

St. John's Mead CEVC Primary Local Offer

All South Gloucestershire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and 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 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. At St. John's Mead there is a long standing tradition of successful inclusion of children with a wide range of Special Educational Needs and Disabilities.

1. How does St. John's Mead know if children need extra help and what should I do if I think my child may have special educational needs?

Children may be identified as having SEN/D through a variety of ways including:

- Liaison with pre-school settings / previous school
- Child performing significantly below age expected levels
- Concerns raised by parent
- Through termly Pupil Progress Meetings held between the Teachers, SENCo and Head teacher
- Observations and concerns raised by teacher
- Liaison with external agencies eg speech and language therapist, educational psychologist
- Health diagnosis through paediatrician

If you have any concerns about your child please see the class teacher in the first instance.

2. How will St. John's Mead support my child and how will they communicate to all staff that my child has special education needs or a disability and the support he or she will need?

Our SENCo, Rachel Clarke, will closely monitor all provision and progress of any child requiring additional support across the school. Class teachers plan for and work with all children, including those with special needs or disability. Children identified as having additional needs (whether special needs or just needing some extra help for a period) will have additional support from a teaching assistant, or from an outside agency, as needed. Your child's class teacher will discuss your child's provision with you, including a focus on what support is happening at school, and how this can be built on at home. The regularity and timing of any additional sessions depends on need, and will be discussed with you on an individual basis. Miss Hodge regularly reviews the effectiveness of the provision.

3. How will the curriculum be matched to my child's needs?

All teachers differentiate learning activities according to the needs of the children in their class. Typically this involves all children learning together during the teaching input, but with different activities planned for groups to work towards, or secure their next steps.

Teachers work with all children at different points, though there may be an additional adult who also supports them.

4. How will the school and I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with you at least twice a year to review your child's needs, success and progress. For further information about support, the SENCo is available to discuss in more detail. If your child has a statement of special educational needs, or a health and education plan (from September 2014), there will be an annual review to discuss their provision in depth, from which a report will follow with contributions from all agencies.

We believe that a partnership between school and parents is essential, and operate an open door policy between teachers and parents. For quick queries, please catch your child's teacher in the morning or after school, or make an appointment. We can offer advice and practical ways in how to support your child at home, including regular parental workshops across the key stages.

5. What support will there be for my child's overall well-being?

Our motto at St John's Mead's is 'Valuing self, Valuing effort, Valuing others'. We take seriously our commitment to children's welfare, and understand the importance of self-esteem and so some children may have additional social skills sessions, work on building self-confidence or benefit from mentoring. Where further advice is needed, the school might work with behaviour support, educational psychology or medical services, including physiotherapy.

The school follows local authority advice regarding the administration and management of medicines on school site. There is a 'Managing Medical Needs' policy available on our website. You need to fill out a 'Request to Administer Medication' form available from the school office if your child needs medication, in such cases a 'Health Care Plan' may be put in place according to the directions of the school nurse.

Our vibrant school council meets regularly with the head teacher, discussing pupil's concerns and views.

6. What specialist services and expertise are available at or accessed by St John's Mead and how do you all work together?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs, including: social care, behaviour support, educational psychology, physiotherapy, occupational therapy, speech and language, inclusion support, Child Mental Health services, paediatricians, the school nurse and sensory support services. Should your child require any additional intervention from these agencies, we would inform you of this and seek your permission.

7. What training has the staff supporting children and young people with SEND had or are they having?

A regular programme of training from the SENCo, and outside agencies takes place, including recently social skills training for teaching assistants and a school wide ongoing focus on dyslexia friendly schools. We have a specialised teaching assistant who delivers speech and language therapy across the school, acting on the advice of the

speech and language therapist. Our teaching assistants are well qualified and experienced, for example in delivering phonics.

8. How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on the school trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

9. How accessible is the environment at St John's Mead?

Our school is situated on one floor, accessible by wheelchair. We have a disabled toilet and may seek advice from occupational therapy or physiotherapy for additional resources, access and safety for all.

10. How will the school prepare and support my child to join St John's Mead, transfer to a new setting or secondary school?

We encourage all new families to visit the school prior to starting, when they will be shown around the school and any concerns can be addressed. Before children start in our Reception classes, home visits are offered and class teachers might visit pre-schools to aide transition. Additional resources may be made to help children with high anxiety or communication difficulties. For older children, either transferring to secondary, or starting a specialist placement, we arrange top up transition support for the more vulnerable pupils. This is in addition to a programme of transition and induction.

11. How are St John's Mead resources allocated and matched to children's special educational needs?

The school's special needs budget is allocated on a needs basis. Part of this is in funding teaching assistants to run programmes designed to meet groups of children's needs, including mentoring. Support may be in a small group, or where needed 1-1.

12. How is the decision made about what type and how much support my child will receive?

The SENCo, and class teachers, review progress and children's needs putting in place appropriate support, which will be discussed with you. Different children require different levels of support to match their needs, which may be on the advice of other professionals such as a physiotherapist.

13. How are parents involved in the school? How can I be involved? How will you build on your equal partnerships with parent carers?

- Each class sends out a termly newsletter with information about the learning taking place and suggestions for support at home.
- Parent workshops throughout the year aim to support you in helping your child to progress.
- Termly parent and carers forums.
- Many parents, grandparents and carers volunteer in school and their contributions are much valued.

- We have an active PTA, which runs events such as the school fete, helping to raise funds and provide opportunities for the whole school community.
- Some parents are also elected to the governing body.
- Parents' evenings and key stage presentations or performances.

14. Who can I contact for further information?

Your main point of contact is always your child's class teacher. Following this, you may be referred to the SENCo (Rachel Clarke) or the head teacher. The South Gloucestershire Council's Local Offer can be found at www.southglos.gov.uk/localoffer