



Otterbourne Church of England Primary School

Trust, Respect and Determination

Illustrative Regulations for Committee

Special Educational Needs (Information) Regulations

Clause 65

Name / Signature of Headteacher:	Martin Geraghty
Name / Signature of Chair of Governors:	Sue Barham
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Overview of school

Otterbourne Church of England Primary School is a caring and inclusive school, which values the ability and achievement of all its pupils. We are committed to making the curriculum accessible to all pupils through high quality teaching which meets the needs of all children through the use of varied pedagogical approaches. We believe that all teachers are teachers of all – including those children and young people with Special Educational Needs and/or Disabilities (SEND).

This school fully recognises its responsibility to safeguard and promote the welfare of children at our school.

We recognise that children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child who has Special Educational Needs and/or a disability (SEND) will have a significantly greater difficulty in learning than the majority of others at the same age and/or a disability which prevents or hinders him / her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2015:15-16).

At Otterbourne Church of England Primary School, we strive to raise the aspirations of and expectations for all children with SEND and we believe that children with SEND have just as much chance to succeed as any other child. Therefore, there is a focus on the outcomes of the individual child and not just on the hours of support and provision put in place. To do this, we aim:

1. To identify and provide for pupils who have special educational needs and/or disabilities;
2. To work within the guidance provided in the SEND Code of Practice, 2015;
3. To operate a “whole pupil” approach to the management and provision of support for SEND;
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy;
5. To provide support and advice for all staff working with pupils with SEND.

Otterbourne Church of England Primary School is a mainstream setting, however, staff value all pupils equally and support all children to be fully included in all activities. Within the school, staff will be involved in the best ways to support all pupils’ needs. There is a flexible approach to learning styles and organisation in every classroom in order to best support all children’s needs. Children with SEND will be able to engage in a variety of classroom activities with children who do not have SEND both in curricular and non-curricular sessions. Activities may be adapted or planned separately as appropriate.

How does the school know if children need extra help and what should I do if I think my child has SEND?

At Otterbourne Church of England Primary School, we identify children with SEND through a variety of ways, including:-

- Liaison with nursery schools / previous schools;
- Looking at the child’s performance – are they in line with expected age outcomes?
- Results of screening tests;
- Concerns raised by the parents;
- Concerns raised by the teacher(s) about progress, behaviour or self-esteem;
- Liaison with outside agencies i.e. paediatrician, occupational therapist, speech therapist.

How will I raise concerns if I need to?

If you have a concern about your child, you should contact your child’s class teacher as early as possible as the class teacher will have detailed knowledge of your child and how they learn. Class teachers will liaise with the SENDCo if necessary. At Otterbourne Church of England Primary School, we place great importance on the partnership between home and school and will work with you in the necessary ways to support your child.

How will school support my child?

- The class teacher and the SENDCo oversee all support and progress of any child requiring additional support.
- The class teacher is responsible for overseeing the planning and work for all children in the class, including those with SEND. The class teacher is responsible for ensuring that progress is being made in every area, tracked and recorded.
- The school has an experienced team of Learning Support Assistants (LSAs) who regularly work with different children and are directed by the class teacher and SENDCo. This support is sometimes given within class and, at other times, can be given outside of class on an individual or group basis. Any support given to a child will be explained to the parents when the support starts. The class teacher will regularly evaluate the impact of any extra support.
- The regularity of support given will depend entirely on the specific needs of the child.

Who will explain this to me?

- The class teacher meets with parents through specific parent's evenings in the autumn term and spring term. A third parent's evening is offered in response to annual reports, should parents feel that a meeting is necessary.
- Any additional support that is implemented throughout the year will be discussed with you by the class teacher or SENDCo as and when the need for support arises.
- Parents are encouraged to arrange to see the class teacher or SENDCo for additional information or to discuss the support further.
- A Personal Learning Plan for your child will be shared with you termly if your child is on the SEND register.
- An annual review will be held for children who have an EHCP.

How are the governors involved and what are their responsibilities?

- Governors meet termly to discuss matters of importance relating to many different aspects of the school and are involved in the writing of policies.
- One of the governors is responsible for SEND and meets regularly with the SENDCo. They then report any relevant information back to the full governing body.
- The governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support they need in order to make progress.
- The governors are made fully aware of the confidentiality policy held in school and adhere to this in their role.

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

Otterbourne Church of England Primary School offers a broad and balanced curriculum to meet the needs of all children through quality first teaching. However, the curriculum can be adapted depending on the specific needs of the children in the class.

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. The work may be scaffolded to support children, for example, this may be in the form of word banks, sentence starters or visual prompts for English work.

What are the school's approaches to differentiation and will that help my child?

- All work is pitched at the appropriate level for the children in the class.
- Scaffolding or differentiation in lessons will be put in place where necessary.
- Progress is monitored and teachers' planning is adjusted accordingly.
- Children with SEND are carefully considered when teachers are planning.

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

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a reading diary throughout school. In Year 5/6, this is via an online system. This can be used as a method of communication between home and school.
- If your child is on the SEND register they will have a Personal Learning Plan (PLP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the PLP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP), which means that a formal assessment will take place to discuss your child's needs, identify provision and progress will be reviewed on an annual basis.

What opportunities will there be for me to discuss my child's progress?

- Meetings with the class teacher can be arranged at any time and we encourage parents to contact your child's teacher if you have any concerns about your child and their progress.
- Meetings with the SENDCo can also be arranged for any additional information after initial discussion with the class teacher.
- The class teacher meets with parents through specific parent's evenings in the autumn term and spring term. A third parent's evening is offered in response to annual reports, should parents feel that a meeting is necessary.

How does the school know how well my child is doing?

- As a school, we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including the Early Years Foundation Stage (EYFS) development goals, National Curriculum levels (Year 2 and 6), standardised scores and reading and spelling ages.
- Children who are not making expected progress are picked up through termly review meetings with the class teacher and Head teacher. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings, parents will be informed.
- When the child's PLP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What support will there be for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and therefore would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as the Speech and Language Team.
- The school also has ELSAs (Emotional Literacy Support Assistants) who work under the direction of the SENDCo and work with children who may require some extra emotional support.

What is the pastoral, medical, and social support available in the school?

- ELSA support – this may include ELSA sessions, Time to Talk sessions and Friendship groups.
- First Aiders – all staff are trained in first aid and a member of staff is always on medical room duty at break times and lunch time.
- Teachers operate an ‘open door’ policy for children, as well as parents, and children know to talk to their teacher if they have any concerns.
- The school has a red post box in the library and each child has a ‘help me’ card which is kept in their classroom. The children can put their card in the post box if they feel that they would like to talk to an adult in school about a problem they are having.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site which can be accessed through the school office.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- A demonstration was given to all staff in the administration of asthma inhalers and epi-pens.

Who is the SEND coordinator and how do I get in touch with them?

The current SENDCo is Miss Hannah Whitbread. She can be contacted through the school office.

What training have the staff supporting children with SEND had or are currently having?

- Staff have regular training (both internal and external) relating to specific SEND matters.
- A strategic plan to identify needs of whole school training is in place.
- ELSAs receive regular external training.
- The SENDCo attends regular meetings with other SENDCos from the local cluster of schools.
- Outreach opportunities are in place to support specific members of staff in their role.

How will my child be included in activities outside the classroom including school trips?

- Detailed risk assessments are carried out before any school trip is carried out and any children with particular SEND are thought about carefully within this.
- Risk assessments have to go through EVC approval to check that the risks are low enough for the trip to be viable.
- Inclusion across the curriculum means that we at Otterbourne Church of England Primary School strive to include all children in every activity.
- Residential trips are thought about carefully and parents are contacted prior to the trips.

How accessible is the school environment?

- Each classroom has an external door which is used as a fire exit. Some of these exits have a small step, others do not.
- Otterbourne Church of England Primary School is all on one level and is therefore fully accessible.
- The building on the field has a ramp for accessibility.
- We have an accessible toilet and shower within the school, as well as a hoist for use as necessary.
- Where there are constraints, everything possible is done to remove them for children/adults who may need it.
- Parents are asked to be aware of potential staffing / building constraints when considering Otterbourne Church of England Primary School for their child.

How are parent, carers and young people currently involved in your education setting? How can I get involved and who can I contact for further information?

- The Parent Teacher Association (PTA), 'FOS' (Friends of Otterbourne School') meet regularly to discuss fundraising ideas for the school.
- Parents are encouraged to help within school, for example by listening to readers. We require interested parents to go through the Disclosure and Barring Service (DBS) check before volunteering within school. This helps to ensure the safety of our pupils.
- Further information can be obtained through the school office, class teachers or the Headteacher.

How will my child be able to contribute their views?

- If your child has a Personal Learning Plan, they will be consulted in their target setting and reviewing.
- If your child has an EHCP, they will contribute their views in the application stage and in subsequent annual reviews.
- We operate a successful School Council which comprises of two children from each class (Years 1-6).
- Class teachers, LSAs and the SENDCo often hold conferencing sessions with the children to discuss any particular issues, concerns or views.

If parents have any concerns, they are firstly encouraged to see the class teacher. The SENDCo can be contacted after this, should the need arise, and further to this, the Headteacher and finally the Governing Body can be approached. External Agencies such as the Parent Partnership Network can also be contacted. Lastly, the Hampshire County Council complaints procedure can be pursued once all other channels have been explored.

Please see the school's complaints procedure policy for further information. This can be obtained in hard copy from the school office.

Who can the school contact on behalf of the parents for additional advice in supporting children with SEND?

Potential external agencies include:-

- GP
- School Nurse
- Parent Partnership Network
- Educational Psychologist
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Outreach workers
- Child and Adolescent Mental Health Services (CAMHS)
- Admission Criteria
- Child Protection Liaison Officer
- Children's Services

How will the school prepare and support my child/young person to join the school or transfer to a new school?

- Transition arrangements are made with previous schools/nurseries and new schools.
- Social stories/photo books may sometimes be used.
- Visual timetables may also be used to support transition.
- Transition days are spent at local feeder secondary schools for Year 6 pupils in the summer term.
- Children new to the school are 'buddied' up with a child in their new class to help them to settle in.
- Year R children are 'buddied' with a Year 6 child.
- Inclusion Partnership Agreements
- Transfer meetings

Where can I get further information about services for my child/young person?

- **Link to Hants local offer – http://www.hantslocaloffer.info/en/Main_Page**