



Isle of Wight EY Setting/School/College SEND OFFER

Address

St. Blasius Shanklin C of E Primary
Academy
Albert Road
Shanklin
Isle of Wight
PO37 7LY

Telephone - 01983 862444

Email -

admin@stblasiusacademy.iow.sch.uk

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in (name of EY Setting/School/College) will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the EY setting/school/college
- Staff who will visit the EY setting/school/college from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input Quality First Teaching	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this school?		<ul style="list-style-type: none"> • Your child will have their learning needs met through ‘quality first’ teaching, using differentiated activities that are aimed at your child’s individual. level 	All children
	Evidence-based interventions	<ul style="list-style-type: none"> • Any child who is highlighted as ‘falling behind’ during our pupil progress meetings will be put forward for one of our ‘evidence-based interventions’ that we run in school. This decision will be made with the SENCo, Head Teacher, Deputy Head and class teacher. • Some of the interventions that we use include :- phonic support, Rapid Phonics, Rapid Writing, Rapid Maths, Hampshire toolkit (maths intervention), Toe by Toe, Nesy fingers, Teodorescu Perceptuo-Motor Programme, K.S.2 maths and literacy intervention 	Any child who is highlighted as ‘falling behind’
	Social and Emotional Well-being	<ul style="list-style-type: none"> • We offer support for children’s emotional well- 	All children who have

		<p>being through various interventions that we either run ourselves or can access. Children who need this type of support will be discussed with the SENCo and Head Teacher and the appropriate support will be put in place</p> <ul style="list-style-type: none"> • Support within school can be, but is not exclusive to, 'Social Skills' groups, 'There 4 U' groups, Bereavement counselling. 	<p>been highlighted as having an emotional, social or mental health need.</p>
<p>3. How can I let the school know I am concerned about the progress of my child in school?</p>	<ul style="list-style-type: none"> • The first point of contact should always be your child's current class teacher. Our teachers are happy to speak informally at the end of the day or by making an appointment. We have parent consultation meetings twice a year and a full school report issued at the end of the year. 		
<p>4. How will the school let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none"> • Class teachers will keep parents informed if they have any concerns about your child. As soon as they feel they have any concerns about your child they will inform you. They will usually arrange to have a meeting with you. This may include the school SENCo. 		
<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Extra support is identified during half-termly pupil progress meetings with the class teacher, SENCo, Deputy Head or Head Teacher. They will identify which groups of pupils or individuals need what types of extra support. Any child needing extra support through an intervention will be monitored in terms of their levels of progress in order to ensure that they make or exceed expected progress in order for them to catch up. 		
<p>6. What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Education Psychology Service • Behaviour Support Team/Family Learning 	
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapist 	
	<p>C. Provided and paid for by the</p>	<ul style="list-style-type: none"> • School Nurse 	

	Health Service but delivered in school	
<p>7. How are staff in the school supported to work with children & young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> • SENCo currently planning to undertake the 'SEND National Award' qualification 2014-15. • ELSA, ASD and ADHD training undertaken by a number of LSAs in school. • Many staff are experienced in using 'evidence-based interventions' which may be accessed by a child with SEND. • We sign up to the 'Training and Development' service from the LA who offer training on all aspects of SEND which our staff can access. 	
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a). How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> • Teaching will be differentiated by the class teacher depending upon the needs of your child and the level that they are working at. • The curriculum will be matched to suit the needs of your child and to ensure that it is fully inclusive for all children to enjoy and achieve. The class teacher and SENCo will keep records and monitor your child's progress. • Two parent consultation meetings and a formal 'end-of-year' report take place each year, informing you of your child's progress. However more frequent updates can be arranged at the discretion of the class teacher. If your child needs support at home the class teacher will inform you of how best to do that. In addition every child in school receives weekly homework in the form of reading, spelling and other curriculum-based activities. If your child is identified as having SEND they will receive a 'Pupil Passport' which will highlight all the support that has been put into place and what you need to do at home in order to support the work in school. • Through regular 'Pupil Progress' meetings the attainment of all children is monitored. Whether or not 'adequate progress' has been made is the determining factor in deciding if additional support is needed. 	
<p>9. How will the school measure the progress of my child?</p>	<ul style="list-style-type: none"> • Adequate progress is defined as that which: <ul style="list-style-type: none"> ○ Narrows the attainment gap between the pupil and their peers. ○ Prevents the attainment gap increasing. ○ Is equivalent to that of peers starting from the same baseline but less than the majority of peers. ○ Equals or improves the pupil's previous progress rate. ○ Ensures full-curricular access. 	

	<ul style="list-style-type: none"> ○ Shows an improvement in self-help, social or personal skills. ○ Shows improvement in the pupil's behaviour.
<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> ● All of our staff are fully committed to supporting the well-being of all children within school. ● Pastoral and social support include: <ul style="list-style-type: none"> ○ A fully trained ELSA ○ School nurse who visits to carry out routine screening ○ Social skills groups ● At St Blasius we will endeavour to support any child with a behavioural difficulty by trying to identify the underlying cause and supporting the child and family to find strategies to deal with the issues. ELSA support ● CAF (Common Assessment Framework). ●
<p>11. What support does the school have for me as a parent of child with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> ● Class Teachers and members of the Senior Leadership Team will always endeavour to meet with parents to discuss their concerns
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> ● Permission forms are signed by parents as appropriate. Medicines are kept securely in the school office or fridge (as appropriate). Please see the school's policy on administering medicines.
<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> ● We are a fully inclusive and fully accessible school. There is usually a member of staff in school until 5pm each day.

<p>14. How will the school support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We liaise closely with Sandown Bay Academy, where the majority of our children move onto after Yr6. Transition programmes with SBA run throughout the year. • Meetings take place between staff from Shanklin and the Secondary School for more vulnerable pupils moving up to Yr7. • We also have close links with our on-site pre-school, joint staff meetings take place with the Pre-school and Reception colleagues. Children beginning YrR each year are invited to a number of play sessions in their Reception class and a morning visit into school. In addition home visits are carried out by our Reception staff for all children in YrR prior to them beginning school. • As classes move through the school, two transition mornings are planned in the Summer term . • ‘Transfer of Information’ meetings occur in the Summer Term so that new teachers are fully informed of the progress and needs of the children in their new classes.
<p>15. Where can I get further information about services for my child/young person?</p>	<p>If you want to find out more about what is available across the Island please use the following link to: Admissions and SEND Assessment Teams http://www.iwight.com/Residents/Schools-and-Learning/</p>