



"making a difference for every child"

Sheet Primary School Special Education And Disability Information report.

Introduction

From September 2014 every Local Authority is required to publish information about services in their area that are available to children with Special Educational Needs and /or Disabilities aged 0-25 years. This is known as the "Local Offer". Every school, as well as other providers, will produce a report containing information of what they offer. These will be on individual websites and also will be on a central website altogether. This means that parents/carers can see what is available in their area by going to one website if they wish. This is Sheet Primary School's "Special Education and Disability Information report." The information is provided in a question and answer format. We hope you will find our report easy to follow and understand. If parents have any questions or require more information please contact the school.

1. What kind of school is Sheet Primary School?

Sheet Primary school is a mainstream Primary school with 4 classes.

The classes are mixed age. Year R/Year1, Year 1/Year2, Year 3/Year4 and Year 5 /Year 6. We are an inclusive school where children with Special Educational Needs and disabilities (SEND) are involved in **all** aspects of school life inside and outside the classroom, as well as after school clubs etc. All children are encouraged to be fully involved in their own learning and through the school council to contribute to

express their opinions concerning a number of different issues. Within our classes we may have a number of children who have been identified as having some SEN. These needs could be for example, having difficulties in literacy, numeracy, Specific Learning Difficulties (SpLD) ² such as Dyslexia ³ or Dyspraxia ⁴; Autistic Spectrum Condition ⁵; Speech and Language difficulties ⁶; Social and Emotional difficulties; Sensory difficulties eg hearing, sight. Our staff have undertaken a variety of training and some have obtained additional qualifications. They have experience of working with children who have a range of needs. As the school is on two floors with narrow stairs we are not equipped to accommodate children with physical difficulties involving a wheel chair or walking frame. We have an ELSA (Emotional Literacy Support Assistant) ⁷ who works with small groups of children and individuals as required to provide careful support for emotional issues and social skills.

2. How does the school know if children need extra help in school?

We use a variety of approaches, these include:

- Close liaison with pre-schools and nurseries.
- Initial transition meetings with pre-schools and parents.
- Close liaison with previous school if joining after reception.
- Concerns raised by parents/carers.
- Concerns raised by staff.
- Careful monitoring of progress by class teachers.
- Regular monitoring of progress by school governors.
- Regular meetings between governor with responsibility for SEN and the Special Educational Needs Coordinator (SENCo).
- Additional specific tests and observations undertaken by the SENCo.

- Involvement and advice offered by external agencies: Speech and Language therapist; Behaviour Support team; Educational Psychologist; Paediatrician; and Child and Mental Health Service.

3. What do I do if I think my child may have SEN?

Tell us!

As parents you know your child better than anyone else. Please do not hesitate to tell us of any concerns. Firstly you should raise the matter with your child's class teacher. We have regular parent meetings, but you are also welcome to ask for an appointment with your child's class teacher at any time to discuss any issues. Your child's class teacher will have assessment data available to discuss your child's academic progress. They will also be able to discuss your child's behaviour and emotional well-being, in school etc.

- The class teacher may then pass on your concerns to the SENCo, who may investigate further, by additional testing, observations etc.
- Following on from this, if it is needed, you will be offered a meeting with the SENCo who will be able to further explain any test results, and strategies to be put in place to support your child. If there are any relevant organisations that parents can access, you will also be told about these. You will also be informed about any additional help your child is receiving and how that is helping your child.
- We are an open school that welcomes and values our parents/carers. If you are not happy with the any aspect of your child's education we encourage you to tell us and we will do our utmost to help find a solution with you. If having done this and you feel you need to take things further, you can access our formal complaints procedure on this our school website.

4. How will I know how my child is doing?

Parents/carers can ask for information, help and support at any time. We see parents/carers as working in partnership with teaching staff. We offer

- Close informal contact with parents/carers; we strive to keep you fully informed.
- Formal contact via parent/carers evenings which are held three times a year when the progress of your child will be discussed.
- Individual Education Plans⁷ are agreed with the class teacher for children who have special educational needs. These are reviewed every half term or sooner if targets have been met.
- If your child has more complex SEN then the SENCo may also meet with you on a regular basis. As the SENCo is part-time you will also be given her email address to enable efficient communication.
- If your child has an Inclusion Partnership Agreement⁸, Statement or an Educational Health care plan there will be a statutory formal meeting at least once a year.

5. How will you help me support my child's learning?

As said above we see parents/carers working very closely with teaching staff to support their child's learning.

- Regular home learning is set.
- Workshops are provided on how Literacy and Numeracy are taught.
- We welcome parent/ carer helpers in to school.
- We provide easy access to the class teacher and the SENCo.
- We provide contact details etc. for parent/carers support services.

6. **How will the school staff support my child's learning and well being?**

- The class teacher will tailor the level of tasks for the children making sure that the National Curriculum 9 is covered.
- The class teacher will organise the Learning Support Assistants to work with small groups of children within the class.
- The class teacher and SENCo will discuss additional support your child may need in addition to this provision. This support can include for example: individual visual timetables 10; coloured reading rules 11; incentive charts; stepped instructions; pencil grips; Emotional Literacy support; sitting position in class etc.
- The class teacher and possibly the SENCo will carefully monitor the impact of additional support on your child's progress.
- The SENCo will make sure that additional arrangements are made for National SATs 12 tests if your child meets the criteria laid down nationally.
- We take seriously any concerns parents express via the class teacher, headteacher, LSA or SENCo .
- We hold regular informal coffee mornings with the ELSA to enable parents to discuss matters among themselves and to raise any concerns.
- The ELSA, class teacher, SENCo and Teaching Assistants all work together to support children's wellbeing which is paramount to us all, providing support as necessary through individual and group work as well as contact with parents/carers. We are aware also that problematic behaviour can be linked to emotional difficulties and provide any such children with help to understand and to manage their anxiety and behaviour.
- If a child requires medication during the school day this can be administered via the school office following formal consultation with parents.

7. How will the school help my child when transferring to the next stage of education?

All preschool children are supported through a structured transition process.

- All children are visited at their preschool setting and we have a formal discussion with their key worker ¹³.
- All keyworkers have a transition form to complete about their child.
- All children are visited at home with formal discussions with parents/carers about their child.
- All children attend a programme of six visits to spend time in the setting, to which parents/carers are invited.
- Feeder pre-school visits setting with children.
- The SENCo liaises with parents/carers, external agencies and preschool staff if a child has a Statement / Educational Health Care Plan.
- Extra visits to the school can be arranged if required.

All children in year six are supported through the transition process.

- We have close links with our feeder school (The Petersfield School.TPS.)
- All have discussions etc. in small groups.
- All have a transitional visit.
- All are prepared for the different organisation of secondary settings.

Additional support is provided for those children with SEN

- An Inclusion Partnership Agreement can be formulated for children who have SEN but do not have a statement or Educational Health Care plan, involving external agencies, school staff and the SENCo from The Petersfield School (TPS).
- Additional visits to TPS can be arranged.
- Hand over meetings can be held with both school SENCos etc. to ease transition.
- All relevant paperwork and reports are sent on to the next school.
- Information is given to parents/carers by the SENCo as to provision available at secondary level as well as how to access the "Local offer" website for this area.

8. Who do I contact if I wish to discuss this document further or think this may be the school for my child ?

- We recommend that you visit the school. Telephone the school office (01730 263310) and ask to make an appointment with the headteacher (Mrs Robinson) explaining briefly the SEN of your child.
- The SENCO would then be your next contact, joint meetings are often held. The SENCo is Mrs MacCuaig.
- If you decide that this is the school for your child, we will be able to explain how you apply for a place.
- If you would like more information concerning the services in the area that are available for your child please follow our link below to the Authority's Local Offer. <http://www.hantslocaloffer.info>

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Glossary

1. Special Educational Needs (SEN).

This is the term given to needs children may have that the majority of children do not have.

2. Specific Learning Difficulties (SpLD)

These are learning difficulties that are very specific, occur across the whole range of intellectual ability, and require specific methods of teaching of modification, and adjustments.

3. Dyslexia

A learning difficulty that can affect literacy, numeracy, memory, organisation skills etc.

4. Dyspraxia

A learning difficulty that affects motor skills, organisation etc.

5. Autistic Spectrum Condition (ASC)

There are a range of learning and behavioural issues that may manifest themselves as a result of being on the Autistic Spectrum.

6. Speech and Language difficulties;

This includes speech production, language processing and language development. It does not include English as a second language unless the above are present.

7. Emotional Literacy Support Assistant. (ELSA)

A trained and experienced member of staff, who provides support dealing with a number of issues such as self-esteem ;emotional problems; understanding emotions, anger management; friendship issues etc.

8. Inclusion partnership agreement

A Hampshire based agreement between Parents and school for monitoring, liaising and reporting the needs of a child who at present does not have an Educational Health Care plan, but does have significant needs.

9. National Curriculum

The government in England provides an in-depth Curriculum to all state funded schools. It is a legal requirement to teach this curriculum to all children unless the child's SEN means that this is not appropriate.

10. Individual visual timetables

A visual timetable is the school day displayed in order in pictures, clearly in the class so all can follow it. Some children may require a small copy daily for their own use.

11. Coloured reading rulers

Some children require a coloured overlay over white paper (or different coloured paper) to reduce the glare and minimise the visual disturbance they experience with the letters or numbers presented.

12. SATS

Statutory Assessment Tests required by central government.

13 Key worker

A member of staff at a preschool setting who has a specific responsibility for a child.

