

# **Sandhurst's Response to the Local Offer (Our Information Report)**

## **1a. How does Sandhurst School know if children need extra help?**

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We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is lack of progress
- attainment is below national expectation
- there is a change in the pupil's behaviour
- a pupil asks for help

## **1b. What should I do if I think my child may have special educational needs?**

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- If you have concerns then please contact your child's class teacher in the first instance.
- If appropriate the class teacher will raise their concerns with the Inclusion Team.
- If you are a new parent you should contact Miss Beaney (SENCo) via the school office (01580 850288)

## **2. How will I know how Sandhurst will support my child?**

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Each pupil's learning is planned by the class teacher; it is differentiated to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of our quality first teaching. Every pupil is discussed six times a year at Sandhurst's Pupil Progress Meetings with all teaching staff that are involved in teaching and learning of that year group and the leadership team. All pupils' attainment and progress is analysed by the Leadership team 6 times a year. During Pupil Progress Meetings pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a Provision Map for children who are SEN Support/EHCP. Parents are informed if their child is receiving additional support at parent teacher consultation meetings and through letters sent home each term from the Inclusion Team.

If your child has an EHCP (Education, Health & Care Plan) you will receive a Provision Plan detailing your child's specific support and outcomes to work towards, each academic year.

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

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When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. Additionally, your child may work with a Senco if they have more specific needs. If appropriate, specialist resources may be given to the pupil e.g. writing slopes, coloured overlays, pen/pencils grips or easy to use scissors.

### 4. How will I know how my child is doing?

## 4. How will I know how my child is doing?

At Sandhurst we operate an open door policy, all teachers are usually available at the end of the school day or will be able available to meet with parents at a convenient time by appointment. Additionally parents are formally invited to discuss their child's progress in our parent consultation meetings. Pupil progress, attainment and attitudes to learning are formally shared with parents in December, April and July.

### 5a. How will you help me to support my child's learning?

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The class teacher may suggest ways of supporting your child's learning through personally contacting you or at parents' evenings. The Senco may meet with you to discuss how to support your child, if this is appropriate. If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home.

### 5b. What support will there be for my child's overall well-being?

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The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time. Some pupils may attend a Drawing and Talking Therapy, Positive Play, Lego Therapy or have time to speak to their Teaching Assistant or class teacher. Some children may be eligible for specialist support through school referral.

### 5c. Pupils with medical needs.

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If a pupil has a medical need they will have a Care Plan which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carers, medicines are administered in school if a pupil has a specific or long term identified medical need, but only with signed parental consent and with medicines in the original packaging.

### 6. What specialist services and expertise are available at or accessed by the school?

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At times it may be necessary to consult with outside agencies to receive specialised expertise. The agencies used by the school include: STLS – Specialist Teaching and Learning Services SLI (Specific Language Impairment) Educational / Clinical Psychologist CAMHS (Child and Adolescent Mental Health Service) Paediatric Consultants – Ashford Community Child Health Social Care Children’s Therapy Team (Speech & Language/Occupational Therapy) William Harvey Hospital School Nurse Young Healthy Minds Outreach Services – Wyvern School and Ashford Oaks Primary Early Help Parenting Courses e.g. Incredible Years / Early Bird. Mediation

### 7. What training are the staff supporting children and young people with SEND had or are having?

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The Senco is currently completing the National Accreditation for Sencos. Each member of staff has specific training to match the needs of their new year group. All staff receive regular training as well as local and national updates .Please see SEND Policy for further details of training.

### 8. How will my child be included in activities outside the classroom including Educational Visits?

## 8. How will my child be included in activities outside the classroom including Educational Visits?

All pupils are eligible to participate in activities, events and educational visits. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit.

### 9. How accessible is the school environment?

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As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all.
- Two toilets adapted for disabled users.
- wide doors in some parts of the building.

### 10. How will the school prepare and support my child when joining Great Chart Primary School or transferring to a new school?

## 10. How will the school prepare and support my child when joining Sandhurst Primary School or transferring to a new school?

As a school we understand that changing schools can be distressing for some children and therefore we aim to make the transition process successful through:

- We encourage new entrants to Sandhurst to visit and join us for an afternoon. We also contact the child's current school so that we can properly prepare for their arrival.
- To support a pupil leaving Sandhurst to join another Primary School we ensure all relevant information is shared.
- To support a pupil leaving Sandhurst and joining a secondary school the Senco and/or class teacher meets with the secondary SENCo and/or completes all relevant documents.
- We also prepare personalised transition books which includes photographs to support the transition process. For some pupils additional visits are arranged to their secondary school.
- The Senco passes on SEN pupils files to their relevant secondary school.

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

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

The Inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. For pupils with a high level of need Sandhurst will apply for additional High Needs Funding to support pupils with more complex special educational needs.

12. How is the decision made about how much support my child will receive?

## 12. How is the decision made about how much support my child will receive?

All pupils are discussed at Pupil Progress Meetings six times a year and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and pupil's needs are met. However, in the interim period, teachers track progress and will act upon any concerns. Parents are informed if their child is receiving additional support each term.

13. How will I be involved in discussions about and planning for my child's education?

## 13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parent-teacher consultation evenings
- During discussions with a member of the Inclusion Team and other professionals.

14. Who can I contact for further information?

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Your child's class teacher, in the first instance. If you are a new parent you should contact the Senco via the school office on 01580 850288