

Purley C.E. (VC) Primary School

Purley C of E Primary School is a small village school recently grown from an Infant School to a Primary School. It has 108 pupils on roll.

The school aims to meet the needs of all children as individuals, within a caring and happy community, which places Christian values at its heart and to lay foundations for children to develop skills and responsibilities for later life.

The school values are- love, enjoyment, hope, perseverance and responsibility.

Who to contact

Telephone	0118 984 2384
Email	office@purley.w-berks.sch.uk
Website	Purley C.E. (VC) Primary School

Where to go

Venue address	Purley Village Purley on Thames Berkshire
Postcode	RG8 8AF

Local Offer

Last Localoffer Updated 07/06/2017

Age Bands 5 to 7,
7 to 11

Identification of Special Educational Needs and Disabilities (SEND)

1.1: How does the school identify children/young people with special educational needs and disabilities? School staff work together to monitor children's development and will liaise with outside agencies when needed. We also liaise closely with parents and take their concerns seriously.

We use the Salford Reading test to support monitor of reading progress and support in the identification of pupils with difficulties. We monitor progress in spelling using the Hodder test. We use Progress in Understanding Mathematics Assessment to monitor maths. We use a Literacy and Numeracy assessment pack provided by the Local Authority Special Needs Support Team when appropriate.

Progress data is analysed and supports identification.

We liaise with previous settings.

Pupils requiring provision which is significantly greater than the majority of others of the same age are considered as a child with additional special educational needs.

1.2: What should I do if I think my child has SEND? Discuss your concerns with the class teacher in the first instance. If there are still concerns, make an appointment to see the SENCo (Special Educational Needs Co-ordinator).

The school has an open door policy. Parents are invited to make an appointment with the school at any time to discuss their child's needs and progress.

Support for children with special educational needs

2.1: If my child is identified as having SEND, who will oversee and plan their education programme? The SENCo and class teacher will oversee their plan and co-ordinate provision in discussion with external agencies where appropriate.
From September 2017, The SENCO will be Mrs Pickering.

2.2: How will I be informed / consulted about the ways in which my child is being supported? Together with the parents/carers the school will write a plan to address the needs of your child.

If your child has a statement and is supported on a 1:1 basis, there will be additional liaison between the Learning Support Assistant and the parents/carers.

Parents are invited to make an appointment with the school at

any time to discuss their child's needs and progress.

2.3: How will the school balance my child's need for support with developing their independence?

Your child may be supported individually or in small groups. Developing independence is a key target as we support your child to develop the skills they will need to move on to the next stage of their education.

2.4: How will the school match / differentiate the curriculum for my child's needs?

Teachers plan their lessons to include differentiation. This may be by giving more support when required or adapting the tasks.

2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

It is the school's intention to act on specific advice from external agencies e.g. Behaviour team, Speech and Language, Educational psychologist as well as providing resources and strategies that the school itself will instigate e.g. visual timetables, picture prompts, seating places. Lessons will be differentiated accordingly.

2.6: What additional staffing does the school provide from its own budget for children with SEND?

The school employs additional staff to address specific SEND needs. The school also welcomes volunteers to support our children and match the support to the children's needs.

2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type / Title	Intervention Type
Catch up reading	One to one
Fisher Family Trust	One to one
Precision teaching	Small group
ABC to read	One to one
Nurture groups	Small group
SNAP (Surrey Numeracy Action Programme)	One to one
Draw and Talk	One to one
Numicon Maths	Small group
Toe by Toe	One to one
Teodorescu perceptuo- motor writing programme Write from the Start	One to one
ELSA (Emotional Literacy Support)	One to one

2.8: What resources and equipment does the school provide for children with SEND?

These programmes are available within the school to meet the needs of pupils when appropriate. Our approach to SEN is on an individual basis and tailored to specific the needs of the child.

We aim to provide the equipment that children need e.g. individual desks, triangular pencils, sensory objects, coloured acetates, visual timetables and respond to the advice and support from external agencies.

2.9: What special arrangements can be made for my child when taking examinations?

If your child has a Statement of Special Educational needs or Education Health Care Plan (EHCP), they will be given 25% extra time to complete their Standardised Assessment Tests. They will also access a level of support similar to which they receive on a daily basis within the parameters of national guidance.

My child's progress

3.1: How will the school monitor my child's progress and

The school will continually assess your child adapting provision when needed. Your child will be levelled at the end of every term. The information gathered is then taken to a meeting

how will I be involved in this?	between the SENCo, Class teacher and possibly the Learning Support Assistant to determine the most appropriate way forward. We welcome parents' views which will contribute to this meeting. The school has an assessment policy which includes procedures for continuous and summative assessments.
3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?	During the review meetings, plans/timetables will be created or adapted taking on board advice from external agencies and using the expertise of the school staff. The targets will be shared with you and your views taken into account. This will usually be during a termly Support and Achievement Plan (SAP) Meeting with parents. The SENCO/Headteacher is usually also available during those meetings.
3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?	We have an open door policy at the school and you are welcome to make an appointment to see staff at any time.
3.4: What arrangements does the school have for regular home to school contact?	If required a contact book is established between home and school. This could be daily or weekly. Staff are also available for quick updates after school. We are a small school and benefit from close liaison with our parents, often on a daily basis.
3.5: How can I help support my child's learning?	Attend all appointments with the school or agencies. Work with the school supporting your child both academically and emotionally.
3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?	From time to time the school offers support for all parents with information and suggested ways to support children. The school may also direct parents to training provided externally e.g. ASD support group (PAWS)
3.7: How will my child's views be sought about the help they are getting and the progress they are making?	Every child has a conference with the class teacher regarding their learning at the end of every half term. Their views are also collected on an informal basis.
3.8: What accredited and non accredited courses do you offer for young people with SEND?	
3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?	The school measures the impact of every intervention. Sometimes there are numerical outcomes and at other times the impact cannot be measured in this way e.g. confidence. At the start of an intervention, a baseline is taken so that progress may be tracked.

Support for my child's overall well being

4.1: What support is available to promote the emotional and social development of children with SEND?	Purley School is very proud of the way every child is treated as an individual and will cater for a child's needs be it academic, emotional or social, as far as is possible within the school budget.
4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid	Children with behavioural difficulties will not necessarily be expected to adhere strictly to the school's behaviour policy and an individual plan may be put in place. We may at times involve external agencies such as the Behaviour Support Team.

exclusion?

4.3: What medical support is available in the school for children with SEND?

External advisors work with the school providing assessment and support.

Support may be given at school or at other locations.

The school has an Management of Medicines Procedures document and a Supporting Children with Medical Conditions Policy which includes guidance on supporting children with asthma, diabetes etc. Staff are trained and updated when necessary e.g auto-injector (epipen).

4.4: How does the school manage the administration of medicines?

The school follows the Department for Education guidance on the administration of medicines. Please see the school policy available on the website.

4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

The school will support a child with personal care when needed.

The school liaise with previous settings, pre school teacher councillors to identify needs and staff are trained accordingly to deal with them in a sensitive and discrete manner.

Specialist services and expertise available at or accessed by the school

5.1: What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

The school will work with any support services recommended. All available services from the local authority and beyond are accessed when necessary.

5.2: What should I do if I think my child needs support from one of these services?

If you think your child may need support from one of the SEN support services, please discuss your concerns with the class teacher in the first instance. If there are still concerns, make an appointment to see the SENCo. Alternatively you could discuss your concerns with your GP.

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

Children will be able to access speech and language therapy within the school. The school has a named speech and language therapist, who is able to provide a flexible, integrated and holistic service to the school. The therapist takes into account the learning environments of the children and provides targetted advice and strategies to teaching staff to support the development of speech, language and communication within the school.

The speech and language therapist works alongside staff to use a range of approaches within the school, which may involve discussion with school and family, assessment, training and demonstration, advice, direct therapy and/or joint target setting.

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

You should discuss this with the SENCO or your GP.

5.5: What arrangements does the school have for

The school liaises closely with Children's Social Care services when/if the need arises.

liaison with
Childrens Social Care
services?

Training of school staff in SEND

6.1: What SEND training is provided for teachers in your school?	Teachers are provided with the specific relevant training when the need arises alongside continual professional development of general Special Educational Needs issues.
6.2: What SEND training is provided for teaching assistants and other staff in your school?	Teaching assistants are supported by class teachers and the SENCO. They are trained on delivering a variety of programmes that have been proven to have an impact. The school has access to SEND courses delivered by the local authority. Services such as SISS (Special Inclusion Support Service) may work alongside staff members to support the delivery of specialist provision.
6.3: Do teachers have any specific qualifications in SEND?	Whilst there are no specific qualifications, many of the staff are experienced in supporting pupils with Special Educational Needs and training is updated on a regular basis.
6.4: Do teaching assistants have any specific qualifications in SEND?	Whilst there are no specific qualifications, many of the staff are experienced in supporting pupils with Special Educational Needs and training is updated on a regular basis. Training includes using Numicon to support in Mathematics, using SNAP maths programme, Draw and Talk, Emorional Literacy Support, Supporting Anxiety in ASD pupils, Fisher Family Trust training, Catch Up training and Teaching phonics

Activities outside the classroom including school trips

7.1: How do you ensure children with SEND can be included in out of school activities and trips?	If it is possible to keep a child safe on a trip, every effort will be made to include them. No child will be discriminated against because of their needs or disabilities. If it would be in the child's best interests to have the parent accompany the child on a trip then this will be arranged.
7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?	Parents' advice will be sought during the planning stages if appropriate to do so.

Accessibility of the school environment

8.1: How accessible is the building for children with mobility difficulties / wheelchair users?	The building is challenging for wheelchair users to navigate. It is an old building and every effort is made to support access to all areas of the school.
8.2: Have adaptations / improvements been made to the auditory and visual environment?	Adaptations are made on a regular basis to address the needs of those with sensory processing issues e.g. in collective worship, every effort is made to protect those pupils who have difficulty with a high level of noise. Ear defendenders are available when needed. Due to the confined space at school, it is not always possible for children to receive interventions in a quiet space.
8.3: Are there accessible changing and toilet facilities?	Yes we are fully equipped with a disabled toilet.
8.4: How do you ensure that all the schools facilities can	Within the constraints of the school being a very old building we ensure that facilities can be accessed to the best of our ability.

be accessed by children with SEND?

8.5: How does the school communicate with parents / carers who have a disability?

When made aware of parents with disabilities, the school will communicate with parents in the most appropriate way. We have a personalised approach to disability and these matters are dealt with sensitively.

8.6: How does the school communicate with parents / carers whose first language is not English?

Where the parents/carers of a child whose first language is not English, and English is not understood, the school will endeavour to find alternative ways of communicating, e.g. through the child, through other parents who may have the same language, through the translation of paperwork. We have a Teaching Assistant trainee to support EAL pupils.

Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1: What preparation will there be for both the school and my child before he or she joins the school?

The school will liaise with the preschool provider or any relevant professional personnel e.g. preschool teacher councillor, previous teacher. Additional preliminary visits may be arranged to ensure a smooth transition.

9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Depending on need, the child will be prepared with the appropriate transition support in addition to a transition afternoon which all children access.

9.3: How will my child be prepared to move on to his or her next school?

Depending on need, the child will be prepared with the appropriate transition support with extra visits when needed. Staff in both settings will liaise to share information.

9.4: How will you support a new school to prepare for my child?

We will liaise with a new school, providing any information that is relevant and would support the child in their new setting. All records will be transferred.

9.5: What information will be provided to my child's new school?

All the child's records including any special education needs reports and plans will be provided to the new school. Further contact may be needed through e-mails and telephone calls.

9.6: How will the school prepare my child for the transition to further education or employment?

N/A

Who can I contact to discuss my child?

10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?

The class teacher would be the first point of contact.

10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

The school does not have a Family Support worker but the school works closely with other organisations e.g. the children's centre at Calcot and the ASD advisory team who run workshops specifically for parents.

10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The school also buys into the Emotional Health Academy which will primarily support pupils at the school. However, parental support may also be available dependent on circumstances.

10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?

The school has an open door policy and invites parents to come along and discuss any issues they may have.

The headteacher is usually to be found either on the playground or near the door as pupils are dropped off at school.

The school regularly carries out surveys seeking parents'

opinions. Parents' e mail the school with concerns or to congratulate the school.

Parents may also rate the school online through the "Parent View" website. If there are concerns however, it would be better to discuss issues with the school so that matters can be discussed and hopefully resolved.

The school has a Complaints Policy (available on the school website or from the Office).

Last Updated

14/06/2016