

Portesham Primary School's SEND Local Offer 2015 – 2016

As a parent if you have any worries or concerns about your child please come and talk to a member of the teaching staff. We meet weekly as a staff team to discuss any issues that may have arisen. As a staff team we are all very experienced in child behaviour and are especially astute at working with children as individuals to help them achieve their full potential. Within school the senior management take responsibility for the SEND provision. The deputy head is the SENDCo (Special Educational Needs Coordinator) and holds the National SENDCo qualification.

Every child is unique and should be treated as such. Our job as lead learners is to help every child make the most of their time with us. As a child spends more time with us it becomes more apparent how we can best help them progress. This may be through the support of a Teaching Assistant full time, at regular intervals or through small group work. It may be your child responds well to certain routines or teaching strategies. We also employ staff as emotional support assistants to help children through difficult emotional times. We also utilise the support of external services to help us better prepare our pupils for the journey ahead. There is a vast array of support and advice available but it is vital that what is best for the child remains the central to all decisions.

With every child being a unique individual the amount of support provided differs. Some children respond well to light touch intervention with a separate member of the staff and others gain confidence through a much tighter bond. The SENDCo oversees all the SEND provision with agreement from the head teacher and governing body. The school also has a school governor for SEND.

Regular reviews inform staff how effective the provision is and if any adjustments need to be made. Those children with more detailed support programmes have inter-agency meetings where parents are requested to attend. Parents of children who require light touch intervention programmes will be updated through home communication books and termly parent consultations. However, as a small school where parents are encouraged to come in and chat to staff at drop off and pick up times there are plenty of opportunities to discuss a specific child's needs. Work is differentiated to an appropriate level within the classroom by the class practitioner. This is overseen and monitored by the senior management of the school

and SENDS coordinator. A child's Educational Health Care Plan or Individual provision map feed directly in to the lesson planning for every session. Though the work is differentiated there is always the expectation that the child will be challenged and pushed to constantly progress.

At Portesham School we actively encourage a home / school link where together we can work towards helping your child achieve the very best they can. As well as the normal reporting arrangements, annual report and termly parent consultations, we encourage discussion through regular contact be it through, email, communication books or at drop off and pick up times. Class teachers know and understand that it is the expectation that these links will be established as from experience we know that it makes for better learning. This has been especially prevalent within our learning dimensions which give the child a real opportunity to explore the learning more at home and in the local area.

When a child joins us it's not just the child but the whole family who becomes a part of our community.

Social Skills programme/support including strategies to enhance self-esteem:

Pastoral support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class. This is delivered by our ELSAs (Emotional Literacy Support Assistants) who are supervised by Local Authority Educational Psychologist Service.

An intervention and support from the Locality Team^{##} (located in Weymouth) and family support for children and their parents/carers on referral, can be delivered both in school or in the home.

Referral to and liaison with Dorset's Child and Adolescent Mental Health Service (CAMHS) ^{##} for children and their parents/carers.

All classes have a reward system to encourage positive learning behaviour, certificates, praise and public celebrations of success further enhance self-esteem for all pupils.

The whole school follows a PSHE scheme called JIGSAW

Staffs regularly attend training provided by the Local Authority and the Chesil Education Partnership.

We have a staff member trained in ELSA and she is trained to deliver the MTL, LTM programme. Staff are trained in key aspects of support for children with aspects of support for children with specific needs - for example

- Symbol UK - We work closely with Symbol UK in preparing and delivering programmes of speech therapy and provision for children who have Down's Syndrome
- SENSS - School is regularly visited by a specialist IT teacher. They train staff, pupils and parents to use IT programmes designed to support identified specific needs
- Whole staff training has included:
 - Attachment
 - Sensory Processing
 - Visual Impairment
 - Down's Syndrome
 - Signing
- Other key areas of training completed by staff
 - Positive behaviour strategies
 - Playtime monitoring
 - Anger management
 - Visual timetabling

If a child joins our school with a need that we are not familiar with we are committed to sourcing the training and support we need to make their time with us successful.

As an inclusive school every child is offered the same opportunities thus no child is ever excluded from an activity. However, where necessary special measures can be put in place to offer appropriate support to a child to assist them in their challenge. Throughout the whole process families are included in discussions about what is the best way forward for their child. No effort is ever too small to ensure every child has equal opportunity to access learning. If you would like to know more about our extra-curricular activities such as our KS 2 residential or trips out of school please feel free to contact the school.

Our building is fully accessible with adjustments made to accommodate children with visual and auditory needs. We have fully accessible toilet facilities within the school and a very bright and modern layout.

Children with English as an extra language have in the past integrated well in to the school. Through external agency involvement and a commitment by the staff and pupils everyone is made to feel a part of the team. Language barriers between adults are sometimes harder to work around but effective use of IT translation tools and offers of help from bi-lingual parents has previously been a way around language issues.

We use the Dorset County Occupational Therapy team and sometimes out of County support. Which are very supportive providing visual, physio and sensory support within our environment. All this is provided with joint collaboration between parent/carers, the child, school and the OT department.

Transitions are planned for pupils on an individual basis and it is recognized the children might need an enhanced level of support in some circumstances.

We encourage children to visit school at least once before starting with us, but have not got any set expectations. We very much work with and respond to individual needs.

SEN funding for 2014-2015 =£17.765 is spent on the following activities

- Funding assessment and support visits from external agencies and experts
- Purchasing materials and resources to support learning and access to the curriculum
- Funding additional adult support
- Training for staff
- To support targets set for individual children
- Individual targets are set for every child in our school. This process is supported by an individual Education Plan (IEP) for children with SEND.
- Targets are set and monitored in partnership with parents and the child.
- Work towards targets is carefully planned and appropriate tools are used to track progress. School Pupil Tracker Online is used by all staff to record progress termly and we also used a system called
- B squared to track small steps within the P scales (P Scales are used to describe early development stages)
- If your child has a statement of Special Educational Need or an Education and Health Care Plan the Annual Review will carefully assess progress, the effectiveness of support and targeting setting for the future. Parents are a vital part of this process and the pupil centered review approach is used.

School has an open door policy for all parents. We have termly parent consultations, pupil provision maps are reviewed every 6 months or more frequently if needed. Parents are very active in supporting the school on a day to day basis and their contribution is very much appreciated. The Parent Forum and Learning to Learn evenings are both ways that parents can contribute to decision making and day to day school life.