

## **Special Educational Needs Offer**

**We do our best to help all children achieve their best.**

Horsington is a mainstream school which means that we take children with a range of abilities.

**How do teachers at Horsington Church School know if a child needs extra help?**

Sometimes we know before a child arrives at Horsington that he/she will need extra help. For instance, it could be that a special need has been identified at nursery or by a paediatrician. Children with medical needs may require extra help with their learning e.g. if a child has a visual impairment or epilepsy.

All children at Horsington are monitored closely by their class teachers to see if they are making the progress we would expect. This is done through careful observation, marking, tests, discussion with the children and working alongside them. Class teachers and the head teacher meet each term to discuss the progress of every child in the school. If children do not make adequate progress in response to good teaching that takes into account different abilities and different ways of learning, they may be considered to have a special educational need (SEN).

The four areas of Special Educational Need are:

- communication and interaction
- understanding and learning
- emotional, social and mental health
- sensory and/or physical.

**What should I do if I think my child may have special educational needs?**

It is very helpful if you share any information and concerns you have, old and new, about difficulties your child may have. Please let us know about any tests carried out as a result of concerns. You know your child better than anyone and can add greatly to our understanding of him/her. You might feel, for instance, that compared to other children of the same age, your child has

trouble understanding what's been said or sitting still or paying attention. The best person for you to speak to, at first, is the class teacher. Teachers are usually available for a conversation with parents/carers at the end of the school day. The teacher might want to make an appointment to meet with you on another day.

### **How will Horsington Church School support my child?**

The education and progress of your child is the responsibility of the class teacher. Class teachers divide their time amongst all the children in the class. At Horsington there are teaching assistants (TAs) in each class at least every morning. Some children will need a bit of extra support which will be arranged and monitored by the class teacher and provided in a group or individually, usually by the TA. This is known as Wave 2 support. At parents' evenings, which are held twice a year, class teachers will let you know if your child is receiving Wave 2 support. Some children will catch-up with their peers as a result of this. If children don't make adequate progress, they will need more personalised teaching in response to their precise difficulties. This is called Wave 3. The Special Educational Needs Coordinator (SENCo) is responsible for organising Wave 3 support and will inform you if your child has reached Wave 3. At this stage, the SENCo is likely to carry out assessments with a child to decide, with the class teacher, on some personalised, very specific targets. A timetable will then be arranged for an adult, probably a TA, to work with the child towards these targets. After about one term of this special support, more assessment is done to see how much progress the child has made in relation to the targets. This process is cyclical and is called Assess, Plan, Do, Review. If the class teacher and SENCo are having difficulty understanding the exact needs of a child, the SENCo can request the involvement and advice of a specialist, for example, an educational psychologist, a speech and language therapist or an occupational therapist. This will only be done with your agreement and you will be involved in discussions with the specialist.

### **How will the curriculum be matched to my child's needs?**

Lessons and activities are carefully planned so that the skills and understanding of all children improve. This is called differentiation. Class teachers recognise

that children with learning difficulties develop their skills more slowly than others and can't cope with the fast-moving demands of the National Curriculum. Therefore teachers have different objectives and expectations for these children and aim to build bit by bit on what the children can already do. For example, a child in Year 3 whose mathematical skills are typical of a child in Year 1, will work in class on the sorts of mathematical tasks given to Year 1 children. Teachers give children opportunities to practise a particular skill lots of times, if this is what is needed to gain understanding. For example, a child who is struggling to master basic punctuation or basic spellings, will be given activities to establish these skills until the teacher can see that he/she is ready to move on to more advanced punctuation or more advanced spellings. Teachers plan activities to cater for children working at different levels. Sometimes an activity is differentiated for a particular individual. Children are given resources to support their learning for as long as they need them. For example, some children will be given for their writing a list of useful words, accompanied by pictures to indicate what the words say. For maths, some children will have apparatus to help with calculations or with understanding a concept, such as fractions or multiplication. Class teachers act on recommendations they have been given on how to support children in the classroom. This could mean, for example, that a child with cerebral palsy might sit in a special, supportive chair in a particular spot in the classroom. The SENCo is experienced in working with children with a variety of learning difficulties and can advise on ways to support your child.

### **How will I know how my child is doing? How will you help me to support my child's learning?**

You will be able to discuss your child's progress at parents' evenings, which are held twice a year and, if you feel the need for more frequent feedback and discussion, you are welcome to approach the class teacher. Sometimes when it is felt that very frequent liaison is needed between home and school a message book is set up. Reports are given to parents at the end of each academic year.

For children at Wave 3, a plan of action is put together, based on the needs of the individual and what we want that child to achieve. If your child is at Wave

3, you will be invited to a meeting each term to be part of this planning process. At these meetings, advice will be given on how to support your child at home. Information from outside specialists will be shared with you. Usually parents meet with specialists to discuss how their children are getting on and the way forward.

Class teachers adjust homework to provide the appropriate level of challenge and revision for your child. Children with learning difficulties in literacy and maths will often be given activities to help strengthen basic skills. If you have any concerns about homework or its suitability for your child, please speak to the class teacher. We recognise the enormous role parents/carers play in the education of their children and are keen to work with you to support you in this.

Sometimes we organise events for parents on how to help their children in a specific area, such as reading or maths.

When training for parents is offered locally, the SENCo tries to inform parents for whom this could be useful.

### **What support is there for my child's overall well-being?**

We aim to look at each child in the round, recognising that in order to thrive at school all children need more than good teaching alone. Various aspects of children's behaviour, such as the ability to make friends or the ability to deal with disappointment or change, are considered by class teachers and influence the way they manage their classes and plan lessons linked to social and emotional development.

We are very lucky to have a natural, outdoor play-space with a small stream which all children have access to, at specified times. There is a quiet area in the playground for children who prefer this kind of recreation.

Because we are a small school, it is usually very easy for children to approach an adult of their choice to talk about any concerns or issues they may want to share.

If we have on-going concerns about the well-being of children, we may set up a nurture group to give them support in understanding and managing their difficulties. These groups are usually led by teaching assistants. If we feel your child will benefit from being part of a nurture group, you will be informed by the class teacher.

For children who have more significant difficulties managing their behaviour or emotions, we can, with the agreement of the parent/carer, access support from a service provided by Somerset County Council called SEMHSS (Social, Emotional and Mental Health Support Service). In the case of a child having more extreme needs in this area, we may ask the parent/carer for permission to make a referral to CAMHS (Child and Adolescent Mental Health Service).

If parents/carers agree with us that it would be helpful to receive advice or support to manage their children at home, we can get in touch with the Parent and Family Support Advisor.

Where necessary and in agreement with parents/carers, medicines may be administered in school. Before this can happen, a medicine consent form is drawn up to ensure the safety of the child and staff. This is signed by the parents/carers and the members of staff involved.

We put in place medical care plans for children who have special medical needs which can't be managed purely at home. We can access help in doing this from the Physical and Medical Support Team, a service provided by Somerset County Council, in consultation with parents/carers. Medical care plans make clear to staff what their responsibilities are towards children with medical needs. Training is received by staff where necessary to support these children.

There is additional funding, called Pupil Premium, from the government for certain children who are considered vulnerable. This entitlement is linked to the family's income, being in care or adopted, or having a parent in the armed forces. The school decides how to support these children, using the extra money. On the school's website you can read how the Pupil Premium is spent.

## **What specialist services and expertise are available at the school or can be accessed by the school?**

We have medically trained members of staff. Ian Rumbelow, Head Teacher, is a qualified teacher of the deaf.

When we feel we need to involve a specialist to help us understand a child's difficulties and to get support on moving things forward, we can seek advice from the following professionals or teams, once we have the agreement of the parents/carers.

Educational Psychologist

Learning Support Teacher

Speech and Language Therapist

Occupational Therapist

Autism and Communication Service

Social, Emotional and Mental Health Support Service

Child and Adolescent Mental Health Service

Physical and Medical Support Service

Vision Support Team

Hearing Support Team

Parent and Family Support Advisor

Parents/carers are involved in discussions with specialists about their children.

With the permission of parents/carers, children's eyesight and hearing is tested in school in Year 1 by a school nurse. In Reception and Year 6, height and weight of children is checked, again with parental permission.

## **What training have staff had or will have to support children with SEN?**

Training in different areas is available for staff in Somerset schools, for example, how to support children with autism, how to support children with difficulties in maths, how to support children with language difficulties. We take advantage of what is on offer in line with our requirements, depending on the children with SEN in school at any one time.

TAs or teachers who work with children to support particular areas of need will receive training or advice. When support for children with SEN is given by a teaching assistant, it will be overseen by the class teacher (at Wave 2) or SENCo (at Wave 3).

### **How will my child be included in activities outside the classroom, including school trips?**

We consider the needs of children with SEN very carefully in order to allow all children to go on class trips, as long as it is safe for them to do so. This could mean, for example, that we arrange smaller groups or for an extra adult to be available, or that a child is given special support preparing for the new experience, or that alternative travel arrangements are made in consultation with parents/carers. Sometimes we may ask parents/carers to accompany their children on a trip, if we feel that this level of support is required. We make sure that medication can be administered as necessary.

### **How accessible is the school environment?**

Our school is made up of old and new buildings. All areas are accessible to someone in a wheelchair and there is a toilet for a wheelchair user. Alterations have been made to the site to accommodate children with a visual impairment.

The school has an accessibility plan which is regularly updated to make sure that every aspect of school life is as accessible as possible to all.

### **How will the school support my child when joining Horsington and when transferring to a new school?**

We recognise that moving school can be difficult for a child with SEN and take steps to ensure that the transition is as smooth as possible.

When children with SEN move to Horsington, we meet to discuss their needs with you and, where appropriate, with the professionals who have previously worked with them. This is called an Entry Plan Meeting. Often arrangements are made for children to make extra visits to the school prior to joining. A

transition book may be provided to familiarise children with their new class and members of staff.

When children move from one class to another, information is shared with the next teachers. Sometimes we put in place a special plan for a child if we think this would be beneficial. For example, if a child takes a long time to feel comfortable with new people or a new space, we might put together a transition book and arrange for him/her to make extra visits to the new class in advance with a friend.

If your child is moving to another school, we inform the SENCo (Special Educational Needs Co-ordinator) about his/her needs and pass on all our records. For those children moving to secondary school who we think may find the change particularly difficult we organise additional visits to the new school and may offer special support, such as sessions with an adult to discuss what to expect and any worries.

### **How are the school's resources allocated to children with SEN?**

The school budget includes money to support children with SEN. We aim to ensure that all children with SEN have their needs met to the best of our ability with the funds available. The SEN budget pays for some of our teaching assistant time. Support is allocated to children on the basis of need. We regularly review our staff, our resources and the level of support we offer the children and make changes as appropriate. If a child's needs are complex or very significant, we can apply for extra funding. If the funding is granted, it is then used specifically to support the child as recommended by specialists.

### **Who can I contact for further information?**

If you would like to consider Horsington for your child, you can ask for an appointment to be shown around the school.

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please speak initially to the class teacher. If requested, a meeting to see Nicky Epps, the SENCo, can be arranged. If you continue to have concerns, please make an appointment at the school office to see Ian Rumbelow, the Head Teacher.

Contact details

School office: 01963 370358

Email: [parent@horsingtonbwmatt.org](mailto:parent@horsingtonbwmatt.org)

Web address: [www.horsingtonprimary.co.uk](http://www.horsingtonprimary.co.uk)