



Provision for SEN D

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	Whole school teaching (High quality teaching)	Targeted Support for individuals or small groups short/medium/longer term	Specialised individual support medium/longer term
Teaching Approaches	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress support will be put in place. A learning environment with a visual timetable is provided in all classes. There are parents' evenings each term and a termly progress report will be sent home. All staff have had training in and are committed to making the learning environment as Dyslexic and Autistic friendly as possible with the aim being that children form their own strategies and work towards being independent as possible. The school Behavior Policy is a clear document that underpins the schools expectations and management of behaviour across the school. (This can be downloaded from the school website or a hard copy is available in school) www.berkeleyprimary.org.uk</p> <p>This support described above is sometimes referred to Quality First Teaching or support at 'wave 1'.</p>	<p>Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants as appropriate.</p> <p>This targeted intervention usually takes place within the classroom as part of a small group, but sometimes the group will work outside of the classroom. This is usually provided by a Teaching Assistant who is working under the direction of the class teacher. The learning which takes place during small group interventions relates to that which takes place during the whole class teaching.</p>	<p>Work is adapted to meet individual children's needs. There is careful targeting of individual support for children with My Plan's, MY Plan+ where appropriate and support is put in place for children who are not making progress. Children who display challenging behaviour and need support to manage this may have a My Plan or My Plan+ specifically for behavior. These are monitored and reviewed in the same way, each three months or as appropriate.</p> <p>Children whose needs cannot be met through universal and targeted provision may, for a period of time, require more specialist support and intervention. This might include the support of outside agencies to advise and support staff in meeting the child's needs or a level of support above that commonly available for children with additional needs. Some children may require an Education, Health and Care Plan (previously known as a Statement of SEN D) which enables the school to seek additional funding from the Local Authority.</p>
Learning Opportunities across the curriculum	<p>Children and secondary will have full access to the National Curriculum and Religious Education. The National Curriculum will be adapted to take account of each child's particular needs and will be changed to suit each child's academic and personal development.</p>	<p>The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children's</p>	<p>The school responds to any concerns raised by parents. The Special Educational Needs Co-ordinator (SENCo) with the Family and SEN D support (F & SEN D S) may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. My</p>

	<p>All trips, Residential's and additional curriculum activities are open to and accessible for all children and an assessment is made on an individual basis to identify those modifications or reasonable adjustments which may be required to avoid a pupil with additional needs being disadvantaged when compared to his/her peers.</p> <p>The class teacher leads any additional support which may be required.</p>	<p>progress. Once a concern has been identified their progress, and how well they respond to catch up intervention is monitored carefully before concluding, in partnership with the parents, that the child has a SEN D.</p> <p>The class teacher leads any additional support which may be required, drawing on the support of the Special Needs Coordinator as required.</p>	<p>Plans and My Plan+ are written and reviewed by the pupil, class teacher, the F & SEN D S/SENCo and parents as appropriate.</p> <p>Where reasonable, necessary additional arrangements are made to enable all SEND children to fully participate in extra curriculum activities.</p> <p>The class teacher leads any additional support which may be required, drawing on the support of the Special Needs Coordinator to a greater extent</p>
<p>Embedded and specific Support</p>	<p>Instructions are broken down and where beneficial supported with visual aids with checks to aid understanding.</p> <p>The school frequently uses activities to develop skills such as problem solving, memory and logical thinking.</p> <p>A combination of; visual, audio and kinaesthetic (hands on) styles are used as an approach to learning throughout the school to ensure that all activities are engaging and motivating.</p> <p>Tasks are focussed with clear learning objectives and expectations for maximum progress for all children. Years 1 & 2, Years 3 & 4 and years 5 & 6 are taught</p> <p>Literacy and Maths in ability sets. This enables all children to have their individual needs met with the maximum impact on progress.</p>	<p>Access to small group and individual work on developing an understanding of the subtleties of language, conversational and social skills are in place as appropriate.</p> <p>The ability setting provides a structured personalised programme of work to develop confidence and accelerate learning with plenty of opportunities for over learning and consolidation of concepts.</p> <p>There is a regular daily opportunities for children to access individual and small group work that has adult support. The development of independence and organisational skills are a clear focus where some children may have agreed targets to work towards.</p>	<p>Children with SEN D in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCo/the F & SEN D S although class teachers and Teaching Assistants are also involved. It is the responsibility of the SENCo/the F & SEN D S to organise external support maintain records and communication between all parties.</p> <p>The class teacher and SENCo/the F & SEN D S will explore the criteria set down in the Access Arrangements from the Department for Education to support any child who has a need that should be met which will enable them to access the SATs where appropriate.</p> <p>www.education.gov.uk/accessarrangements</p>

<p>Environmental and Physical Resources</p>	<p>Berkeley Primary School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.</p>	<p>The whole school from Little Jesters to Year 6 has embedded opportunities in the teaching and learning to develop social and interactional skills with opportunities to work cooperatively with peers and develop ability to manage themselves and their feelings. Berkeley Primary School prepares children for change and supports them in managing unpredictable events helping them to build resilience and become robust.</p>	<p>The school has an identified Emotional Literacy Support Assistants to provide one- to-one support for children who need additional emotional support. This person also work closely with the families/Carers including Looked After Children. SENCo/the F & SEN D S co-ordinates, liaises and facilitates multi-agency working to support children with physical disabilities and to provide any specialist equipment or reasonable adaptations that may be needed.</p>
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Frequently asked questions from the Parent/Carer's point of view:

<p>How does Berkeley Primary School know if children need extra help? What should I do if I think that my child has additional needs?</p>	<p>Berkeley Primary School is committed to early identification of special educational needs. A range of evidence is collected through observations, pupil progress checks, teacher assessments etc. If this suggests that the learner is not making the expected progress academically and/or socially, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's class teacher or contact the SENCo/the F & SEN D S</p>
<p>How will Berkeley Primary School staff support my child?</p>	<p>In partnership with the parents, your child's class teacher and the SENCo/F & SEN D S will oversee and plan your child's education programme. The child is also actively involved in these discussions. Depending on the intervention required your child may be working in a small group with support or on a one to one basis . Your child will be in the most appropriate set for their needs in both literacy and/or mathematics. However, there may be reason to have additional adult support to meet the groups/individual needs. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have one-to-one support with a speech language and communication programme or support for reading. This will all be explained to you by your child's class teacher and will form part of the agreed plan.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All teachers are teachers of children with SEN D. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning and assessment outcomes are monitored rigorously by the Senior Leadership Team. The overall SEN D provision and its impact is closely monitored and evaluated by the Governors each term to ensure that children with additional needs make accelerated progress.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We have an open door policy at Berkeley Primary School. There are termly parent evenings and you can ask for an appointment to speak with your child's class teacher or the SENCo/ F & SEN D Sat a mutually convenient time. You will receive a progress report every term and we will always ask to see you if we have concerns about your child's progress at other times if necessary. Parents are</p>

	<p>involved at each stage of the Assess, Plan, Do & Review cycle as set out in the SEN D Code of Practice. Reviews will take place at timescales indicated in individual plans</p> <p>If your child has a, Education, Health and Care Plan (EHC) (previously known as a statement of SEN D), an annual review is held according to the guidance in the Code of Practice.</p>
What support will there be for my child's overall well being?	Children have access to one-to-one support with the teaching assistant and/or the F & SEN D S if required. There are close links with our partners in health, for example, the school nurse, Health Visitor and the dental service.
What training have staff supporting children and young people with SEND had?	<p>Our F & SEN D S is experienced and we also employ other staff who have amongst them the following experience and/or qualifications:</p> <ul style="list-style-type: none"> • Training for parent support advisors covering a wide range of issues including mental health; grief & loss, Domestic Abuse, drug and alcohol issues, eating disorders. • Trained to support children with sensory issues including Autism and managing behaviour, speech, language and communication needs, Deaf Awareness • Specific learning difficulties • Visual learning challenges • communication in print • Makaton signing <p>All staff receive regular training and updates in First Aid, epi-pen, asthma, diabetes, allergy management, de-escalation and positive handling.</p>
How will my child be included in activities outside the classroom including school trips and residential?	All children are included on trips and residential. Where required, an individual risk assessment will be written and support put in place to ensure that individual needs are met to enable each child to be as fully included as reasonably possible.
How accessible is Berkeley Primary School?	The school is on one level with one disabled toilet and access to classrooms and other teaching areas. This is all outlined in the schools accessibility plan which is available from the school upon request.

<p>How will Berkeley Primary School prepare and support my child to join the school and transfer to the next stage of their academic journey?</p>	<p>Berkeley Primary School has a pre-school (Little Jesters) on site that is Governor managed. Little Jesters children are closely monitored and assessed by our staff and they follow the same reporting format as the school. Any concerns will be monitored, discussed with parent/carers and if necessary outside agencies brought in. The electronic tracking system and observation processes we have in place will inform the current and next professional needs your child may have. These are managed by the pre-school leader and the F & SEN D S who also offer home visits if required. This system continues as the child moves through the school and crosses learning phases (KS1- KS2) Children with SEN D will have their needs met by liaising with the next school by discussion with the key person in the Secondary setting. This may include additional visits and things like a social story which is designed to support the child in understanding the routine of the day. This is all done in partnership with the Parents/carers to aid a smooth transition. If your child joins the school midyear you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have and to make sure that the school is aware of your child's SEN D needs. All previous information will be requested from the previous school so we can continue to build on the child's success.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The LA provides funding for schools to meet the needs of all children who have been identified with SEN D. We allocate support according to need, this may be short or long term according to the monitoring and assessments carried out by the school and/or guidance from outside agencies. For children with a statement of SEN D the school will meet the individual needs in accordance to the provision specified within the statement. This will be addressed with discussion with Parent/Carers, SENCo, Class Teacher, outside agencies guidance and the child. A plan will then be drawn up to ensure that the school makes the best possible provision for that individual providing value for money and support to promote progress in attainment and achievement.</p> <p><i>The school receives a delegated budget to meet the needs of all children in the school, including those with SEN D. Within the overall budget is a notional SEN D budget. Where children have what is termed as 'high needs' (and where a Statement or an EHCP is in place) the school is able to request 'top up funding' from the Local Authority. A request for top up funding can be made when the cost of the agreed and assessed special educational provision (on top of that universal provision available to all) exceeds £6000.</i></p>

<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The senior leadership team including the F & SEN D S meet formally and informally with the class teacher to discuss pupil progress. Considering formal and informal assessments, learning attitudes and readiness to learn the team will identify where additional support needs to be put in place. The school will plan the necessary support and learning opportunities for further progress. Parent/Carers will be informed and kept up to date regularly over time providing opportunity for the child, Parent/Carer and school to work together for the benefit of the child.</p> <p>If the school thinks they need additional support and guidance to enable them to meet your child's need they will contact outside agencies with your permission.</p>
<p>What expertise and professional development is within the school that I can expect my child to benefit from?</p>	<p>All of our Teaching Assistants have relevant qualifications and experience. They also have NVQ level 3. They have frequent training and updates in; Rapid Phonics, Rapid Writing, Toe by Toe, Precision Teaching, Dyslexic awareness, positive handling, Autism, ADHD and managing behaviour. Physical well being includes First Aid, epi-pen training and asthma training. The school is in regular contact with the National Health service such as Health visitors, school nurse and dental service. We also liaise with GPs, Social Care, police and other community bodies as appropriate.</p>
<p>Who can I contact for further information?</p>	<p>Your first point of contact is the class teacher if you have concerns that need to be discussed. The class teacher may refer you to the Learning and F & SEN D S, SENCo or Senior Leadership Team if further discussion is necessary. You may make an appointment to speak directly to anyone of these people if you so wish at any time that is mutually convenient.</p>
<p>What is the school's policy on the administration of medications?</p>	<p>The school Medication policy clearly states which medication can be administered in school, by whom as well as the procedures that need to be followed by Parent/Carers and staff. This can be found on the school website www.berkeleyprimary.org.uk</p>
<p>How would the school help with personal care if it were needed (eg if my child needs help with toileting)</p>	<p>It is important that all children feel comfortable and are treated with the upmost dignity should the need arise for a child to have support with his/her personal care. The schools Intimate Personal Care policy clearly outlines the procedures that will be followed across the</p>

Frequently asked questions from the children's point of view:

How does my teacher know if I need extra help?	As with every pupil, your progress is tracked every day through talking, marking and observation. From this information your teacher will know if you are finding some things a challenge and so may need extra help from an adult.
What should I do if I think I am finding things challenging and it is worrying me?	You can talk to your teacher or other adult in the room, the Learning and Family support leader is always a listening ear and your family are always there to support you. Together we can all listen and have a plan of how we can all help you to succeed.
How will I know how well I am doing and how I am improving?	Your teacher or supporting adult will talk to you about your achievements and what your next steps to learning are. They will also explain your targets for the lesson, the term and the year so that you understand what you are aiming for. Don't worry, your Parent/Carer will also know what your targets are and they will also help you at home. Your teacher and your Parents/Carer will meet regularly to share your successes and to have a clear plan for further progress with and without support as you need it.
How can I help myself to succeed?	Keep talking to your family, your teachers and others adults in school. We are all here to support and guide you so that you grow in confidence and independence. It is important that you always try hard, listen to those trying to help you and to believe in yourself. Being ready to start your learning with a positive attitude and a willingness to listen and participate in the learning are all really important if you are to continue to succeed. We all believe you can do well and want to support you to do so.
What will happen when I am preparing to go to the next phase of my learning journey?	Your class teacher will discuss your needs with the next phase teacher or school. They will share your successes and explain where you may need some support. Additional visits will be organised so that you have time to adjust and be confident with the new environment. Your Parent/Carer will also have additional visits should they wish them, to talk to the adults who will be working/supporting you. You will be well prepared so that the transition is as positive as possible.

What should you do if you feel that the local offer is:

- **Either not being delivered or**
- **Is not meeting your child's needs**

You should contact your child's class teacher in the first instance and/or talk to our Learning and Family Support

Leader. How decisions are made:

How is our local offer reviewed?

Decisions are based on the information gathered from the school's tracking, pupil progress meetings and through formal and informal discussion and assessments with staff, Parent/Carers and the children.

This local offer was drafted and amended after consultation with LA advisor, Governors, Parent/Carers and children.

The local offer will be reviewed annually by the SLT, SENCo, F & SEN D S, Governors and the wider school community.

Date: December 2016

Date for review: Autumn Term 2017

Related documents which can be found on the school website – www.berkeleyprimary.org.uk

SEN D Policy

Administration of Medicine Policy

Intimate Personal Care Policy

www.gloucestershire.gov.uk/localoffer