



Core Offer of support for children with SEND

Code of practice 2014

What do I do if I think my child may have special educational needs?

If your child is not currently attending school:

Arrange to visit the school and explain your concerns, a meeting will be set up for you to meet the Head Teacher (Hayley Marshall) and SENCO Special educational needs coordinator (Jane Clay)

If your child is already attending school:

Arrange a meeting with your child's class teacher, Head Teacher (Hayley Marshall) Assistant Head Teacher/ Inclusion Leader (Mike Everatt) or SENCo - Special educational needs co-ordinator (Jane Clay). Any concerns you have will be passed on to the SENCo who will arrange a meeting with you to discuss next steps and what the school can offer to support you and your child and other agencies which may be involved within this support package. If it is deemed that extra support is required, your child will be placed on the school's SEN Needs database.

How will school support my child?

The SENCO and your child's class teacher will oversee your child's progress and learning, to make this most effective there will be close liaison with the SENCo, class teachers and support staff working with your child.

Depending on the level of your child's need there will be a level of support put in place ranging from differentiated work, small group intervention sessions or 1:1 support. This will always include your child's class teacher but may also involve other support staff including the learning mentor.

Your child's class teacher will explain any support that your child is receiving and this will be discussed every term in a review meeting. If you have any queries between these review times, school encourage you to come and speak to the class teacher, Head Teacher or SENCo to discuss these.

How do school know how effective its arrangements are for the provision of children with SEN?

School carry out regular assessment throughout the year, your child's progress will be assessed and the information analysed. This information is collated by the SENCo and reported to governors. The school's aim is to allow all pupils to reach their potential in all areas of their school life, provision is evaluated by the amount of progress pupils are making.

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

The curriculum can be adapted in numerous ways for your child, depending on their need. At Iveson Primary school we personalise learning where necessary and make adaptations specific for a child's need e.g. behavioural, learning, speech and language, physical, medical etc

There are 3 waves of intervention offered in school, below are examples of the support we offer:

Wave 1 (low level support)	Wave 2 (group/ individual support)	Wave 3 (Individual need support)
<p>Learning</p> <ul style="list-style-type: none"> Feedback in marking including 'fix it time' Individual personal targets Differentiated curriculum and provision Differentiated homework including spellings Setting for some groups such as phonics and mental maths Small group teaching Mathletics and Lexia membership and lunchtime club Homework club <p>Behavioural/ Emotional</p> <ul style="list-style-type: none"> Learning mentor open door policy Worry box Consistent use of behaviour policy and rewards Good work weekly assembly <p>Speech and language</p> <ul style="list-style-type: none"> Speaking and listening activities in all lessons Talk trigger work on a weekly basis Class assemblies Thinking skills activities Challenge curriculum Circle time Singing School council and food ambassadors meetings <p>Physical/ medical</p> <ul style="list-style-type: none"> First aiders Differentiated curriculum Safe and secure environment Water bottles available for all children 	<p>Learning</p> <ul style="list-style-type: none"> SEN support plan Lunchtime groups Group support by support staff Mathletics membership and analysis of skills <p>Behavioural/ Emotional</p> <ul style="list-style-type: none"> IBP – Individual behavioural support plan Lunchtime groups Group support by support staff Daily report Learning mentor group Nurture groups Home school book Access to an additional named adult Trained lunch time staff to deliver structured play Mathletics and Lexia membership <p>Speech and Language</p> <ul style="list-style-type: none"> Group support by support staff – Derbyshire language scheme Early assessments in Nursery <p>Physical/ medical</p> <ul style="list-style-type: none"> Daily report Motor skills group Support from resources e.g. monitors, lap tops, spring scissors, writing wedges Additional adults over lunch time 	<p>Learning</p> <ul style="list-style-type: none"> Adapted or alternative curriculum Educational 1:1 support psychologist involvement Visual timetables <p>Behavioural// Emotional</p> <ul style="list-style-type: none"> 1:1 counselling PRU Adapted or alternative curriculum SILC provision Logging behaviour, behaviour analysis Educational psychologist involvement Visual timetables 1:1 support <p>Speech and Language</p> <ul style="list-style-type: none"> Speech therapy sessions and assessment made by the speech therapist Parent workshops – How to help your child Makaton signing <p>Physical/ Medical</p> <ul style="list-style-type: none"> Adapted or alternative curriculum Educational psychologist involvement Speech therapy sessions and assessment made by the speech therapist Visual timetables Health care plan 1:1 support Physiotherapy programmes delivered

[How will I know how well my child is doing and how will school help me support my child's learning?](#)

If your child is placed on the SEN register database, you will be invited and encouraged to attend a review meeting on a termly basis with your child's class teacher. This meeting will allow targets to be reviewed, progress to be discussed and new targets to be set for your child, it is important that you attend this meeting so that you have input into targets and so that you can clearly see progress that your child has made. You will be given a copy of these targets and ways in which you can help at home will be discussed with you.

Although these systems are in place, school encourage you to have an open dialogue with your child's class teacher and any support staff involved and that you share any concerns with school at any point in the year, so that we can discuss these further and support you and your child further.

We will hold parent training events throughout the year such as reading workshops, maths workshops and parenting groups which you will be informed about so that you can attend.

[What support will there be for my child's overall well – being?](#)

All staff in school have a duty of care for the children and will pass on information to :

Social care/ support : Hayley Marshall and Mandy Scott

Pastoral care : Mandy Scott

Inclusion : Michael Everatt, Jane Clay and Mandy Scott

Cluster Support: Amanda Bradley

[What specialist services and expertise are available or accessed by the school?](#)

As a school we access a vast range of support to aid our teaching of SEND pupils.

The list below names many of the specialist services that we can access:

School nurse, Educational Psychologist team, Inclusion and behavioural support team, targeted cluster resource, speech and language support, TAMHS, STARS team for ASC training, The Gateway, learning to learn and the orchard for behavioural support, physiotherapy support, Visually impaired Team, and Occupational therapy.

[What training do staff supporting children with SEND have?](#)

All support staff have relevant, recent training on teaching and learning techniques and general awareness of additional needs which are continuously updated and refreshed. If your child has a specific learning need, school will access specialist training for support staff appropriate to your child's needs.

[How will my child be included in activities outside the classroom?](#)

All pupils are able attend all activities outside the classroom, if any modifications are needed, school will address these issues with you when planning any visits or trips.

[How accessible is the school?](#)

Because the school is an older building it is not the most accessible site. There is disabled access to the Early Years setting and Key Stage 1 classrooms can be reached from this entrance. It is also

possible to access Breakfast Club and certain Key Stage 2 classrooms from the Breakfast Club entrance. Parents/carers and visitors who have mobility needs will always be accommodated. If you contact the school and arrange an appointment we will ensure that this is held in a part of the building which is accessible to all. The school has internal stairs throughout the building and currently does not have lifts. This means that it may not be the best setting for children who need such access arrangements. This is something we hope to address in future years.

[How will the school help my child on transfer to the next phase of education?](#)

When your child enters year six, the SENCo will meet with you then your chosen high School's SENCo to discuss possible transition and appropriateness of placement.

When school places are allocated for Year six pupils, a transition plan will be organised which will allow for your child and you to visit the high School to look around and ask questions. Then a transition programme will be put into place allowing your child to visit the school and meet key members of staff. Your child will also complete work in school on transition discussing feelings and dealing with these.

A transition booklet and work will also be completed at the end of each academic year to give you and your child information about who will be working with your child, where they will be working and any key changes.

[How are the school's resources/ funding allocated and matched to children's needs?](#)

Any pupil who requires extra support will receive some funding from the school's notional budget, the amount your child receives will be decided by the inclusion team in school after evaluation of their needs. Extra top up funding can be applied for through the local authority (by school), The review panel at the local authority will decide on whether applications warrant extra funding and the amount needed.

Children's needs will be outlined and discussed by the school inclusion team and used to provide the best education for your child. You will be included in the discussion about how funding can be spent if your child has top up funding.

[How are parents involved in the school and how can I be involved?](#)

We offer an open door policy, encouraging discussion with staff at the beginning and end of the school day we also offer opportunities for parents to come into school and work alongside their children, in class, on occasions.

Parents are encouraged to take a key role in their pupil's learning. We have a school forum meet regularly. If you would like to be involved please speak to Ms Marshall (Head Teacher)

[Who can I contact for further information?](#)

Ms Marshall -Head Teacher

Michael Everett– Assistant Head Teacher/ Inclusion Leader

Jane Clay –SENCo

Mandy Scott - Learning Mentor

Daniel Wilson - Attendance Officer

To contact school please ring the school office on : 0113 2256868

