



Carisbrooke CE Primary School SEN Information Report 2017-18



Carisbrooke CE Primary School
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Carisbrooke
Newport
Isle of Wight
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www.carisbrookecpri.iow.sch.uk

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen. Pupils with SEN are integrated and encouraged to participate in all activities within the school, in so far as it is practical and compatible with the children receiving the necessary provision, the efficient education of other children and the efficient use of resources.

“The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: <http://www.iwight.com/localoffer>”

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following link: <http://www.iwight.com/Residents/schools-and-learning/School-Admissions>

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:

Setting/School/College Based Information	Staff	Summary of Responsibilities
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<p>1.a) Who are the best people to talk to in the early years setting about my child's development needs?</p> <p>1.b) Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Mrs Peta Mather Inclusion Leader</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the SEN Policy • Co-ordinating the provision of pupils with SEN • Liaising and giving advice to teachers and other staff working within the school on how to meet the needs of children with SEN. • Delivering SEN training and INSET for staff within the school • Identification of children with SEN and if appropriate contacting outside agencies for further support in diagnosis and provision • Overseeing records of pupils with SEN • Liaising with parents and pupils with SEN • Maintaining a provision map for pupils with SEN • Managing the SEN Budget • Managing the SEN support staff • Liaising with external agencies, LA support services, health, social services and voluntary bodies. • Ensuring all children receive high quality response to meeting their individual needs in school. • Monitoring the achievement and progress of SEN pupils. <p><u>Contact details:</u> Telephone: 01983 522348 Email: p.mather@carisbrookeprimary.uk</p>
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HOW COULD MY CHILD GET HELP IN THE SCHOOL? :

Children and young people in Carisbrooke CE Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), Social Services or Health Professionals
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service/ Occupational Therapy/ Voluntary Organisations

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND at Carisbrooke CE Primary School?	All children – Quality First Teaching	<ul style="list-style-type: none"> • Your child will have their needs met through quality first teaching, using differentiated activities that are aimed at your child’s individual level. 	All children
	All children – targeted interventions and/ or small group adult support	<ul style="list-style-type: none"> • Any child who is not making expected rates of progress and who is highlighted during our termly pupil progress meetings may be put forward for one of the many interventions that are run in school. It may also be recommended that a child join a small group within a class for additional adult support. This decision will be made with the Inclusion Leader, Head of school / Executive Head teacher and class teacher and parent. 	Any child who is not making expected progress and / or requires additional adult support.

	<p>All children – social and emotional well-being</p>	<ul style="list-style-type: none"> • We offer support for all children’s emotional well-being and mental health through various interventions that we run ourselves or can access. Children who need this type of support will be discussed with the Inclusion Leader/FLO/ class teacher and parents and the appropriate support will be put into place. • We have a Booster Provision for identified children who have been carefully selected. Discussions take place between the Executive Headteacher, Inclusion Leader, Class teachers and Parents when deciding that this provision will best meet the child’s needs. This will be reviewed on a termly basis. • Support within school can be , but not exclusive to or limited to: Play Therapy Emotional Literacy (ELSA) Taking responsibility Lunchtime support play club 	<p>Any child who needs emotional support.</p>
<p>3. How can I let the school know I am concerned about the progress of my child in school?</p>	<ul style="list-style-type: none"> • The first point of contact should be your child’s current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. Following the termly assessment points, parents are given progress sheets identifying the progress their child has made. We also have 2 parents’ evenings per year and a full school report is issued to parents and carers at the end of the spring term. Record of Information (ROI) are often shared and discussed with parents at these meetings. If you still have a concern then you can contact the Inclusion Leader, Mrs Peta Mather. • The school offers an ‘open door policy’ whereby parents can come into school to see any member of staff with concerns as they arise. 		

<p>4. How will the school let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none"> • Class teachers will keep parents informed if they have concerns about your child, when they arise. They will usually arrange to have a meeting with you. The class teacher may then arrange a meeting with the Inclusion leader and the parent/carers to plan for any interventions and/or additional support in school. 	
<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Extra support is identified in termly pupil progress meetings with the Executive Head teacher/ Head of School/ Inclusion Leader and the class teacher. Class teachers are given a termly 1 to 1 SEN meeting to discuss children with Sen and any children whom the class teacher is concerned about. They will identify which groups of pupils or individual pupils need extra support, and how this will be provided, taking into consideration the schools resources and budget. • All resources and support are regularly reviewed and changes made as required. 	
<p>6. What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Educational Psychology Service – ‘Bridges 4 Learning’ • Family Liaison Officer • Play therapy • SEN TA team • Behaviour Support Team • High Level Teaching Assistants (HLTA)
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • LA Educational Psychologist (Statutory) • Dyslexia Support teacher • Medina House Outreach • Occupational Therapist • Autism Outreach Team • Teacher for the Visually Impaired • Teacher for the Hearing Impaired
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Speech and Language Therapy • Children Adult Mental health Service (CAMHS)

7. How are staff in the school supported to work with children & young people with an SEND?

a) What training have the staff supporting children with SEND had or have available?

- The school has a structured Continual Professional Development (CPD) for all staff to improve the teaching and learning of children including those with SEN.
- All our support staff have been trained in 'Rapid' interventions including Maths, Reading and Phonics, that may be accessed by a child with SEND.
- INSET training on SEND and the New Code of Practice was delivered last in 2016. Other training includes a dyslexic friendly classroom, supporting vulnerable groups of children and deployment of staff to meet the needs of all children in the class. Depending on the individual needs of teachers and staff, training courses are run internally and externally as and when they are required in meeting pupil's needs.
- The Inclusion Leader attends the SENCo briefing meetings held termly across the Isle of Wight where up to date information is shared regarding SEN.
- The inclusion leader attends B4L educational psychology led training each half term with each term having a specific training focus.
- We have a 3 fully trained ELSA's in school.
- Through the LA outreach teams the school is able to tailor specific training to meet the needs of individual staff meeting specific needs of individual children and this has had a large impact on both the staff and the children.
- We have 3 support staff trained in School-Start - speech and language therapy programme in EYFS.
- We have support staff that are trained in 'Talkabout' social skills programme.
- A support staff member trained in delivering a sensory circuit and Leapfrogs.
- Additional training has taken place to develop support staff skills in administering spelling and reading assessments.
- We employ a full-time non-teaching Inclusion Leader, Mrs Peta Mather.
- We employ a full time Family Liaison Officer, Miss Heather Williams.
- We employ a Specialist Teaching Assistant, Mrs Kirsty Hodges, who leads the Booster Provision under the direction of the Inclusion Leader, liaising closely with the class teachers.
- We subscribe to the training and development service from the LA who offer training on all aspects of SEND, all our staff can access these courses.
- At Carisbrooke staff training can also be in response to a different SEND need within school, and appropriate training will be given to all staff involved with individual children according to the individual need.

8. How will activities/teaching be adapted for my child with learning needs?

a). How will the curriculum be matched to my child's needs?

b) How will I know how my child is doing and how will you help me to support my child/ learning?

- Teaching will be differentiated by the class teacher depending upon the needs of your child and what level they are working at. If any specialist equipment is needed then usually this will be provided by the school or outside agency in order to support your child.
- All teachers are aware of the Quality First Teaching strategies.
- TA's are placed in classes across the school and are directed by the class teacher to support pupils individually or in small groups depending on the needs of the class.
- The school also adopted 'split level teaching' to allow children with various needs to be supported in many different ways throughout each lesson and whilst also promoting independence.
- Class teachers will identify children who need to undertake 'Keep up' sessions during the afternoons, whereby additional input will be provided to enable children develop conceptual understanding.
- 'Catch-up' interventions will also be put in place for children for children who have additional gaps within their learning. This may be a published intervention or a bespoke package tailored specifically to the child's needs.
- The curriculum will be matched to suit the needs of your child and to ensure it is fully inclusive for all children to enjoy and achieve.
- The class teacher and Inclusion Leader will keep detailed records and monitoring information on your child's progress.
- You are informed at the parent's evenings throughout the year. However, more frequent updates can be arranged following consultation with the class teacher. At Carisbrooke Primary School we offer an 'open door' policy whereby parents can come into school and see members of teaching staff to discuss any concerns as they arise.
- The class teacher will also inform parents/ carers of how best to support your child at home and how to approach homework tasks.
- Class based interventions are reviewed and monitored half termly by the inclusion Leader to ensure the provision made for your child is meeting their changing needs.
- If your child is on the SEN register, a Record of Information will be put in place with details of specific teaching strategies which support your child in school, the interventions your child is receiving and strategies to support them at home. These will be reviewed termly, and a copy is available for parents at Parents Evening. Parents/ carers are welcomed into school to discuss the ROI with the class teacher, but this usually done at the parent's consultation meetings.

9. How will the school measure the progress of my child?

- The Executive Headteacher/ Head of School/ Inclusion Leader together with the class teacher have termly pupil progress monitoring meetings. Pupils who have made limited progress will then be discussed and interventions and additional support may be provided for that child in order to allow them to reach their potential. The Inclusion leader also monitors any children on the SEN register each half term.

<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in school setting to manage behaviour?</p>	<ul style="list-style-type: none"> • Booster Provision for identified children • 3 fully qualified ELSA's • School Family Liaison officer • School nurse • Social Skills Groups • Lunchtime 'Fun Club' • PSHE lessons • Anti-bullying work completed in all year groups • Staff trained in First Aid for schools/ paediatric first aid <ul style="list-style-type: none"> • At Carisbrooke we will try to support any child with behavioural need by trying to identify the underlying cause for that behaviour and supporting the child and family in ways to help improve the situation. • If the child's behaviour is impacting upon their learning or the learning of others in their class, the class teacher, and Inclusion Leader may support the child through a behaviour support plan and this will be shared with parents/ carers. • At Carisbrooke we offer a parenting/ pupil/ family support through our FLO. • At Carisbrooke we could offer (after consultation with Executive HT / Head of School , Inclusion Leader, Class Teacher, family support worker and parent / carers) ; <ul style="list-style-type: none"> - Booster Provision - ELSA support - Play Therapy - Educational psychologist assessment - CAF (Common Assessment Framework) through our Family Support Worker. <p>The school have a structured reward system to promote positive behaviour in school. We also have access to a Play Therapist (following consultation with class teacher, Inclusion Leader and parents/ carers). The school also offer a 'Taking Responsibility' intervention for some children, to develop skills in appropriate behaviour. Please see the school behaviour policy via the school website.</p>
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<p>11. What support does the school have for me as a parent of child with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting.</p>	<ul style="list-style-type: none"> • We run an ‘open door’ policy where parents are free to come in and chat to class teachers and the inclusion Leader at any time. • The school is pro-active in using the Common Assessment Framework (CAF) process giving support to the family as well as the child. • We offer parent support workshops run by our FLO. • Where appropriate, children with SEN are given the opportunity to participate in a pupil views questionnaire at the start of each school year, (with support if required) to outline their personal views about school, their learning and the support they receive. • All children are involved in monitoring their achievements and progress in class and making improvements to their work following the teacher’s response marking, and recognising their personal achievements.
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Please see the school policy on administering medicine. http://www.carisbrookecepri.iow.sch.uk/policies.html • Our school policy follows the statutory guidelines. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-
<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • We are a fully inclusive and accessible school, the school regularly monitors the access to take in account any changes in the environment and individual needs of children. • There is always somebody in the school office from 8.30am until 4.15pm every night. • The school operates a breakfast club ‘Oscars’ on site which runs from 8am – 8.40am and an after school club which runs from 3.15 – 5.30pm. • All children are invited on school trips and adjustments are made regarding a child’s individual needs as required.

<p>14. How will the school support my child when they are leaving OR moving to another Year?</p>	<ul style="list-style-type: none"> • We run many transition programmes through key transition points in the year and at the end of every school year, when moving to a new class. • Individual Pupil Records of Information (ROI) are updated termly, and passed onto the new teacher at the end of the school year. • We have close links with our onsite pre-school that run various transition afternoons with our Reception class and staff. • We also have close links with other nurseries and offer ‘starter club’ for all children starting in Reception. These ‘starter clubs’ run through the summer term after school. • We have close links with all the secondary schools and often have meetings with them and parents for those more vulnerable children moving up to year 7. We also take children over on as many visits as we feel necessary of them to complete a smooth transition. • When moving to a new school, the Inclusion Leader will contact and make arrangements and share support needed for the transition to be as smooth as possible. All records and details are discussed with and sent as soon as possible to the new educational establishment.
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • Our School SEN caseworker is Sarah Jackson – 01983 821000 • Parent Voice – Parent support group – 01983 241494 – www.parentvoice-iw.co.uk • Family Information Zone 01983 823349 – familyinfozone@iow.gov.uk • For information about services for children and young people up to 25 available on the Isle of Wight - http://www.iwight.com/Residents/Care-and-Support/SEND-Reforms/SEND-Reform-Work-on-the-Isle-of-Wight/Local-Offer1 • SENDIAS – 01983 825548 - http://www.iwsendiass.co.uk • Short breaks 01983 823168 • IOW local Offer: www.iwight.com/localoffer

This report should be read in conjunction with Carisbrooke CE Primary’s Accessibility Policy, the Complaints Policy and the SEND Policy. These documents can be found on the school website.