



Sherwell Valley Primary School Special Educational Needs and Disabilities (SEND) Local Offer – September 2017 School

Aims and Objectives

Sherwell Valley Primary School is dedicated to meeting the individual needs of each child. The Headteacher, staff and Governors of Sherwell Valley aim to work together with parents and carers to provide a broad and balanced curriculum that also meets the individual needs of our pupils. To achieve this, our children are taught within the National Curriculum and Early Years Foundation Stage frameworks so that every child is challenged and makes progress. At Sherwell Valley School we aim to secure high levels of attainment for each child. We also stress the importance of relationships, personal development and social skills alongside the learning attributes pupils need to become 'life-long learners': skills such as concentration, resilience and perseverance. Each child in our school is unique and valued and we promote the self-worth and individuality of each one by giving care, recognition, praise understanding and the opportunities to succeed. Each child is encouraged to develop his or her potential by participating fully, as far as he or she is able, in the life of the school

The aims of our school are:

- To promote equal opportunities for all children whatever their gender, background, race or abilities.
- To differentiate learning activities and resources to promote access and progression in all aspects of the curriculum.
- To identify additional needs and effect early intervention.
- To utilise additional SEN and Pupil Premium funding effectively.
- To narrow the gap between the attainment of pupils with special educational needs and non-SEN pupils.
- To ensure that children are given effective feedback, the opportunity to have their views heard and to participate in target setting and the review of their progress, eg, pupil conferencing, pupil questionnaires.
- To allocate resources which can be used flexibly to support all children's individual needs.
- To put in place programmes of work and interventions (for classes, groups or individuals) which enable all children to make progress. To help build resilience, independence and perseverance.
 - To ensure pupils' views and interests are incorporated when reviewing their progress and setting targets.
- To operate a system of assessment, record keeping and regular monitoring of each child's progress.
- To provide an inclusion staffing structure with clear lines of responsibility, including a SENCo and named SEN Governor.

- To ensure ongoing training for staff is provided, as appropriate, with monitoring of teaching and learning by the School Leadership Team.
- To find and use effective ways of informing and consulting with all parents and carers about Special Educational Needs and disability and to support those parents concerned through parents' evenings, inclusion in statement reviews and questionnaires.
- To devise and maintain effective lines of communication between all involved: staff, parents, carers, governors and outside agencies

Meeting Individual Needs

At Sherwell Valley we strongly believe in inclusion so that pupils with Special Educational Needs or disability are taught alongside their peers. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and disabilities within each class. Teaching is adapted in many ways to suit the varying needs of individuals and groups within the class e.g. changing resources, varying the pace of teaching, using additional adult support, breaking the learning objectives into achievable steps, using Computing and other technology. We recognise that there are some children who may need extra support in order to make expected progress e.g. small group intervention work, additional adult support from teaching assistants or pastoral support staff, 1:1 tuition or specialised equipment to achieve their potential. We have developed and continue to build a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.

Access

Our school building is accessible to those with physical disabilities including wheelchair access in all parts of the school. There are ramps and stair lifts where needed and accessible toilets.

Provision for pupils with disabilities and additional educational needs

At Sherwell Valley we look at the educational needs of pupils with disabilities and in consultation with the family and other agencies involved, develop an individualised plan for providing care and education which will allow for the child to achieve their full potential. Where appropriate, this will include a personalised curriculum tailored to individual needs as well as ongoing professional development opportunities for staff.

Assessment and Monitoring

Each term, assistant heads, class teachers, support staff, parents and the Senco discuss attainment and provision for each pupil identified as having a Special Educational Need. Targets are recorded and monitored and for most pupils, this cycle of assessment and provision is effective in meeting their needs to ensure good progress. Where progress and attainment continues to be lower than expected despite targeted intervention and support, the school may draw on support from outreach and/or health professionals or request advice from an educational psychologist. Funding Provision for meeting the needs of pupils with special educational needs is funded by the school's SEN budget. In addition, some pupils access Pupil Premium funding. Pupils with complex special educational needs who have an Education Health and Care plan (EHC plan), previously a Statement of Special Educational Needs, have a personal budget monitored by the Local Authority for additional support to meet identified needs. The Inclusion budget is monitored by the Headteacher, Governors and Sendco and resources are allocated according to need.

Staff Expertise

Our teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Visual impairment
- Specific medical conditions including asthma, eczema, ADHD, diabetes, allergies
- Autistic Spectrum Condition including Aspergers
- Speech, language and communication needs
- Specific learning difficulties including dyslexia and dyspraxia
- Emotional difficulties including attachment disorder, loss and separation
- Developmental disorders e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders eg Down's Syndrome
- Specialised feeding e.g. gastric feeding
- Physiotherapy and occupational therapy

Facilities and support include:

- Designated areas for 1:1 or small group support
- THRIVE approach to support emotional and social development
- Support for loss and bereavement
- Staff trained in Makaton signing
- Support for speech and language difficulties
- Close liaison with speech and language therapist
- Regular support from educational psychologist
- Access to outreach support from Combe Pafford, Mayfield and Chestnut specialist provisions
- iPads and access technology
- Range of literacy and maths interventions
- First Aid trained staff
- Advice and support from School Nurse
- Outdoor Learning facilities
- Access to wide range of extra-curricular activities including residential visits
- Transition arrangements, planning and support

Who to contact at Sherwell Valley Primary School regarding Special Educational Needs:

If your child has a disability or Special Educational Need and you would like more information please contact us on 01803 613296. Alternatively, visit the school website: www.sherwell-valley-primary.torbay.sch.uk or email: admin@svps1.com

Useful websites:

Torbay Council

www.torbay.gov.uk/sen

National Parent Partnership Network

www.parentpartnership.org.uk

National Autistic Society

www.autism.org.uk

Department for Education

www.gov.uk/children-with-special-educational-needs/overview

Parenting UK

www.parentinguk.org/