

Bishop Tufnell C of E Infant School

Local Offer regarding Special Educational Needs (and or Disabilities) (SEND)

We are a Church of England (Aided) mainstream school. Our Mission Statement drives all that we do in our school - "Learning together to serve God, His world and all His people".

Our Mission Statement and Aims of our school reinforce our commitment to all pupils' entitlement to a developmentally appropriate curriculum, and celebrate our belief that all children are different, but share the same right to a relevant, balanced and broad curriculum.

We agree that "all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training" (Code of Practice 2015).

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (Code of Practice 2015).

"The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan" (Code of Practice 2015).

You can find our SEND Policy on our school website at:

<http://www.bishoptufnell-inf.w-sussex.sch.uk/>

Our Local Offer reflects our provision for SEND and the Special Educational Needs and Disability Code of Practice published by the Department for Education and Department of Health 2015. The West Sussex County Council Local Offer and further information regarding SEND in West Sussex can be viewed through this link:

http://www.westsussex.gov.uk/learning/special_educational_needs.aspx

Our SENCo is Mrs Sarah Pawley

Our Executive Headteacher is Mr Shane Morton

You can contact them through our school office on 01243 584412

How does the school know if children need extra help, and what to do if I think my child may have special needs?

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum that is in line with the SEND code of practice 2015. Our staff are vigilant at supporting and raising any concerns and these will be communicated to parents/carers.

We are committed to the early identification of children with SEND so that appropriate provision may be made. These may be identified by:

- The child being admitted with a known Special Educational Need. No child is refused admission on account of his/her specific need or disability; however, consideration would need to be given to the school's ability to offer appropriate provision and the implications for other children in the school.
- The parent/carer or pre-school provider informing the school of a child's special educational need.
- The class teacher gathering information about a child's special educational need during initial assessment.
- Children may be identified at any point during their schooling, through teachers' continuous assessments.

SEND pupils are assessed in the same way as their peers, through ongoing daily assessment, termly assessment and end of year assessment that relates to the National Curriculum. SEND pupils are also tracked to ensure that their progress is appropriate to their stages of development. The class teachers carry out the assessments which are monitored by the Year Group Leaders, Governing Body and Headteacher.

If your child is assessed as needing additional support we will meet with you and co-produce a plan based on the cycle of Assess / Plan / Do / Review. When we get to the Review part of the cycle we would assess the impact of any additional support that your child has received through assessing the progress that your child has made.

Our school calls these plans 'My Learning Plan' or 'My Plan to help me follow our 5 School Rules' to reflect the fact that your child is included in the formation of the plan.

There may be a need for significant support for your child if they have

	<p>complex needs identified through a multi-agency approach - they may then need an Educational Health Care Plan assessment (EHCP).</p> <p>EHCP plans help raise aspirations and outline the provision required to meet assessed needs to support the child in achieving their targets. EHCP plans specify how services will be delivered as part of a whole package and explain how best to achieve outcomes across education, health and social care for the child or young person. An EHCP needs assessment will not always lead to an EHCP plan.</p> <p>Our SENCo receives non-contact time to enable her to effectively fulfil her role as our lead in Special Educational Needs. She is supported by the Headteacher who has a background of teaching in schools with high levels of pupil special needs. Our Teaching Assistants and Learning Support Assistant support pupils with SEND both in the classroom and in small withdrawal groups and on a 1-2 basis.</p> <p>We have a named Governor for SEND who meets with our SENCo and helps the Governing Body monitor the effectiveness and provision for SEND across our school.</p> <p>If you have a concern about your child's progress or believe they have a special educational need, this should be discussed with the class teacher. Additional support can be discussed with the SENCo and Headteacher.</p> <p>The Executive Headteacher / Head of School is by the school gates most mornings where she is available to have a chat regarding any concerns. If necessary a follow up meeting can be arranged or discussions can be held on termly parent consultation evenings.</p>
<p>How will the school staff support my child?</p>	<p>Our Governing Body ensure that we make appropriate provision for all pupils identified as having special educational needs, as does the Head Teacher and SEND. This is discussed at main governors meeting and by the Teaching and Learning Committee.</p> <p>The school may support your child in a variety of ways depending on their individual needs. Provision may be targeted through small group work that takes place outside of the classroom.</p>

	<p>Pupil's targets will be set by the class teacher and monitored. These targets may be set out in the child's My Learning Plan or My Plan to help me follow our 5 School Rules.</p> <p>Support and plans will be focused on the area of SEND that your child requires additional support with. The Code of Practice January 2015 identifies 4 main areas of SEND need:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognitive and Learning 3. Social, Emotional and Mental Health difficulties 4. Sensory / and or Physical needs
<p>How will the curriculum be matched to my child's needs?</p>	<p>Our school strives to plan for an exciting and inclusive curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate activities and achievable outcomes. For children with special educational needs, the teacher may provide different planning and resources to assist their learning.</p> <p>We believe that all children are entitled to experience all areas of the National Curriculum at an appropriate level. All children with SEND are taught for most of the week with their peers in mainstream classes by their teachers. However in exceptional cases after discussion with those concerned a child may receive a modified curriculum. We take care that children are not withdrawn from class and regularly miss another area of the curriculum or worship. All children must have access to a broad, balanced and developmentally appropriate curriculum.</p> <p>Class teachers show in their planning how learning will be differentiated for children with individual needs or provide opportunities for children's individual targets to be addressed by providing suitable learning challenges and meeting diverse learning needs.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>In addition to our regular parent meetings twice a year, you will be kept informed termly of your child's progress through agreeing and sharing your child's targets with the class teacher.</p> <p>This will identify the next steps to help your child make progress and give ideas of how the school and you can work in partnership.</p>

	<p>Progress will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book for some children, emails, telephone calls or meetings.</p> <p>We have monthly 'Drop Ins' when you and your child can look at their work and progress.</p> <p>You are invited to two parent Consultations each academic year and you will receive a written annual report in the summer term and an interim report to parents in the spring term in KS1.</p> <p>We will help you to support your child's learning through links on our website, half termly year group newsletters , use of Purple Mash for learning out of school, homework and sometimes the teacher may provide you with additional ideas to help your child.</p> <p>As a Church of England School we believe in nurturing our pupils' God given talents. Assessment of children's achievement, attainment, attitude and response is integral to all teaching and learning. It is an essential element of teaching which enables the next steps in learning to be identified for individuals, groups or cohorts of children. It informs whole school evaluation of the curriculum and teaching strategies and also provides information for parents, which enables them, to support their child's learning at home.</p> <p>Weekly planning takes into account assessment of children. This includes observations, photographs, comments made by children, progress observed and recorded work. Weekly planning by each class teacher identifies differentiation across their class and will take into account the variety of learning styles and progress made.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>The school has a very supportive and strong ethos with a positive approach to behaviour management. Reward systems are promoted in a variety of ways within classes.</p> <p>All pupils are supported with their social and emotional development through the curriculum and play times. Circle times, Personal Social Health Citizenship lessons, Religious Education, and Collective Worship are delivered to ensure the school is effectively developing children's, Social and Moral, Cultural and Spiritual education.</p>

	<p>We are a Working with Others school (WWO) and the principles of how to work together positively and how to resolve problems in work and play support children's well-being encouraging independence and resilience.</p> <p>Healthcare Plans and Pastoral Support Plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil, and they are monitored and reviewed at agreed intervals.</p> <p>We have staff who are Emergency First Aiders or First Aiders at Work or Paediatric First Aiders and staff who have Administering medicines at school training. Many staff have annual training in administering Inhalers and the use of epi-pens.</p> <p>We reward good behaviour through our reward system and Behaviour and Anti-Bullying Policy. We provide behaviour moderation support and 'My Plan to help me follow our 5 School Rules' would be discussed with parents and children. We aim to avoid exclusion of children from our school and would only use temporary or permanent exclusion as a last measure.</p> <p>Our School Council meets with our Executive Headteacher or Head of School to give their views on a variety of school based topics. They learn to collect the views of all their class through this process so that children have a voice that is heard in our school.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>External support services play an important part in helping the school identify, assess and make provision for children with special educational needs.</p> <p>These may include (but are not restricted to):</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Child and Adolescent Mental Health Service (CAMHS) • Occupational Health • Play Therapy • Social Communication Team • Sensory Team (included visual impairment). • Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC).

	<ul style="list-style-type: none"> • Multi-agency meetings (known as the Children and Young Person Planning Forum or CYPPF), with representatives from Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils. • Targeted support for families on a variety of issues through the Family Link Worker service. • Referral to the Education Welfare Officer Service. <p>We have effective relationships with external agencies and would either buy in their services ourselves or complete a referral form to the Local Authority requesting advice and external assessment. We would always discuss this with parents prior to making a referral.</p>
<p>What training do the staff supporting children with special educational needs have?</p>	<p>The school is committed to further developing the skills and knowledge of the staff supporting children with SEND. We do this by providing staff training sessions on supporting children with SEND and using positive behaviour management strategies.</p> <p>The SENCo and Headteacher are responsible for ensuring that staff within our school have the relevant support to assist particular children with whom they are working.</p> <p>The SENCo's of each school within the Felpham and Bognor locality meet together each term to share good practice.</p> <p>Future planning will include developing staff knowledge about the new Code of Practice 2015 and how to effectively implement the new regulations.</p> <p>There will be staff training on working with parents / carers / children on co-producing 'My Learning Plan' or 'My Plan to help me follow our 5 School Rules' in line with Code of Practice 2015.</p> <p>We plan to have refresher training on supporting children with speech and language difficulties.</p>

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Our SEND and Inclusion policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p>
<p>How accessible is the setting?</p>	<p>Our school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and Sensory needs or where English is not a first language.</p> <p>We value and respect diversity in our setting and do our very best to meet the needs of all pupils. We have accessible disabled toilet facilities that can be used by children and adults as well as adapted furniture and or equipment for different needs.</p> <p>Our school is wheel chair friendly and we have a wide parking space for disabled parking which is available on request.</p>
<p>How will the school prepare and support my child to join the school and transfer to the next stage of education or life?</p>	<p>When you apply for a place for your child at this school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.</p> <p>We have very good relationships with Bishop Tufnell CE Junior School which shares the same site as us. In our School Development Plan we have an embedded Transition Plan between ourselves and Bishop Tufnell CE Junior School.</p> <p>As part of the transition from nursery/ pre-school setting to our school, staff make visits to pre-schools and liaise with pre-school staff. We hold induction meetings for parents whose children are beginning school. We hold school visits by appointment, to introduce new parents to the school and provide opportunity for questions to be answered.</p> <p>When entering part way through a year children are given a 'buddy' to make them feel welcome at the school. When a child is moving to a new school, transition meetings will take place with the class teacher and</p>

	<p>SENCo of our school and with the new school. Individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child.</p> <p>To ensure smooth transitions we have an annual change over day (all children spend the day in the class that they will be in in September).</p>
<p>How are the school's resources allocated and matched to children's individual special educational needs?</p>	<p>The school receives money on an annual basis to support provision for SEND. This is based on the number of pupils on roll who are on the SEND register and this varies from year to year.</p> <p>This money is allocated annually by the Governing body when setting the school's budget. It is used to pay for staffing and resources which support children with SEND.</p> <p>There may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes. This includes Pupil Premium Grant money and additional funds for children with a Statement of Special Educational Need.</p>
<p>How is the decision made about the support my child will receive?</p>	<p>Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and their progress. The school SENCo will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources.</p> <p>The support given to an individual child will be based on that child's needs so the support for each child may be different, depending on their needs and learning style. Support that has been put in place is reviewed regularly to make sure it is the most effective support to enable children to make good progress.</p>
<p>How are parents involved in the school?</p>	<p>The school welcomes working in partnership with parents at all stages of their child's education.</p> <p>We have an open door policy and parents are welcome to come and discuss their child's needs at a time convenient to all.</p> <p>We actively involve parents in school life in many ways. Some examples are: Parent Helpers in school, a strong and very active PA, coffee mornings, Drop Ins, parental consultations, half termly newsletters, information website, new parents evening, information about the curriculum meetings, fun fundraisers and questionnaires.</p>

	<p>We strive to resolve any problems that you may have at the earliest opportunity. Never let a worry grow - we are here to help, to listen and to make improvements where they may be necessary, where they are within our capability and within financial constraints.</p> <p>Our complaints procedure can be found in our prospectus which is on our website or available on request from our School Office. But usually you will be able to resolve concerns through discussions with class teachers, senior leaders, Headteacher or governors.</p>
Who can I contact for further information?	<p>In the first instance, parents/carers are encouraged to talk to the class teacher.</p> <p>Further information and support can be obtained from the Executive Headteacher or Head of School and the SENCo.</p> <p>The named SENCo for the school is Mrs Sarah Pawley, the Executive Headteacher Mr Shane Morton or Head of School Miss Sara Walker. Contact is through our school office on 01243 584412.</p> <p>We are able to 'signpost' you to organisations and services that maybe helpful to you if your need is outside of our expertise in school.</p> <p>The West Sussex Grid for Learning is filled with information for parents at http://www.westsussex.gov.uk/learning/special_educational_needs.aspx</p> <p>Most of all try not to worry - your child is unique, your child is important to us, you are important to us - together we will work in partnership to secure the best possible outcome for your child and your family that we can provide at our school.</p>