

SEND Local Offer

We are an inclusive school and aim to meet the individual needs of each and everyone of our children.

All children have individual learning needs.
We want all children to learn and make progress.
We recognise that some children will need additional support to enable them to access the full curriculum.

How we identify individual special educational learning needs

We use the phrase Special Educational Needs to indicate a level of additional need. This may be extra help, a different approach or additional resources.

When children have any identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.

If teachers feel that your child has a special educational need we will observe your child's learning characteristics and how they cope within our learning environments. We will assess their understanding of what we are doing in school and where appropriate use assessments to pinpoint what is causing difficulty. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success.

If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy – we always share our findings with you and the next steps we need to take.

How we modify teaching approaches for individual pupils

We use a number of teaching methods that are adapted to the needs of both group and individual pupils, including picture exchange cards, objects of reference, intensive interaction and individual workstation tasks.

We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.

We use additional schemes/materials so that staff can use resources to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented

We run a number of 'booster' groups for children who are in danger of falling behind their peers.

We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Additional Support

All children have the right to receive quality teaching in the classroom, which means that activities are matched to their learning needs. In addition to this, our children receive additional support, according to their need.

This might include:

Allocated time for 1:1 or small group intervention both inside and/or outside the classroom

Teaching Assistant (TA) support within the year group inside and/or outside the classroom in small group interventions

1:1 interventions with a Teaching Assistant

Speech and Language programmes

Specific activities – e.g. SNIP programme, reading support, Direct Phonics

We seek advice from professionals who come into school to support our children.

Educational Psychologist:- support sought when children are experiencing problems within an educational setting with the aim of enhancing their learning.

Occupational therapist:- support where children with mental, physical or social disabilities need help to independently carry out everyday tasks or occupations.

Speech & Language Therapist:- where children need help to overcome developmental language and communication difficulties/disorders

Hearing Impaired and Visually Impaired Team:- where children are monitored , supported or provided with a daily programme.

Child and Adolescent Mental Health Service (CAMHS) provide help and treatment for children, and their families, who are experiencing emotional and behavioural difficulties, including mental health problems.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

Our school operates an open door policy. Your first point of contact is your child's class teacher, who is usually available at the end of the school day. In addition, you can discuss your concerns further with our SENCO.