From pre-school to Raindrop Class.

Visits from the class teacher to pre-school settings.

A series of induction visits during the Summer Term before the child starts in September.

Class teacher meets with pre-school providers for an exchange of information.

Each child has a Year 6 and Year 2 Buddy.

Class teacher holds interviews with the parents before they start school full time.

Parents evening during the Summer Term for parents of children starting in September.

From Class to Class within the School.

Pupils will have a 'taster session' in their new class.

Teachers liaise to share PCPs and other information and reports.

Progress data is shared.

Pupils in Year 6 moving to Secondary School.

We work closely with our local secondary schools. The year 7 coordinators will visit the pupils in Condover Primary School.

The SENCO and year 7 co-ordinator are invited to attend the annual review meeting of any pupil with an EHC plan.

The Year 6 class teacher will meet with the SENCO and year 7 coordinator of the secondary school the child is moving to in order to share information and discuss the specific needs of the pupil.

Extra induction visits may be arranged to the secondary school if appropriate.

There may be a small group set up in school to help those pupils who may find the change hardest.

Identifying SEND

On visits to pre-schools we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.

The class teacher and teaching assistant keep careful track of the pupil and identify any barriers to learning. This is done via Daily marking of work

Observation of the pupil

Using professional judgements

AFL within each lesson, termly Assessments, including standardised assessment scores and national assessments such as SATs and the year 1 phonic screening.

We observe pupils in class, at lunchtimes, breaktimes etc

Regular meetings with the Head teacher and SENCO where performance and progress of each pupil is tracked - both against national targets and personal targets.

There are also regular parents meetings.

Teachers do not diagnose conditions.

If the pupils continues to be of concern the class teacher, head teacher and SENCO will observe and suggest intervention strategies or suggest a referral to an outside agency such as an LSAT from Severndale Outreach, SALT, Educational Psychologist, Occupational Therapist, Sensory Inclusion, CAMHs. Parents can also request an assessment by visiting their GP. The pupils is then carefully monitored and reviewed after a term to ensure that progress is being made. If progress is still not being made then either other interventions, another referral is made or statutory assessment is requested.

Shropshire Community Health organise various health checks from Reception to Year 6. These include: Height and weight; sight and hearing. The outcome of this is reported to parents/carers and school. Action is taken as appropriate.

If a pupil has an EHC plan then their progress is reviewed annually through the annual review process.

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Attention/interaction skills: May have difficulty ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding</p> <p>Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy could be affected.</p>	<p>Staff model correct use of language by subtle repetition</p> <p>Pupils are given more opportunities to share their ideas with others - 'show and tell', initially small groups moving onto larger groups and then the whole class.</p> <p>Pre-taught new vocabulary</p> <p>Targeted use of drama</p>	<p>Follow specific recommendations from specialist agencies. This may be one to one or small groups.</p> <p>Use of buddy system</p> <p>Refer pupils to the speech and language service for support and advice.</p> <p>Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups.</p> <p>Private speech and language practitioners have worked in school when parents have arranged it.</p> <p>Regular feedback to parents/carers giving suggestions of how they can help their children at home.</p>

Cognition and Learning

<p>May have difficulties with the skills needed for effective learning such as use of:</p>	<p>How we adapt teaching to ensure access to the curriculum</p>	<p>How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • Language memory and reading skills • Sequencing and organisational skills • An understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>	<p>Clear expectations Specific interventions to aid pupils to develop the skills that they require to be able to access the curriculum. Provide adaptations to the curriculum or style of teaching to cater for individual needs eg giving clear, precise and direct instruction Focus group work - having pupils in target groups or booster groups within the class Prompt sheets/cards Extra time to complete tasks and tests Simple verbal/written instructions Tasks given in small steps/amount of work at a time Use of mind maps to organise thoughts and ideas Providing support from the teacher or the TAs in small groups or on an individual basis.</p>	<p>A place for time out Access and liaison with OT/Physiotherapist Small group / One to one support Intervention programmes eg Springboard Follow advice from outside agencies Purchase of resources to support pupils when appropriate. A place for time out Access and liaison with OT/Physiotherapist Additional Literacy Support Programme ALS Toe by Toe Active Literacy Kit Daily Readers Overlays Yellow paper ACE dictionaries Wave 3 / Springboard programmes Touch typing activities such as BBC Dance Mat Cool Kids programme Regular feedback to parents/carers and giving them suggestions of how they can help their child at home.</p>

Social, Mental and Emotional Health

May have difficulties with social and emotional development which may lead to or stem from:	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self- image 	<p>Providing support - having a designated adult to work with the pupil</p> <p>Having a calm area where the pupil can have 'time out'.</p> <p>Pupils are encouraged to work with others within a small group with the support of an adult</p> <p>Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers.</p> <p>Consistent routines/boundaries and expectations of behaviour</p> <p>Being sensitive to the needs of individual pupils, taking into account their personal circumstances.</p> <p>Being sensitive to any resources being used.</p>	<p>A place for time out</p> <p>Small group 'Circle Time'</p> <p>Home School Behaviour Books</p> <p>Friends for Life programme</p> <p>Refer to outside agencies as appropriate eg bereavement counselling, CAMHs</p> <p>Advice followed from CAMHs or other agencies</p> <p>Extra visits to Secondary Schools</p> <p>Cool Kids programme</p> <p>Time Out sessions</p> <p>Supporting families with multiagency involvement</p> <p>During unstructured times support staff and supervisors made aware of the needs of specific pupils.</p>

Sensory and/or physical

<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p>	<p>How we adapt teaching to ensure access to the curriculum</p>	<p>How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise/smells/light/touch/taste. • Toileting/self-care 	<p>Pupils are provided with suitable equipment on advice from outside agencies eg pencil grips, writing slopes, stress balls etc</p> <p>Ensure tables and chairs are the correct size for the pupils</p> <p>PE sessions with TA support if appropriate</p> <p>Ensure the environment is free from clutter and is tidy and organised</p>	<p>A place for time out</p> <p>Access and liaison with OT/Physiotherapist</p> <p>Referral to outside agency</p> <p>Cool Kids programme</p> <p>Teoderescu</p> <p>Pre-writing skills eg tweezers, peg boards</p> <p>Use of specialised equipment in the classroom as suggested by outside agencies</p> <p>School is all one level with ramps to get inside</p> <p>Seating arrangements</p> <p>Use of ICT on recommendation from outside agencies</p> <p>Provide suitable activities to develop skills eg Cool Kids</p>