

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school such as the SENCO or a Teaching Assistant trained to deliver a particular intervention.
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) or Occupational Therapy.
- Staff from the School Health Team.
- Staff who will visit the school from the Local Authority central services such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Hearing/Vision Support Service (HVSS).

Types of support provided.	What would this mean for your child?	Who can get this kind of support?
<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> • The teacher has the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO/Deputy Head or external agencies) to support your child to learn. 	<p>All children in school should be getting this as a part of excellent classroom practice.</p>
<p>Specific group work within a smaller group of children.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • The teacher will complete a provision map and discuss the planned support with you. • Another teacher or Teaching Assistant will run these small group sessions using the class teacher's plans, or a recommended programme. • These are often called Intervention groups by schools. This work may take place in the classroom or in a designated teaching space for small groups. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning. Children will be at the stage of the SEN Code of Practice called SEN Support.</p>

School based Information	People	Summary of Responsibilities
<p>Miss S Terrey <i>inclusion@stgeorgesportland.dorset.sch.uk</i> 01305 820520</p>	<p>Class teacher SENCO Designated Teacher for CIC Deputy Safeguarding</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's Sen Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • Involved in supporting your child's learning • Kept informed about the support your child is getting • Involved in reviewing how they are doing • Part of planning ahead for them. • Liaising with the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's Overview system for ensuring all the SEN needs of pupils in this school are known and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the schools they can help your child (and other pupils with SEN) achieve the best possible progression school. <p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO/Deputy Head as necessary. • Preparing Provision maps and individual targets, and sharing and reviewing these with parents termly. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress
	<p>CLASSTEACHER</p>	

	<p>TEACHING ASSISTANT</p>	<ul style="list-style-type: none"> • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensure that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
<p><i>Mrs J Luxon</i></p>	<p>HEADTEACHER Designated Safeguarding Person</p>	<ul style="list-style-type: none"> • A teaching assistant will usually be allocated to a class, where they will support a range of pupils throughout the day. They assist the teacher in delivering the curriculum and will often work with a small group of pupils with an agreed focus. Occasionally they will work 1:1 with a pupil with exceptional special educational needs and/or disabilities. All Teaching assistants play a very valuable role in your child's education; however we would prefer that questions regarding your child's learning and progress are directed to the class teacher and/or the SENCO. • As a school we welcome daily dialogue between parents and TA's on how a child's day has been and we do actively encourage this continued feedback. • They may deliver an identified intervention in the afternoon. <p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

<p>Mrs Christine Taylor</p>	<p>SEND GOVERNOR AFA GOVERNOR CIC Governor Safeguarding Governor</p>	<p>She is responsible for:</p> <ul style="list-style-type: none">• Making sure that the school has an up to date SEND Policy.• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
------------------------------------	---	---

<p>Specialist groups run by Specialist TA's, outside agencies e.g. Speech and Language Therapy, Occupational Therapy or Specialist Teaching/Support provided by a Local Authority service e.g. HVSS</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input, or in addition to, excellent classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them better in school. • In the case of a specific medical/behavioural issue, a referral through a GP to a specialist team at DCH may be discussed. • The specialist professional will work with your child to understand their needs and make recommendation, which may include: <ol style="list-style-type: none"> 1. Making changes to the way your child is supported in class e.g. changing some aspects of teaching to support them better. 2. Support to set better targets which will include their specific expertise. 3. A group run by school staff under the guidance of the outside professional e.g. social skills group. 4. Individual work with an outside professional. <p>These recommendations will be explained to you in a 'feedback' meeting following the specialist's initial assessment work.</p> <ul style="list-style-type: none"> • The school may also suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning cannot be overcome through Quality First Teaching and Intervention groups.</p> <p>Children will continue to be at the stage of the SEND Code of Practice Called SEND SUPPORT which means they have been identified by the SENCo/class teacher as needing some extra specialist support, usually from a professional outside the school.</p>
---	---	--

<p>Specified Individual teaching/medical support for your child.</p> <p>This is usually provided via an Education Health and Care Plan (EHCP) (Statement).</p> <p>This means your child will have been identified as needing a particularly high level of individual or small group teaching/support which cannot be provided solely from the budget/staffing available to the school.</p>	<ul style="list-style-type: none"> The school (or you) can request that the local authority carry out a statutory assessment of your child's needs. This is a legal process and advice and support is usually sought from an Educational Psychologist before the process begins. <p>You can find more details about this in the Local Authority (LA) based Local Offer, on the Dorset website www.dorsetforyou.com</p> <ul style="list-style-type: none"> A formal meeting will be held to discuss the need for a request to the Local Authority and information about your child's specific needs will then be prepared. This will include your child's views being sought. If the Local Authority decide that your child's needs are sufficiently complex and lifelong that they will need a high level of specialised support, then an EHC Plan will be drawn up. You (and your child) will be fully involved in this process. This plan will outline the provision needed to allow your child to access the curriculum successfully, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Progress will be reviewed termly and it will be formally reviewed on an annual cycle. Changes to the plan will be carefully considered when important transitions i.e. moving to Secondary School, are due to take place. In some cases this may result in alternative educational provision being sought. 	<p>Children whose learning and/or medical needs are:</p> <ul style="list-style-type: none"> Complex and lifelong. Cannot be effectively met with the current available provision. School fund more than 16 hours of support from school budget.
--	--	--

HOW WILL WE SUPPORT YOUR CHILD WITH IDENTIFIED SPECIAL NEEDS STARTING AT SCHOOL?

We will first invite you to visit the school with your child to have a look around and speak to key staff (Headteacher, SENCO, and Deputy Head). If other professionals are involved, a Team around the Child (TAC) meeting or Multi-Agency meeting may be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's key person may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily, this called a phased entry.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you remain concerned that your child is still not making progress you should speak the SENCO or Headteacher. If you are still not happy you can speak to the school SEN Governor.

How will the school let me know they are concerned about my child's progress in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO or Headteacher.
- Schools also have meetings every half term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.
- If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details. This may be with the class teacher and/or the SENCO.
 1. To listen to any concerns you may have too.
 2. To plan any additional support your child may receive and any referrals to outside professionals, to support your child's needs.
 3. School will carry out its own assessments for reading, language, comprehension, memory, phonics and visual processing. The outcome and future plans will be shared with parents.

How is extra support allocated to children?

- The school budget, received from Dorset LA, includes money for supporting children with SEN.
- The Headteacher decides on the budget for SEN in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCO/Deputy Head discuss all the information they have about SEN in the school, including:
 1. The children getting extra support already.
 2. The children needing extra support.
 3. The children who have been identified as not making as much progress as would be expected.And decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.

	FUNDING	SERVICES AVAILABLE
Who are the other people providing services to children with an SEN in this school?	Directly funded by school	<ul style="list-style-type: none"> • SALTS Intervention – Mrs Noreen Nicholson (19.5 hrs per week). • SEND Intervention – Ms Krystle Richardson. • Learn to Move – Mrs June Rowe (4 hours per week). • ELSA – Mrs Theresa Tutt, Mrs Karina Willis, Mrs Del Heighley (4 hours per week). • SENSS Assessments as required (5 hours). • Iguanas – Social Inclusion Group – Teacher led. • Word Blaze Year 6. • Brum Maths – Year 5. • Addacus – KS1, KS2. • Direct Phonics – Year 2. • Phonics – KS1/Year1. • Boxall Profile whole school/Attachment Principles SENCO. • Educational Psychologist – Dr Jeremy side.
	Paid for centrally by the Local Authority but delivered in school.	<ul style="list-style-type: none"> • Educational Psychology Service – Annette Williams • BSS – Sarah Whittle • COOS – Victoria Day • CAF/Dorset Family Matters/Cesill Family Partnership. • Support Service for children with visual or hearing needs (HVSS) • Professional training for school staff to deliver medical interventions. • Parent Partnership Service (to support families through the SEN processes and procedures.
	Provided and paid for by the Health Service and delivered both in school and in Health Settings.	<ul style="list-style-type: none"> • Speech and Language Therapy – Bridget Polley • School Health – • Occupational Therapy – Steve Howard • Physiotherapy – • CAMHS • Social Care and Health support
	Voluntary agencies/Charities	<ul style="list-style-type: none"> • DFCCT (Dorset Child and Family Counselling Trust) • Dorset Reading Volunteers – Year 2,4,5. • Horrestart. • Wessex Autistic Society • MOSAIC (Bereavement Counselling) • CRUSE (Bereavement Counselling)

<p>How are the teachers in school helped to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCo's job is to support the class teacher in planning for children with SEN. • The school has regular training sessions for all staff to improve the teaching and learning of children including those with SEN. This provides opportunities to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress in continually monitored by his/her class teacher. • His/her progression reviewed formally every half term and an assessment against the age related expectation is given in reading, writing and maths. • At the end of Year 2 and Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATS). • Children at 'SEN SUPPORT will have a Provision map/IEP outlining the support they receive, which will be reviewed with your involvement, termly. They will also have individual targets. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education using a person centred approach. • The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in, this will happen half termly. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> A. Home/school contact book. B. Parents Evenings October & March. C. Certificates,stickers, positive praise postcards sent home. D. SEND Parents Evenings – appointments to be made by parents. E. Additional meetings as required with SENCO/Headteacher. F. PSP Reviews/Planning Reviews with BSS/EP. G. Reports termly from school and as required from external agencies.
<p>What support do we have for you as a parent of child with an SEN?</p>	<p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</p> <ul style="list-style-type: none"> • The SENCo or Headteacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.

<p>Locality TAF Meetings and Referrals to agencies.</p>	<ul style="list-style-type: none"> • IEPs and targets will be reviewed with your involvement each term. • Home learning projects will be adjusted as needed to your child's individual needs. • A home school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.
<p>How have we made this school accessible to children with SEN?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disability. • School purchase equipment to support physical/sensory needs. • We ensure that equipment used is accessible to all children regardless of their needs. • Enrichment activities are extended to all pupils irrespective of their needs. • See Accessibility Plan.
<p>How will we support your child when they are leaving this school OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible:</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will arrange preliminary visits for your child to the new school and follow up any questions/concerns they may have. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed onto the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. • All children will have the opportunity to spend a session with their new teacher before the Summer Break and Photo Books for identified SEND pupils will be made and sent home. • Teachers complete a Pupil Passport describing strengths/difficulties and things that help. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENCO will discuss the specific needs of your child with the SENCO of their Secondary School. • She might take your child to visit the Secondary School if this is felt to be appropriate.

	<ul style="list-style-type: none">• Where possible your child will visit their new school on several occasions and staff from the new school will also visit your child in this school. This is called enhanced transition.
--	---

GLOSSARY OF TERMS

SEN	SPECIAL EDUCATIONAL NEEDS
SENCO	SPECIAL NEEDS CO-ORDINATOR
SEN CODE OF PRACTICE	THE LEGAL DOCUMENT THAT SETS OUT THE REQUIREMENTS FOR SEN
EHC PLAN	EDUCATION AND HEALTH CARE PLAN/FORMALLY STATEMENT
SEND	SPECIAL EDUCATIONAL NEEDS AND OR DISABILITIES
SALT	SPEECH AND LANGUAGE THERAPIST
CAMHS	CHILD AND ADOLESCENT MENTAL HEALTH SERVICE
EP	EDUCATIONAL PSYCHOLOGIST
DCFCT	DORET CHILD AND FAMILY COUNSELLING TRUST
HVSS	HEARING AND VISUAL SUPPORT SERVICE
DCH	DORSET COUNTY HOSPITAL
BSS	BEHAVIOUR SUPPORT SERVICE
CAF	COMMON ASSESSMENT FRAMEWORK
TEZ	THRIVE EMOTIONAL ZONE
TAF	TEAM AROUND THE FAMILY