



School Offer

Powerstock Primary School

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Head teacher: Mr Jean Paul Draper

Senco: Mrs Angela Oxenbury

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Please give a brief overview of the capabilities within your service to provide for children and young people with special educational needs and disabilities (SEND).

We are a small, busy and happy Church school in the village of Powerstock, which is set in the heart of the beautiful West Dorset countryside. Our school values its unique 'smallness' and are proud in saying that every child is cared for and valued as an individual. We set high standards in learning and teaching that enable children to always improve themselves by acquiring new skills and knowledge.

As our class sizes are relatively small, the children work within one classroom for three years in Key Stage 1 and two years at Key Stage 2. This allows the staff to really get to know the children and their families and in doing so we find out how every child learns and what their strengths and particular needs are. We are an approachable staff and are often talking to parents both before and after the school day.

We have a dedicated SENCo, who is also the Key Stage One teacher and we aim to identify and support children with special needs early on in their school life.

Our aim is for all our children to leave us happy, confident and independent individuals with a positive outlook on life and ready to take on their next challenges.

How do you know if children and young people need extra help and what should I do if I think my child may have SEND?

When a child is due to start at our school, we talk to parents and pre-schools or previous school and we collect as much information about the child including their development, skills and confidence. Children with any additional needs may already have external agencies working with them, and we work closely with them to ensure that transition is smooth and that we are aware of the needs of the child.

To identify children within our school, teachers and support staff closely observe and monitor children's development on a daily, weekly and half termly basis. At Powerstock School we closely monitor each child's progress to ensure that they are progressing as expected. If a teacher has a concern about the progress of a child, we talk to the Senco and then to parents. Together we can then decide on the best ways to support the child and if necessary we involve outside agencies.

How will your staff support my child?

This is dependent upon the level of support required by individual children. At the beginning of each term we talk about the needs and levels of the children in each class and where they would be best working. As we have mixed aged classes we have the flexibility to offer specific level teaching. Sometimes this means that some children move to another classroom for Literacy, Guided reading and Maths. This is to ensure that they are working with children at a similar level to themselves and that they can more easily access the work.

Sometimes we feel that the child may benefit from some extra support in their reading, writing or maths. We then set up a small group or 1-1 session often several times a week to help the child to make progress. We review this every couple of weeks and decide if it needs to continue.

Who will help my child in school?

Class teacher	<p>The Class Teacher is the first point of contact should you wish to raise a concern about your child. It is the Class Teacher's responsibility to plan for teaching and learning and to make judgments based on your child's progress. They are responsible for ensuring that all children have access to excellent teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</p> <p>With support from the Senco they will write Support Plan, and share and reviewing these with parents at least once each term and planning for the next term.</p> <p>They will ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</p> <p>They will ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>They will ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</p>
Senco (Special educational needs)	<p>The Senco is responsible for co-ordinating support for all children with Special Educational Need and Disabilities. They will monitor progress of all children on the SEN register and monitor the</p>

co-ordinator) Mrs Angela Oxenbury	effectiveness of the Interventions that are used with children throughout the school. The Senco will also review meetings and refer children and liaise with outside agencies such as the Speech and Language Therapist.
Head Teacher	The Head Teacher is the line manager for all the staff in the school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Head Teacher meets regularly with the SENCO to discuss provision in school for children with SEN.
Teaching Assistants	There is a trained Teaching Assistant in every class in the school. The Teaching Assistants support your child on a daily basis with teaching and learning and have excellent knowledge of the children in the class. They assist the teacher in delivering the curriculum and will often work with a small group of pupils with an agreed focus. Occasionally they will work 1-1 with a pupil with exceptional special educational needs and disabilities.
Middy Supervisors	The Middy Supervisors support the personal, social and emotional needs of your child. Good communication between teaching staff and Middy Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Outside Agencies	Powerstock Primary School works with a range of Outside Agencies including:- Speech and Language Therapists, Specialist teachers, Educational Psychologists, Portage, Visual support advisors, Physiotherapists, Occupational Therapists, Paediatricians, and Specialist Nurses. Their role is to support the SENCO with all aspects of SEND.
SEN Governor Dr John Davies	The Governing Body at Powerstock Primary School has a named Governor whose responsibility is to oversee the provision for SEN. They will feed information back to the governing body.
Emotional Literacy support assistants ELSA	We have a teaching assistant who is a qualified Emotional Literacy support assistant. If we feel that a child would benefit from working with them on their confidence, self esteem or other emotional issue then a series of sessions will be put into place.

How will your staff support my child/young person?

Our school cares about each individual and their progress is important every day. The happiness and confidence of your child is vital if they are to learn.

The uniqueness as an individual is celebrated within our inclusive environment. Under the guidance of our SENCO, we have broad team which includes Teachers and Teaching

Assistants who work together to support your child through the school day both in class, at break times and with targeted interventions.

The class teachers all have knowledge of the range of Special Educational Needs and the SENCo is trained to have a deeper knowledge of potential barriers, e.g. dyslexia, ASD, dyspraxia.

Advice is sought from outside agencies to understand a child's needs more clearly when barriers to learning are complex.

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

As a school we aim for all children to learn the skills and knowledge at the level expected for their age and have high aspirations. Our teaching looks at the needs and current level of your child's skills and we take a step by step, multi-sensory learning approach, to help your children master the required small achievable successes along their learning journey.

We plan the curriculum to ensure that children find it motivating, relevant and accessible.

Some children will have an Individual Education Plan (IEP). These will highlight the learning priorities and targets for your child. They will be supported both in class, through targeted small group and individual intervention.

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

We have an open door policy and are happy to meet to discuss your child's progress if you have concerns.

Class teachers are the first person you should speak to. They will talk whether your child is able to access the learning independently or with support and talk to you about how close this is to the level expected for his/her age.

Parent Consultations happen in the Autumn and Spring Terms and are available upon request following reports in the Summer term.

Support Plan reviews - All parents are invited to contribute to the discussion about the next steps and agree that the priorities have been highlighted, depending on your child's stage of development these will be reviewed and the progress towards the targets will be discussed with you.

Reviews of (Educational Health and Care Plan) EHCP - Each Year your child will have a full and detailed review of their needs and you and your child will be at the centre of this review.

They will demonstrate the next steps in learning and the method that is required.

What support will there be for my child's overall well-being?

At Powerstock we believe that being safe and confident is the key to learning. We have one trained ELSA (Emotional Literacy Support Assistant) and she is able to work on improving a range of emotional or social difficulties—for example, anxiety, shyness, low self-confidence,

sadness, angry feelings or friendship problems. We can also signpost parents to other agencies that can offer support.

We encourage all children to take an active part in their own wellbeing through weekly SEAL (Social, Emotional aspects of learning). In these sessions children learn how to manage their feelings in a positive way and learn how to give compliments and help one another to achieve.

Pupil voice is central to our schools ethos and it is encouraged in a variety of ways. The school council meets every half term with representations from every year group. Pupils are democratically voted onto to the school council and remain on for one year.

We offer a weekly homework club at lunch times that support children who needs extra support with their homework or accessing the online homework.

Pastoral and social support

We pride ourselves on the excellent relationships that are built up between the children and all staff to support children's social and emotional needs. As we are a small village school we know our children and their families extremely well and we understand the needs that they have.

Staff work closely together to provide support for children with social and emotional needs.

Playground leaders and older children support younger children at playtime with a range of games and activities

All incidents are communicated to the relevant member of staff and if necessary recorded.

All child protection issues are reported to the Head Teacher

We have a clear behaviour policy, which is adhered to by all staff.

Medical Needs

If your child has medical needs then please ensure that the information is passed on to the SENCO.

If required a 'Medical care plan' can be put in to place.

If your child requires medication, please contact the school administrator for a medical form.

If your child has asthma, please supply an inhaler and complete a medical form. We ask that the inhaler is checked every few weeks.

Support for Behaviour

At the beginning of each academic year a class charter is written by the children in each class of the rules and expectations of the behaviour in that class. All children sign up to that class charter and every child takes a copy home.

All members of staff have smiley faces on their neck tags. These are used with all children to support good behavior and to ensure all children follow the class rules in the class charter. A green smiley face is shown to children who are showing good behaviour. If a child does not listen to what an adult has asked then they are shown a blue face, this means that they need to think about what has been said by the adult, if they do not make a good choice then a yellow face is shown. This means that the child needs to have 3 minutes time out. The teacher and the child then discuss what has happened and the child is asked to decide whether they are now able to make a good choice. If they are unable to then a red sad face will be shown. If a child behaves in a way that is immediately more serious then a red sad face will be shown immediately and the child will have five minutes time out and in this case parents will be informed.

Targets will be put into place in a 'behaviour plan' that will support your child (Parents and Pupils are involved in this process)

Progress is reviewed in 6 weeks with all adults involved with the child and if necessary new targets will be set.

If behaviour issues continue, despite appropriate intervention, a multi-agency meeting will be held and all staff involved with the behaviour plan including the Head teacher and Behaviour Support. We take every possible step to avoid exclusion.

Attendance

As part of our commitment towards supporting children's social and emotional well-being, we constantly monitor children's attendance. If concerns arise regarding your child's attendance, the Head teacher will notify you. If attendance does not improve, the Social Care's Locality team may become involved.

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What specialist services and expertise are available at or accessed by your setting?

AGENCY	Roles and Responsibilities
Educational Psychologist	<p>Meet with Senco to discuss concerns</p> <p>Supports the SENCO and teaching staff by observing, assessing and setting targets (if necessary)</p>
Specialist teacher	<p>Assesses children's learning needs in school</p> <p>Direct teaching/teaching in small groups</p> <p>Support SENCO with target setting (if necessary)</p>
Visual support service	<p>Assessment of visual difficulties and classroom needs</p> <p>Support and advice for SENCO/Class teachers</p>
Speech and Language Therapist	<p>Assessment of speech difficulties and language acquisition</p> <p>Direct teaching</p> <p>Support and advice for SENCO/Class teachers</p>
Behaviour Support Service	<p>Observations to support children with personal, social and emotional difficulties</p> <p>1:1 support</p>
Support and advice for SENCO/Class teachers	<p>Observations to support children with personal, social and emotional difficulties</p> <p>1:1 support</p> <p>Support and advice for SENCO/Class teachers</p>
Social Communication Outreach	<p>Observations to support children with social, communication difficulties including those with autism</p> <p>Support and advice for SENCO/Class teachers</p>
Grief and Loss Counselling Service	<p>Offer support to children who have suffered the loss of a loved one</p> <p>Support children dealing with bereavement/separation issues</p>
Nursing staff such as health visitors	<p>Pediatricians specialize in the care of babies and young children</p> <p>Nursing teams provide support and advice in school</p> <p>This may include specialist medical nursing for medical needs such as diabetics and children who have severe allergies.</p>

Children and adolescent mental health service CAHMS	CAHMS are based in community locations and is a multi-disciplinary team Support with a range of needs complex mental health needs
Portage	Portage teams support children at pre-schools and work with Senco and Reception Class teacher to ensure that the child's needs are quickly identified and met.
Occupational Health	Work to assess and then support children who have a physical need to ensure that they are able to access the curriculum.

What training do staff supporting children and young people with SEND have?

All of our teaching staff have had experience in a range of training opportunities with SEND as the focus. This may include: behaviour management, Literacy and Phonic difficulties, Attachment Disorder training, Safeguarding training, Medical, First Aid training, training around care plans and any medical equipment, Manual Handling, Dyspraxia, Autistic Spectrum, Speech and Language and Dyslexia and Signalong training.

How accessible is the setting environment?

Our school has had many adaptations in the last 3 years. Key Stage 1 is now wheelchair accessible and we now have disabled toilet facilities. We have had experience of children with a range of physical and emotional difficulties and work closely with the Manual Handling and Occupational Therapy Team, to ensure that our site is ready for your child.

How will the setting prepare and support my child to join school?

If your child is starting with us we will first invite you to visit the school with your child to have a look around and speak to key staff (SENCo/Deputy Head, Headteacher). If other professionals are involved, a Team around the Child (TAC) meeting or Multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts school.

At Powerstock Primary School we ensure that your child is fully prepared to join our school through a starting school transition plan, which is made for your child's individual needs. We have strong links with feeder pre-schools/nurseries and the Reception class teacher who is also the Senco will visit your child's pre-school and talk at length about your child's strengths, progress and specific needs and requirements.

If we are unable to do this, we will make sure that we speak to your child's keyworker to gain as much information as possible to support the transition.

We use paperwork sent from pre-schools/nurseries such as your child's learning journeys and any medical/SEN information

We hold several 'transition' mornings during the Summer term before your child starts school. This is an opportunity for you to find out about our school in greater depth and to meet the class teacher.

One of these transition mornings for your child to come to have lunch with the other children before they start school and their will also be the opportunity for you and your child to attend a school assembly.

How will the school prepare and support my child to transfer to a new school?

We work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEN. We will do our best to ensure:

Your child is offered extra transition opportunities (should this be required) and follow up any questions/concerns they may have

Meet with the SENCO or the Head of year 7 of the secondary school to share information and we will make sure that all records about your child are passed on as soon as possible.

Complete transition books to support your child with any new routines

Contact agency support (if necessary) to become involved with the transition

When moving classes within school:

We provide 'moving up' days in the Summer term. These are opportunities for your child to meet their new Class Teacher and Teaching Assistant. Sharing of information is provided between staff and if necessary the staff will meet new parents at this stage to alleviate any concerns, which you may have.

How are the school's resources allocated and matched to the children's special educational needs?

We work closely with our SEND and Finance Committee to ensure that we carefully consider the funds that are in our budget for children with SEND. If your child has a Statement or Educational Health and Care Plan, the funding is specifically for them. Our Teaching Assistants, SENCo, and resources are paid for out of our SEND budget.

Salisbury Diocese work very closely in partnership with us and have made significant contributions to enable us to improve our building and site, ensuring we can provide better disabled access.

How will my child be included in activities outside the setting including trips out?

We plan trips, including residential trips, with the needs of all children in mind and have been successful in making sure children are able to participate regardless of need. We would talk to you about your child joining after school activities and work towards giving them the opportunities that they need and want. Where there are specific issues regarding safety and

access for individuals, further plans are discussed and planned for and discussed with parents, using risk assessments forms.

How is the decision made about what type and how much support my child will receive?

This is a process that is individual to each child. You will be at the centre of decision-making.

The school will discuss with you, in a joint meeting, your concerns of your child and the barriers to learning that have been identified; which may be physical, social, emotional or educational. From these discussions we will work together and write an Individual Educational Plan (IEP) and use a Provision Map to show the provision that will be put in place to help your child progress in all areas of his. The school will monitor your child's progress and ask you to do the same. A new IEP may be written with additional interventions or resources. It may be decided to find out further information about your child with an assessment from a specialist agency such as an Educational Psychologist, Paediatrician or Speech and Language Therapist. You will have the opportunity to meet the outside agent before the assessment of your child and afterwards to discuss the outcomes. A joint working action plan would then be written together.

If your child has more complex needs then it may be decided that the Local Authority would carry out a statutory assessment. This is a legal process and advice and support is usually sought from an Educational Psychologist before this process begins. This may result in an Educational, Health and Care Plan being drawn up. This plan will outline the provision needed to allow your child to access the curriculum successfully, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Progress will be reviewed termly and it will be formally reviewed on an annual cycle. Changes to the plan will be carefully considered when important transitions i.e. Moving to secondary school, are due to take place. In some cases this may result in alternative educational provision being sought.

How can I be involved?

Before starting school you will have been introduced to, and have met, the Head teacher, SENCo and staff. Within the first two weeks of your child joining the school, there will be opportunities for you to talk with the class teacher and SENCo so that any concerns can be shared. This will help ensure that you are actively involved your child's educational journey and in the development of your child's Support Plan.

We have an open door policy where you are always welcome to make appointments to meet staff. Regular coffee mornings allow parents, carers and the SENCo to keep up to date with each other and share valuable experiences. A school/ home contact book can be used to support communication between you and the class teacher.