



## Golborne St Thomas CE J&I School

### Special Education Needs and Disability Policy & Local Offer

Golborne St Thomas' School is committed to improving life chances, as well as meeting the needs of children with Special Educational Needs and Disabilities (SEND). The purpose of this policy is to provide information about the procedures, provision and support on offer for pupils with SEND and their families.

We understand that each child is an individual with unique needs, families are the experts on their own children and education should be adapted to allow **all** children to succeed.

#### 1. How will school staff support my child?

- All Teachers throughout school adapt planning in every lesson to provide a curriculum appropriate to ability, which is accessible to all. When children are identified as having an additional need, support will be provided both outside and inside the classroom. Academic, Nurture and Social programmes are on offer.
- The support for children with SEND is identified and monitored by the Senior Leadership Team and Special Educational Needs Coordinator (SENCO) and is dependent on the unique needs of your child. Our team of Teachers, Teaching Assistants and Learning Mentor will then plan specifically for the intervention they deliver.
- Should your child have a special educational need, the specific programme of support and targets on his/her Pupil Profile will be explained to you in a short meeting with your child's class teacher, once per term. You are invited to discuss this in detail and make amendments where appropriate.
- The school Governors have a responsibility to monitor the percentage of children making good progress and hold the Senior Leadership Team accountable for the continuous improvement of provision. A designated SEND governor meets with the school SENCO termly.

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

- We offer a fun and flexible curriculum designed to be adapted to your child's interests.
- Each class teacher differentiates *all* planning to make learning accessible to all individuals in the class, regardless of ability or SEND. This will help your child to make at least good progress as activities are enjoyable and build confidence.

## 3. What should I do if I think my child may have special educational needs?

- If you think your child has special educational needs, you should initially make an appointment to discuss your concerns with your child's class teacher. This will allow you to compare how your child differs in school, and discuss any extra support already in place within the classroom. The class teacher will log this meeting and pass concerns on to the SENCO.
- Following this, you can make an appointment directly with the SENCO (Mrs Bannon) if you think your child needs any further support in or out of school. Agreed action will then be taken following the school's SEN procedures.

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

- In addition to the normal reporting arrangements we are committed to continuous communication between home and school. You can find school staff on the playground after school, where they are available for an informal chat. Should you wish to discuss your child's progress and wellbeing further, we recommend that you make an appointment to ensure staff are available to give the time and attention you and your child deserve.
- We know how your child is doing academically by assessing their learning once per term. This is entered onto the school's tracking system where progress is monitored in each subject by your child's class teacher, subject leaders and the senior leadership team.

- Your child's end of year targets and current attainment will be communicated to you at parent consultation appointments in the autumn term. Your child's Pupil Profile will be discussed with you each term so you know exactly how much progress he/she making.
- When you attend an appointment with your child's class teacher, feel free to request advice on how you can help aid progress at home.
- Similarly, we like you to be involved in planning your child's education. Advice offered by you on how best to meet your child's needs, will be incorporated into your child's education programme.
- We offer parent classes in school covering a range of activities. See the school website, newsletter or school staff for further information.  
If you feel you would like support on issues not currently on offer, please make an appointment with Mrs Bannon to discuss your needs.

#### **5. What support will there be for my child's overall wellbeing?**

- Overall wellbeing is a foundation for education. We pride ourselves on getting to know your child and your family, to allow us to support your child overall.
- The Woodlands room is a fantastic nurture setting that your child may access, as part of nurturing and social activities with our Learning Mentor (Mrs Lockwood).
- As part of our pastoral care, the attendance and punctuality of all children is monitored closely.  
We offer free breakfast club from 8am, as well as after school clubs until 4pm.
- Should your child require medical support, a care plan can be set up to ensure all staff know exactly what your child needs.  
Administering medicines to your child is the responsibility of staff after a medical form has been filled in and signed. See our medicines policy for further information.
- All children are supervised at all times. Children know which adult is responsible for them at different times of the day.  
If your child needs a key adult for support and consistency, they will know who this is at all times.  
For the safety of all children, school manages transitions between different activities during the day. All children are escorted when

moving through the school building and classes are collected for lunch time.

- We believe in supporting every child to fulfil their potential. Children who are behaving in an inappropriate manner will be supported following the SEND procedures. This means that we will help your child to find the underlying cause of their behaviour and support them in whatever way we can. Your child is the key to this process and will contribute their opinions to the support programme they receive. We believe in preventative measures, exclusions for serious behaviour may be used as a last resort, but support will still be offered.
- School will support your child by offering individual nurture programmes, and a safe space for children to go to if they need time to calm down or talk to someone.
- Families are always the experts on their children. We welcome all your views and advice on what your child responds positively to at home. These strategies can be added to your child's pupil profile with their targets each term.

## 6. What specialist services and expertise are available at or accessed by the school?

- Our staff have a range of specialist expertise and qualifications, as listed below:

(MA) SEN Education (in progress)  
National Award for SEN Coordination  
Maths specialist teachers (x2)  
Dyslexia specialist teacher  
Literacy consultant  
Dyslexia specialist HLTA  
Social Stories training  
Play Therapy training  
Numicon Training  
Read to Succeed training  
Talk Partners training  
Talking Tables training

- The school accesses a range of other services, listed below:

Speech, Language and Communication  
Therapy  
Occupational Therapy  
Social Services  
Educational Psychology Service  
Targetted Educational Support Service (TESS)  
Child & Adult Mental Health Service (CAMHS)  
Gateway

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

- All school staff at St Thomas' receive regular training on a range of SEND topics. These are planned according to the needs of the children in the school and any gaps in staff knowledge that may be identified. Training is also used to update staff of any changes to local and government practice.
- In the past academic year, training has been provided to some or all staff on the following topics:
  - Administering medicines in schools
  - Epi-pen and allergies training (all staff)
  - Changes to SEND and the introduction of the new SEN Code of Practice. (all staff)
  - ASC (Autistic Spectrum Condition)
  - Behaviour management
  - Talking Tables
- Academic year 2014 – 2015, the following training topics will be covered:
  - Safeguarding
  - First Aid training refresher (all staff)
  - Epi-pen refresher (all staff)
  - Effective use of Teaching Assistants; an update on government practice (all staff)

Supporting pupils with Visual difficulties  
ASC (Autistic Spectrum Condition)  
Nurture Group Network support  
Supporting Learning for Children with SEND  
Numicon KS1

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

- Inclusion is important to us and to the children we teach. All children will be included in all activities planned as part of education. If your child cannot access an activity due to a disability, we will adapt the activity to suit your child. This may involve key adult support for the duration of the activity.
- Parents and Carers are invited to discuss any concerns or plans for activities or trips with the adult in charge. A risk assessment is also available on request.

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

- The school is fully accessible by wheelchair via a ramp at the main school entrance and another ramp from the junior playground.
- The school makes all displays visually accessible. These are used to support the learning of children with SEND.
- We have disabled toilet facilities located at the KS2 end of school.
- If parent or carer's first language is not English, we offer some of the schools letters in a range of different languages to communicate a range of issues such as; school closure, head lice, upset child etc.  
Uniform or equipment children may need is communicated by images of each item.  
Many of the external services accessed by school offer documentation in different languages.

- Any specific equipment required by your child is provided according to any reports, medical or educational, your child has had.

### **10 . How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- Before joining the school, your child will be invited to visit the class they will be joining and be introduced to the adults working with them.  
Children joining reception will spend time in their new class with a small number of their new classmates.
- At the end of each academic year, each class takes part in a transition day, where they move up to their new classroom to spend the day getting to know the adults they will be working with the following September.
- Should your child leave us, their file with all information we hold will be passed on to your child's new school.
- Children in Year 6 get the opportunity to take part in activities and lessons at Golborne High School. This helps the transition to Year 7, as children have the chance to experience the difference in environment and expectations in lessons.
- When your child knows which high school they will be attending, they will get the opportunity to spend a transition day there.  
Our Year 6 teacher and SENCO will then pass on any relevant information that would help your child settle in at their new school. This could be academic information, reports from professionals or social information such as who your child is friendly with.

### **11 . How are the school's resources allocated and matched to children's special educational needs?**

- The school's special educational needs budget is allocated in the following areas:
  - Staffing
  - Staff CPD (Continued Professional Development)
  - Intervention programmes
  - Resources

- This is determined each academic year according to the needs of the children. The SENCO and rest of the Senior Leadership Team will ensure the budget is cost effective, which means it has been used to meet the needs of all children.

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

- Once your child has been identified as needing additional support, the area of need is considered against the expertise, interventions and resources we have in school. This allows the SENCO to plan the appropriate support for your child.
- The SENCO (Mrs Bannon) will make the decision on interventions put in place and staff most qualified to deliver these. The Senior Leadership Team and the Learning Mentor will also discuss and make decisions on the children who are most in need of access to the Nurture and Social groups on offer in The Woodlands.
- In addition, class teachers and teaching assistants who are working with your child may identify a further need, or extra support they can offer within the lessons they teach.
- You, as parents/carers of your child, will be involved in this process at the meeting with your child's class teacher to discuss their Pupil Profile. At this point, amendments can be made to include targets you would like to include and support you think they need.
- All of the interventions and programmes of support are evaluated each term. Children's support is then adapted to meet their continued needs.

## **13. How are parents involved in the school? How can I be involved?**

- We value parent input in all areas of school life. You are invited to share in your child's successes at presentation events, class assemblies and performances.  
We have parent consultations in the Autumn term and Spring Term, followed by an end of year report detailing individual targets. You, as parents/carers are welcome to have an input in these and we are happy to adapt any provision offered to your child.



- St Thomas' has two parent governors who represent the parent view on the governing body.
- We are extremely lucky to have support at all of our events from a range of parents. If you would like to be involved, do not hesitate to speak to a member of the school staff.

#### 14. Who can I contact for further information?

- If you want to discuss something about your child, your first point of contact should be their class teacher.
- All classes have a teaching assistant who contributes greatly to your child's education, in some cases it may be appropriate to speak to them.
- If you are worried about your child, you can speak to whoever you feel the most at ease with. This may be; class teacher, TA, SENCO, Learning Mentor or head teacher. All staff will offer support and point you in the direction of the most appropriate person to speak to.
- If you are considering our school for your child, you should speak to the head teacher (Mrs Brindle), who will provide further information and arrange a visit to view the school.
- The SEN Coordinator or SENCO is Mrs Bannon. An appointment can be made for a meeting or chat at a time convenient to you, for any reason, big or small.
- Should you feel you need additional support, there are a range of agencies, charities and organisations that can help. Mrs Bannon has contact details for these, and can support you in finding the most appropriate one for you and your family.