



# EUXTON PRIMROSE HILL

Primary School

*"Together we will make a difference."*

## SEND Core Offer

### Accessibility and Inclusion

To ensure access for pupils or parents with disabilities, Primrose Hill has a Disability Equality Scheme and Accessibility Plan, which will be adhered to at all times. Primrose Hill is committed to ensuring that fairness and inclusion is of paramount importance and lies at the heart of all policy at Euxton Primrose Hill. The curriculum and resources are constantly reviewed to meet the needs of all current children through the annual review of the school's Access Plan and Single Equality Policy.

The school building is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities Primrose Hill has ensured that all doorways and entrances are on a single level and wide enough to accommodate a wheelchair if necessary. School has a disabled toilet, accessible changing facilities and a shower room that is accessible by a wheelchair. All policies are on the school website and paper copies are in the school entrance hall. Should the need arise we would make arrangements for policies to be accessible and communication systems changed to accommodate need. All resources are clearly labelled and supported by graphics. We possess raised supports, dictator software, coloured overlays, pencil grips and reading rulers in order to support pupils. School has specialist equipment for aiding auditory processing.

### Teaching and Learning

Staff differentiate in all lessons and close monitoring and tracking of data identifies individuals progress. If a child is deemed to be falling below expected levels of progress, they are referred for assessment. Primrose Hill is proactive and strongly supports early intervention.

Following assessment, relevant targets are set and monitored through IEP/IBPs – additional support is devolved throughout the school on an identified needs basis, this may take the form of additional resources, group intervention or individual support.

As identified the SEND children's needs are facilitated within class through quality first teaching and TA support. As required, external agencies support with advice or to carry out further assessment.

In house training (through School Cluster monthly training sessions) for all teaching

staff and TAs as appropriate.

SENDCO attends termly update cluster meetings and keeps abreast of county and national guidance. TAs receive training termly linked to SDP or SEND issues. Health professionals support and train with new initiatives.

New SENDCO (September 2014) to undertake professional qualification in SEN.

Following the process outlined in 'Test Administrators Guide' the school applies for additional time or use of readers / scribes as needs demand.

Support is matched to needs of groups and individuals – TA time is deployed and reviewed termly alongside Data analysis to measure impact of intervention and update as required.

## **Reviewing and Evaluating Outcomes**

We have regard for the Code of Practice on the identification, assessment and review procedures for pupils with special educational needs.

When children are first admitted to Primrose Hill, it is the class teacher's responsibility to monitor their progress using the Development Matters Framework and PIPS assessments and to liaise with the SENDCO for advice and support. The class teacher is responsible for collecting any evidence that may be useful at a later stage.

If a teacher has a concern about a child, he or she will be expected to discuss these concerns with the SENDCO and Head and any moves forward will be monitored. All referrals will be discussed at a termly meeting at the start of each term or when necessary between the Headteacher and the SENDCO.

The curriculum co-ordinators and the Assessment co-ordinator will monitor the attainment and progress of pupils with SEN as part of their role. They will ensure that the SENDCO is kept fully informed and if they have a concern, they will speak to the class teacher alongside the SENDCO and Head.

If a child is failing to make adequate progress either academically, emotionally, physically, verbally, socially or behaviourally or in any other areas of development, the school will look to closely monitoring his or her progress, draw up an IEP relating to the difficulties and where possible, look to offering in-class support in the areas of difficulty identified. Parental contact is vital at this stage to allow the child to make further progress and allow them every opportunity to meet their full potential.

If a pupil fails to make adequate progress despite any additional support or intervention offered which the school has given over the period of 2 IEP's at School Action, then outside advice will be sought on how to address the problems.

IEP's will be reviewed half termly and parents will be sent an evaluated copy of the previous IEP as well as the new IEP and parents' views will be welcomed.

If a child has a statement of Special Educational Needs, the school will arrange the review date and co-ordinate all relevant paper work. When a child moves into Year 6, an additional review will take place in the autumn term to focus on transition issues. We welcome the support of a county representative and the relevant high school representative in conjunction with the Parent Liaison Officer.

In offering all our pupils a balanced and broadly based curriculum, including the National Curriculum, we will consider the kinds of options and the variety of activities available within the classroom setting to enable our children to access this curriculum. Teachers' planning will be flexible in order to recognise the needs of all children as individuals, and to ensure progression, relevance and differentiation.

An 'All about me' profile will be completed for pupils with statements.

With regard to the National Curriculum Inclusion Statement QCA/99/458 we will:

- Set SMART targets and suitable learning challenges across all areas of the curriculum. These can be found within the school's schemes of work.
- Respond to pupils' diverse needs by offering a differentiated curriculum if and when necessary
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Conform with disapplication and requests for additional time for tests if and when necessary
- Offer withdrawal to pupils under certain circumstances
- Purchase appropriate resources as deemed appropriate and providing funds allow

Schools cluster and SENDCO cluster meetings provide training for all staff including TA's. Specialist support is bought in as appropriate.

Termly 'in house' training for TA's.

Half termly IEP evaluations are undertaken and data for pupils assessed along with all pupils on a termly basis.

## **Keeping Children Safe**

Risk assessment will be carried out on a needs basis and at any key transition stages. Class teacher, SENDCO, TA and Head will be involved in undertaking risk assessments. School has drop off and pick up areas. TA support at playtimes is assigned for pupils who require additional support as well as on educational visits. If necessary, alternative arrangements are made for pupils to stay in at breaks. Anti-bullying policies are made available on the school website and in hard copy in the entrance hall.

## **Health (including Emotional Health and Wellbeing)**

Medication is only administered by the Head and Bursar (Deputy in head's absence) and stored in the staffroom. All parents must complete an administration form and all medication is labelled appropriately and photo's added for accurate administration. School liaises with school nurse, medical agencies and parents to draw up and review care plans and these are shared with all staff and reviewed regularly. The school would use the emergency services in a medical emergency. Staff undertake relevant training as and when appropriate. School is visited by the school nurse team for mental and physical well-being needs assessments.

## **Communication with Parents**

School holds 'Meet the teacher' evenings. The school website shows roles and responsibilities of staff. Screens in the entrance hall help to communicate key messages to parents. School operates an open door policy alongside the opportunity to make formal appointments. IEP reviews are undertaken half termly, termly grade sheets are completed and sent out. Reward systems and super pupil awards etc. are given out. Home-school books are used by SEN pupils, parents evening twice a year, annual reports and annual reviews for pupils with statement. Parental questionnaires are given out each year; IEP reviews offer parents a chance to provide feedback, annual reports have comment sheets to gather parental opinion.

## **Working Together**

School council meet monthly and have in-class sessions on a weekly basis. School has an Eco-team which meets once a week and gather ideas from all the other pupils in school. Parental questionnaires are given out each year; IEP reviews offer parents a chance to provide feedback, annual reports have comment sheets to gather parental opinion. Termly grade sheets also provide a further opportunity for parents to comment on their child's progress. Primrose Hill has a proactive PTFA, all parents are automatically members and support school events throughout the year. When the opportunity arises, parent governor position are advertised and ballots held if required. The Governing Body follows school advice when involving external agencies. The chair of Governors advice is often sought when incidents arise, thus keeping governors informed and providing a united response to incidents.

## **What help and support is available for the family?**

Where necessary forms are completed together with parents. If parents request support a member of SMT or SENDCO will offer advice.

A variety of supportive material is available in the school office and entrance hall, request for further information are followed through.

School fully support any requests with travel plans.

## **Transition to Secondary School**

In addition to normal transition arrangements, meeting between staff of schools are coordinated, ensuring all relevant information is transferred.

SENDCO from secondary settings will have additional meetings with the pupil in order to aid transition.

Transition reviews are held in the final year of schooling to aid transition.

Additional visits are organised, where children visit in small groups or with their current TA in order to familiarise themselves with the setting, staff and routines.

## **Extra-Curricular Activities**

School has excellent before and after school care packages. School offers a wide range of sporting and other curriculum area clubs at lunchtime and after school. These include, e.g. football, netball, high fives, cricket, golf, dancing, cookery, eco club, computer club, art club, choir, multi skills. No charge is made for most clubs, occasionally if an agency is providing the activity then charges may be made. Throughout the year at some stage clubs are offered to all pupils in school and this is monitored by SLT. Well-designed assembly themes, PALS, buddy systems, circle time and nurture group enable pupils to make friends in school.

