

Coleridge Primary School SEN School Offer

www.coleridgeprimary.org

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Tel: 01709 828988



Background information

Age group: 3-11

Number on roll: 226

Number on SEN register: 15

Number with an EHCP: 2

SEN Co-ordinator: Mrs Sarish Ahmed

Lead governor for SEND: Mr Ray Griffiths

Our provision:

Here at Coleridge Primary School we passionately believe that all children should be equally valued in school, as each individual is unique. We strive to provide all children an environment where they can flourish and shine to the best of their abilities, we provide this by having in place a safe, fun and differentiated setting, to accommodate each child. Also providing the children with a balanced, creative curriculum.

As a school, we are committed to inclusion and eliminate prejudice and discrimination, which is essential to build a strong partnership not only between children and staff but also parents. Together we can work together to help the children of the future to reach their full potential and support them to become independents which will make a difference not only to our community but to the world.

We aim to provide a sense of belonging and offer new opportunities to learners, who may have lacked on opportunities. This means we will respond to learners in ways which take account of their varied life experiences and needs.

At our school we aim to:

- Initially, identify pupils who need support.
- Ensure pupils are given appropriate support to ensure they can access the curriculum.
- Assist pupils to reach their full potential.
- Guarantee every opportunity is given to individuals to be included in all activities.
- Monitor and maintain the support given to children for as long as needed.
- Work in partnership with pupils, parents and other external agencies to provide for the pupil's individual needs.
- To incorporate all pupils to ensure they feel respected within the school environment.

Within our setting we offer:

- Learning support programme (LSP) – planned by Learning Support Services.
- Neurological Development Delay Exercise (NDD)
- Physiotherapy activities for those children with exercises provided by a physiotherapist.
- Spirals in Early Years Foundation Stage to boost language and communication
- Talk boost – Speech and language programme
- Personalised learning for pupils across school
- Speech and Language Therapy programmes that have been written by Speech and Language Therapy.

We offer these specialist services:

- Early Years Inclusion Outreach Support (EYIOS)
- Learning Support Services (LSS)
- Educational Psychologist Service (EPS)
- Autism Communication Team (ACT)
- Hearing Impairment Service (HI)
- Speech and Language Team
- Physiotherapy
- Occupational Therapy

- Clifton Learning Partnership Team – offering support at home as well as at school.

How can I get help for my child?

As a parent/carer our biggest priority is the wellbeing of our children so if you are worried about your child's progress then initially speak to your child's class teacher. They will happily offer initial support and advice. They will also pass your concerns to the SEN team which will be able to guide and assist you efficiently.

However, if you are still worried that your child is not making progress then you can speak to the Special Educational Needs Co-ordinator – Mrs S Ahmed.

How would school identify that my child might have additional needs?

Teachers may possibly notice within class that a child within their care needs additional support, which they will discuss with parents/carers and the Special Educational Needs Co-ordinator.

Every half term, teachers have a pupil progress meeting where class teachers discuss children's attainment levels and the progress they are or should be making. Teachers will then discuss the strategies or interventions that need to be put into place to best support your child. At this point, a discussion will take place on the expectations that need to be put in place to support the individual. Three SMART targets (Specific, Measurable, Achievable, Realistic, Time bound) will be put in place in the Pupil Passport, which will be worked on a regular basis during the child's time in the setting. It will also be assessed every half term to identify progress.

What are the teacher's responsibilities?

- To deliver quality first teaching.
- To identify children at the earliest opportunity.
- To make the SENCO aware of any concerns.
- To plan, prepare and differentiate resources needed to any child/children with SEN.
- To plan specific interventions in small groups.
- To be aware of any medical needs.
- To implement actions identified by the SENCO.
- To record and review progress against SMART targets.

- To record and update diaries of intervention regularly.
- To ensure TAs are informed and able to fully support those children with Special Needs.

What are the SENCOs responsibilities?

- Supporting class teachers to plan and resource for children with SEN.
- Liaising with and advising teaching staff and TAs on SEN matters.
- Monitor provision of everyday practice.
- The daily implementation of the school SEN policy.
- Setting up with the collaboration of the teacher a provision map for each class.
- Co-ordinating the provision for children with SEN.
- Overseeing the records of all children with SEN.
- Contributing to training of staff.
- Observing lessons and monitoring the differentiation of planning.
- Liaison with parents and external agencies including the LA's support, Educational Psychologist, Health and Social Services and Voluntary bodies.

How will my child be included in outside activities?

Children will be supported to ensure that they can be included in outside activities and go on out of school visits. If a child has a specific physical or medical need we act upon the advice of specialists and individual risk assessments are carried out. However, before any outdoor activities are planned, the members of staff will ensure and plan according to each individual's need in mind.

How will the school support my child?

The school will always offer your child quality first teaching, appropriately differentiated to their needs. Keeping this in mind, there will also be challenges put in place to push your child to achieve above and beyond, with the correct support and resources in place. Where necessary children will work in small groups or one to one all dependent on the individual.

Our staff members are provided with the correct training that is relevant to the current needs of our school whether this is from the learning support service, hearing impaired or other services. Teaching assistants are provided with training that will enable them to deliver interventions.

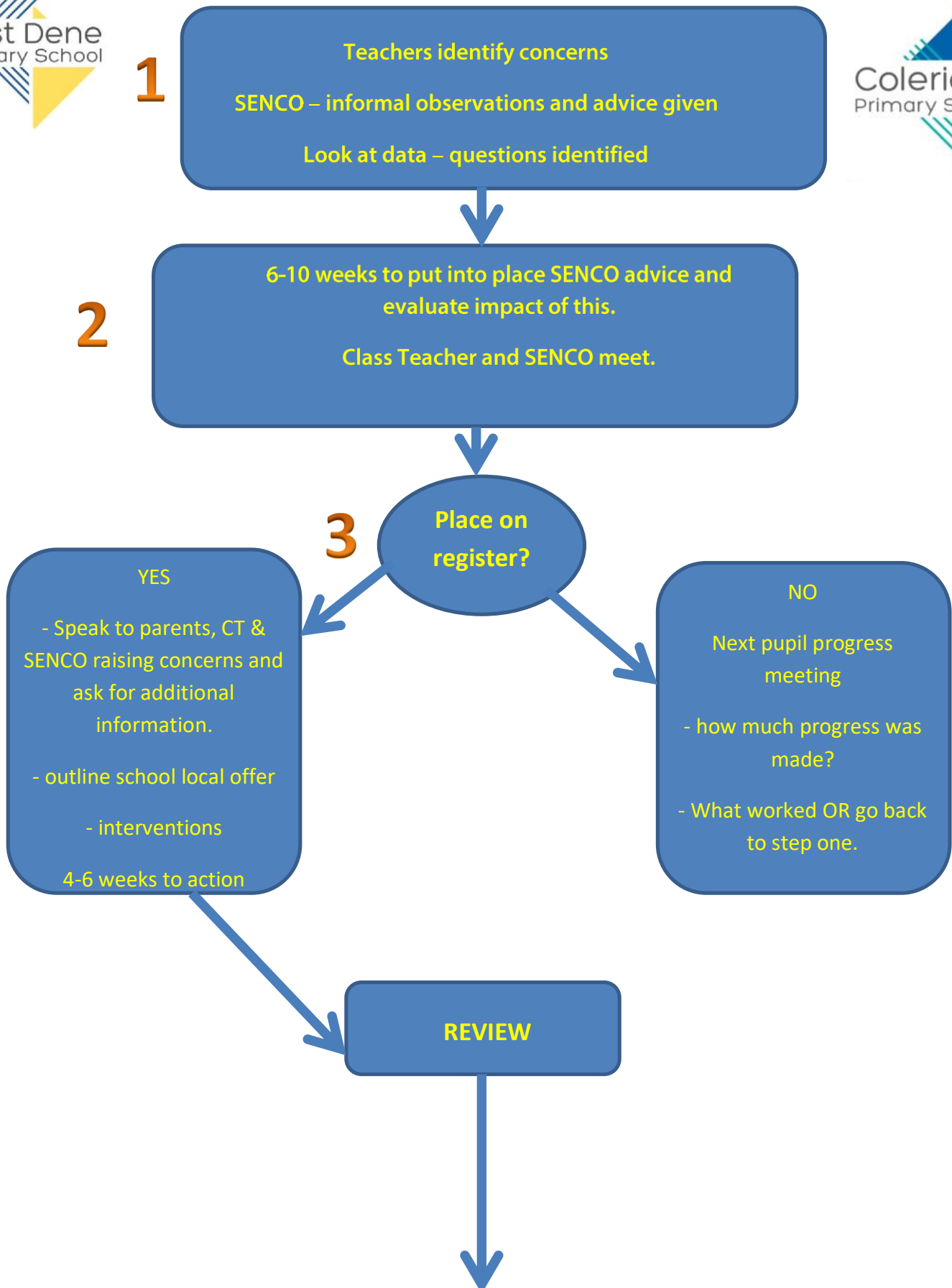
Useful links:

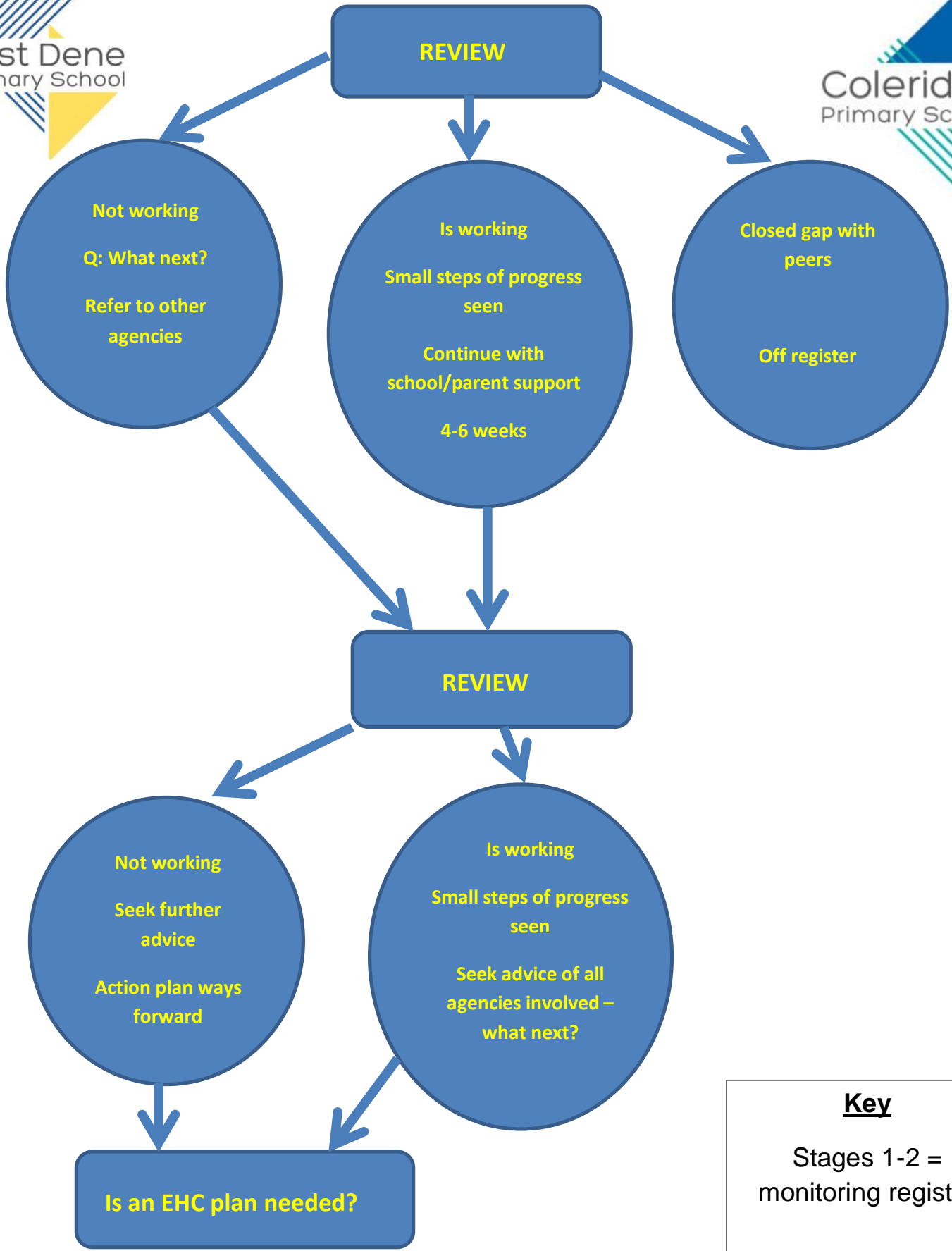
Rotherham SEND Local Offer is available at:

<http://www.rotherhamsendlocaloffer.org>

Please see the flow chart below which outlines our current identification system.

Identification of SEN





Key
Stages 1-2 = monitoring register