

	<p>Mitcheldean Endowed Primary School - School Offer</p> <p>Our approach to supporting pupils with Special Educational Needs or Disabilities (SEND)</p> <p>The school offer explains how we aim to support children with SEND. Our SEND policy can be found on the web-site which is www.mitcheldeanprimary.co.uk Gloucestershire's Local Offer which provides SEND information is available at www.glosfamiliesdirectory.org.uk</p> <p>Please contact our Head Teacher Mrs Dowding or the Special Need Co-ordinator (SENDCo) Mrs Brown if you would like anything explained further.</p>
Question 1	<p>How does the school know if children need extra help? What should I do if I think my child may have special educational needs?</p>
	<ul style="list-style-type: none"> • Early identification of a child's needs is extremely important. • Children's progress is consistently assessed, monitored and tracked by teaching staff and is monitored closely by the Head Teacher. We use data and other forms of assessment to identify additional needs and celebrate achievement. • Staff may raise any concerns about a child's learning or behaviour by discussing these with parents and the SENDCo to decide if and how the child can be supported in school working together with the parents / carers. If special needs are identified we will look to put additional support strategies in place. If appropriate we may involve external agencies for advice. • If a child has identified needs when they join our school, staff will work closely with the parents and liaise with the previous early years setting or primary school to share any concerns or prior information to ensure that the child's needs are supported. • School has an Open Door policy and parents / carers are encouraged to speak to the Class Teacher or SENDCo about any concerns they may have. We encourage parents / carers to be fully involved in working with school staff to overcome any concerns.
Question 2	<p>How will school support my child?</p>
	<ul style="list-style-type: none"> • All children with SEND are valued, respected and equal members of the school. SEND provision is a matter for the whole school - all teachers are teachers of pupils with SEND. • Our Head Teacher , Senior Leadership Team, SENDCo and Governors play an active role in monitoring the quality of our special educational needs provision. The named Governor for SEND is Mrs Gill Sackett. • The SENDCo works closely with the class teacher to plan an individual programme for your child and provide support for the specific area of need. This may be an intervention run by the SENDCo, SEN Teaching Assistant or Class based Teaching Assistant either individually or in a small group. This is monitored in terms of impact in the rate of progress and if we feel something is not working, we will find an alternative.

	<ul style="list-style-type: none"> • Additional support programmes are overseen by the SENDCo. • The SENDCo will ensure that information about a child's SEND is shared and understood by all staff that work with the child.
Question 3	How will the curriculum be matched to my child's needs?
	<ul style="list-style-type: none"> • All pupils are entitled to a broad, balanced and relevant curriculum. Pupils with SEND are taught for all / most of the week with their peers in mainstream classes by their Class Teacher or subject specialist teachers at the appropriate level for their ability. On occasion we may look for an alternative provision to best meet the needs of a child or group of children. • Tasks will be differentiated to enable them to access the curriculum more easily. • Teaching Assistants may support your child individually or in a small group within the classroom.
Question 4	How will school and I know how well my child is doing? How will you help me to support my child's learning?
	<ul style="list-style-type: none"> • We regularly share progress and feedback with pupils and their parents / carers. We have a number of opportunities where parents / carers are invited to meet with staff to discuss progress including termly Parents Evenings. • Parent / Carer involvement to support learning is talked about at these meetings. Curriculum focus meetings are also held to help families understand what learning is expected and how they can best support your child's need. • Class Teachers hold a 'Getting to know your new class' session at the start of the new school year and we would encourage all parents/ carers to attend to meet the new teacher , find out what they will be learning about and how you can help your child settle well into the routines of the class to establish good learning. • SEND provision is reviewed at least twice a year with parents/ carers and the Class teacher. Your child also attends the meeting and their pupil views are collected and shared. Targets and progress made through the additional support are discussed. Together new targets and further interventions are planned if support is still required. • For pupils with a statement of SEND or new Educational Health Care Plan (EHC) an Annual Review is held yearly with the child, parents /carers, school staff, involved agencies and a representative from the Local Authority. • We believe in supporting the development of parenting skills and are able to direct parents to workshops and programmes provided by other agencies and organisations. • Should more regular contact be required, our staff will make suitable arrangements to try and ensure this is put in place.
Question 5	What support will there be for my child's overall well-being?
	<ul style="list-style-type: none"> • The school offers a wide variety of pastoral support for children who are experiencing emotional difficulties. These include : members of staff such as the Class teacher, SENDCo, Family Support Worker are all available for pupils who wish to talk about any concerns. There are Drop Boxes in school for pupils to voice any worries and these are followed up by the Family Support Worker.. • Relevant staff are trained to support medical needs and in some cases all staff may receive training eg EpiPen training. We have a medical policy in place and a medical care plan for individuals is drawn up with parents if required. All staff have a basic first aid training and some staff have Paediatric First Aid Training. • All staff have received safeguarding training and we have a designated Safe Guarding officer, Mrs Dowding and deputy Safe Guarding Officers, Mrs Moore and Mr Manning. • Our Behaviour Policy (on the web-site) details the school's expectations of behaviour.

	<p>We encourage staff and parents to work closely to ensure a consistent approach to any behavioural issues. The Head Teacher, SENDCo and Family Support Worker are able to help you access agencies to support the family.</p> <ul style="list-style-type: none"> • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • We promote 'Pupil Voice' and encourage pupils to talk about and contribute their thoughts and ideas about their learning and school life including School Council which is chaired by Year 6 pupils with class representatives.
Question 6	What specialist services and expertise are available at or accessed by the school?
	<ul style="list-style-type: none"> • All our teachers hold qualified teacher status and receive regular training : Inset Day whole school training / County run courses on specific subject areas. • We have an experienced SENDCo who works closely with all staff throughout the school to plan and oversee appropriate provision for your child. She regularly attends training to ensure the school staff are kept up to date with current SEND issues and provision. • Our teaching assistants all have NVQ status and some with a higher level of qualification which enables them to work with individuals in particular areas to make effect progress. We have one Higher Level Teaching Assistant (HLTA) with further qualifications. We have a designated SEND Teaching Assistant who works closely with the SENDCo and delivers individual or small group work. • All staff received training on the Read Write Inc Phonics teaching programme. • We have a Family Support Worker who works alongside staff and parents. She holds a drop –in session for parents on a Monday morning as well as individual appointment times. • If a specialist service is required we may be able to access the Advisory Teaching Team who are specialists in Visual / Hearing Impairment / Communication and Interaction (Speech & Language / Autism Spectrum) / Physical Disabilities / Cognition and Learning. School can also make referrals to Speech and Language Therapy and Occupational Therapy. For some of these services there can be a long waiting list. • School has bought into the Educational Psychology team which means we may be able to access the expertise of a psychologist to assess the children's learning strengths and areas for support. A referral to the Educational Psychologist is usually for pupils who are still not making the level of progress expected from the extra support in place and may require further assessment and advice to try and resolve the difficulties. Parents should be aware that access to the Education Psychologist is limited. • School may also make referrals for Behaviour Support – this is another service that the school pays to access. School can also make referrals to Children and Young Peoples' Service (CYPS). Referrals are always discussed with parents and involve filling in a form detailing the school's / parent's concerns about the child. Forms always require a parental/guardian signature before they can be sent. • School will also contact Social Care if appropriate.
Question 7	What training are the staff supporting children with SEND had or are having?
	<ul style="list-style-type: none"> • Our SENDCo is an experienced Primary Teacher with an additional qualification for working with SEND pupils in a mainstream school. She has attended a range of training programmes including Dyslexia, In Gloucestershire Children Count (IGCC) maths intervention, Speech Language and Communication Needs, Fizzy Occupational Therapy programme, Emotional and

	<p>Behavioural Needs, Attachment and Trauma Difficulties.</p> <ul style="list-style-type: none"> • Staff are regularly updated on SEND. • We regularly invest time and money in training our staff to improve wave 1 provision and wave 2 and 3 interventions. • A number of our Teaching Assistants supporting pupils with SEND have attended specialist training sessions for maths, literacy, behaviour management, emotional needs – attachment and trauma difficulties (Yellow Kite) • Training is primarily needs lead.
Question 8	How will my child be included in activities outside the classroom including school trips?
	<ul style="list-style-type: none"> • Activities outside the classroom and school trips are available to all. • Risk assessments are carried out and procedures put in place to enable all children to participate. • Where applicable parents / carers are consulted and involved in planning for out of class activities. • If it is thought that an intensive level of 1:1 is required, sometimes a parent / carer may be asked to accompany their child during the activity or trip.
Question 9	How accessible is the school environment?
	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and it is always under review. We are happy to discuss individual access requirements. • Facilities we have at present include: dropped kerbs / ramps to the mid-block, main entrance and play areas / painted edges on steps / a lift from the mid-block of the building to the upper block / wide doors in some areas of the building / a specific toilet for disabled users / outside pathways to improve access for parents/ carers and pupils with SEND. • We are also flexible about the use of rooms to accommodate a variety of needs.
Question 10	How will the school prepare and support my child when joining Mitcheldean Endowed Primary or transferring to a new school?
	<p>Many strategies are in place to enable your child's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • Discussions between the previous or receiving schools prior to the pupil joining or leaving us. • Ideally we like the pupils to visit the school, meet their new class teacher and if possible spend some time in their new class prior to starting. • Where a child starts at Mitcheldean Primary with a medical condition parents are invited to meet with the Head Teacher in advance to agree a Care Plan. • The Head Teacher and SENDCo are keen to meet parents / carers to talk about a child's specific needs and gather any important information in order to prepare for starting at our school. • The SENDCo liaises with Early Years settings and the Secondary Schools to ensure the transfer from Pre-school to Reception and Year 6 to Year 7 is smooth and successful. • Meetings are arranged with parents in the term prior to transfer to talk about the child's specific needs and how they are being currently supported. <p>There is regular communication between the SENDCos and at transition all paperwork relating to the pupil is sent to the relevant school for the SENDCo.</p>
Question 11	How are the school's resources allocated and matched to the children's special educational needs?
	The SEND budget is allocated each financial year. The money is used to provide additional support or resources in line with the

	<p>statement or Education Health Care Plan (EHC). Additional provision may be allocated after discussion at pupil progress meetings or if concerns about progress are raised. This may be 1:1 support, small group intervention or resources.</p>
Question 12	How is the decision made about how much support my child will receive?
	<p>If your child is in receipt of a statement or EHC plan any funding attached to this will be used directly to support your child's learning and / or well-being. Other support is decided after consultations between staff – this is prioritised on a needs basis.</p>
Question 13	How will I be involved in discussions about and planning for my child's education?
	<p>All parents are encouraged to be involved and contribute to their child's education, working in partnership with the school staff. This may be through : Talking with the class teacher if there are concerns Attending parents' evenings and SEN review meetings to discuss progress and how together we can develop this further.</p>
Question 14	Who can I contact for further information?
	<p>In the first instance parents/ carers are encouraged to talk to the class teacher who may then ask the SENDCo to offer further information and support. The Head Teacher is always willing to discuss any concerns. Please arrange an appointment through the school office. 01594 542240</p>