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**Powerstock C of E Primary School**  
**SEN Information Report 2015-2016**

**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.**

**1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Powerstock C of E Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below ‘age expected’ levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of standardised assessment
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

**2. HOW DO I RAISE CONCERNS IF I NEED TO?**

- Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Angela Oxenbury) or Headteacher (Jean Paul Draper). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

### **3. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

#### **3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCo oversees the progress of any child identified as having SEND
- There may be a Teaching Assistant (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning and is reviewed and updated during termly learning conversations.

#### **3b WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with you formally at parent evenings or at other times throughout the year as required in order to discuss your child’s progress and the support that they are receiving
- Class teachers are always happy to discuss your child’s needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCo to discuss support in more detail if required. The SENCo has weekly release time from class, usually on a Wednesday morning.
- Your child will have a Support Plan, which will be shared with you.

### **4 WHAT SUPPORT WILL THERE BE FOR MY CHILD’S OVERALL WELL BEING?**

#### **4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- We are an inclusive school that holds a child’s emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school currently has one member of staff who is trained as an ELSA (Emotional Literacy Support Assistants). We offer Nurture sessions for children as required (Bubble time). Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENCo/ELSAs.

#### **4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines, which is available from the school office.
- Parents need to contact the school office if healthcare professionals prescribe medications that are to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child’s name and administration information clearly shown. Forms must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, school staff generally oversees the administration of any medicines.

- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The vast majority of staff hold first aid qualifications, which are updated regularly. The Key Stage One teacher holds a Paediatric First Aid Certificate.

#### 4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies available from the school office. If a child has significant behaviour difficulties, a support plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Education Welfare Officer if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

#### 4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have support plans discuss their progress and targets when these are reviewed (age appropriate).
- If your child has a Statement or EHCP, their views will be sought before any review meetings (and is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to contribute their views through the school's use of 'Pupil Voice' activities e.g. questionnaires, challenges and requests.

### 5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy
- Key Stage one and Lower key Stage 2 classrooms are or could be made accessible by wheelchair.
- Accessible toilet facilities are available.
- If you have specific access queries or concerns please speak with us.

### 6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school .
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon, pencil grips.
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times

- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

#### HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers. Use of Chris Quigley Milestones and Pebbles to assess pupils breadth and depth of learning.
- By reviewing children's targets in their support plan and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

### **7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

#### WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- We run activities where parents are invited to attend for example, writing and maths mornings
- Your child will have a Support Plan that will have individual/group targets. This is discussed with you and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents / carers are offered Parents Evenings to discuss progress. Informal communication between parents/carers and school will take place throughout the year e.g. through talking before and after school or through phone conversations.
- When the child's Support plan is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

### **8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis.
- 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. Please ask the school if you require any further details
- Pupil Progress Meetings are held between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions They also report back to the Governing Body (see section 6)

**9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school offers several after school clubs. A variety of after school clubs are also provided. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

**10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Key Stage One leader holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other. Home visits are also offered.
- A transition form is sent by all pre-schools prior to children transferring to Powerstock Primary. The Reception Teacher will arrange to visit settings where possible.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

**11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including specialist advisory teachers.
- We have a teacher who has been trained in the needs of children with ASD.
- We have one Emotional Literacy Support Assistant.

## 12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training held by support staff includes: Wave 3 intervention training, Speech and Language courses, ELSA training and continued professional development. Signalong training.

## 13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENCo (Angela Oxenbury) or Headteacher (Louise Greenham)
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit the following websites

Our Local offer

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=dWDOJiLkHSo>

Dorset County Council SEN Page can be found at: <https://www.dorsetforyou.com/special-educational-needs>

SEND Information, Advice and Support: <https://www.dorsetforyou.com/parent-partnership-service>

## 14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the office Mrs Janet Halbury for further information about the school and to arrange a meeting with the head teacher, in the first instance.

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