



'It's awesome at Ayresome'

AYRESOME PRIMARY SCHOOL

SEND Local Offer

Ayresome Primary School

Our Local Offer

How does the school identify children with special educational needs?

Ayresome Primary School uses a range of sources of information to identify a potential special educational need including:

- Teachers' assessment and experience of the child.
- Pupil progress, attainment and behaviour.
- The child's development in comparison with their peers.
- The views and experiences of parents
- The child's own views.
- Advice from external support services e.g. Speech and Language Therapy, Visual /Hearing Impairment services.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Plan any additional support your child may receive.

- Discuss with you any referrals to outside professionals to support your child's learning.

Specialist School Provision:

- Sycamore (Multisensory kinaesthetic literacy and numeracy support)
- Speech and Language Therapists / Hearing Impairment Peripatetic Teacher/ Visual Impairment Peripatetic Teacher
- Social, Emotional and Mental Health support

Who in school will support my child and how will this be monitored?

All children are taught a broad and balanced curriculum through quality first teaching. Where children require extra support, resources or extension materials this will be provided wherever possible. All teachers at Ayresome are responsible for the teaching, monitoring and evaluating children with SEND. This is the first principle of the Code of Practice 2014.

In class, provision will be provided by the class teacher through:

- Careful grouping and planning which takes into account the specific learning pathways of all children;
- Strategic help, with the teacher targeting tasks for pupils who need more input and guidance;
- Work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources;
- Arranging additional small group or 1:1 intervention work to target a specific area of need through cohort tracking sheets and intervention mapping;
- Monitoring and evaluating the effectiveness of the provision for all pupils and adjusting accordingly;
- Creating a SEN Support Plan for the pupil which sets achievable targets and details strategies and support in place for progress to be made towards achieving them.

The Assistant Headteachers for Inclusion, Miss Blount and Mrs Burdis, lead a team of three SENDCo's who oversee the overall monitoring and evaluation systems in place for progress and provision for all pupils on the SEND register. The SENDCo's all specialise in particular areas:

- Mrs Neil (SENDCo) Nursery and Reception
- Mrs Barker (SENDCo) Years 1, 2 and 3
- Miss Ogden (SENDCo) Year 4, 5 and 6

They provide children who are registered as requiring SEND support, in line with the SEND code of practice, will have termly planning and evaluation

meetings to oversee the plan, monitor progress and evaluate any interventions.

Where appropriate, referrals will be made, with parent/carer consent to external agencies or specialist provision for additional assessment or support. Parents/carers are fully informed of any assessment requirements including outcomes or programmes of support that are put in place. Strategies to support their child's needs at home will also be shared and supported in school.

These agencies can include:

- Educational Psychologist
- Speech and Language
- The Cleveland Unit
- Occupational Therapist
- Physiotherapy
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Behavioural Support
- Holmwood School
- Priorywoods Special School
- Visual Impairment Service
- Hearing Impairment Services
- River Tees Multi Academy Trust (RTMAT)

How are decisions made about the type and amount of provision a young person will need?

The class teacher working with the SENDCo, will identify the differentiation or provision that children require. Some children may receive short term interventions, some may require longer periods of support and support may be within a small group or offered on an individual basis. The progress made by each child is tracked carefully by the teacher, SENDCo and other senior leaders. The class teacher will keep parents informed as to the impact of targeted provision.

Specific group work delivered in a smaller group of children.

This group, often called intervention groups by schools, may be

- Run in the classroom or in a small group room.
- Run by a teacher or a teaching assistant who has had training to run these groups.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist provision delivered by outside agencies

Individual support for your child in school or at another location

- Outside agencies such as Hearing Impaired Service and Speech and Language Therapy.
- Attendance at a Support Unit e.g. Overfields Speech and Language Unit or another agency e.g. Child and Adolescence Mental Health Service (CAMHS.)

Specified Individual support

Substantial, targeted support for your child in school usually provided via High Needs Funding.

Curriculum

Our curriculum structure is directed by the government and the National Curriculum 2014, although our curriculum is designed to meet the needs of all our children and reflect the unique character of our school.

Differentiation is the responsibility of all teachers. Informed by the data and information on each student, teachers plan for and deliver different styles of teaching to meet individual needs using a range of strategies.

Accessibility

How accessible is the school environment?

As Ayresome Primary School is located in a Victorian building, there are a number of stairs involved in accessing the upper floors. The ground floor and surrounding play areas are accessible to all with ramp access.

Disabled toilet facilities are available throughout the ground floor.

We ensure that equipment used is accessible to all children regardless of their needs.

Overall Wellbeing

Social, emotional wellbeing

- Class teachers and other adults working within year group teams provide daily, ongoing pastoral support. Developing the whole child is strongly embedded within our curriculum and ethos.
- All pupils belong to one of the three phases. Each phase is led by an Assistant Head Teacher and supported by a team of teaching and support staff.
 - Phase 1 : Early Years Foundation Stage - Pippins, Seedlings, Saplings and Reception
Led by Mrs Cooper
 - Phase 2: Year 1 and 2
Led by Miss Blount
 - Phase 3 : Year 3, 4, 5 and 6
Led by Miss Lavelle and Mrs Burdis

- Pupils identified with specific social or emotional needs can be targeted for 1:1 or small group support by the SEMH Teaching Assistants.
- Pupil voice begins in the classrooms and children can contribute their views through this forum and the School Parliament.
- Members of the Inclusion team support children, and their families, who are having difficult times or have medical reasons for not being able to attend school.
- An Attendance Officer, working closely with the Inclusion Team, monitors daily attendance and addresses with parents any concerns or issues.

Medical

- When necessary and in agreement with parents, staff can administer medicines within school. Careful monitoring systems are in place to do so effectively and safeguard both pupils and staff.
- For children with specific medical requirements, a Health Care Plan and Risk Assessment will be written in conjunction with the parents to ensure the specific needs of the pupil are met effectively.
- We have a wide range of staff who are first aid trained and this is regularly updated.
- High quality training is undertaken by all relevant staff to ensure that children with specific needs are safeguarded. Training such as Epipen use is delivered by an appropriate professional and agreed systems and policies are shared with all staff.
- Administration of Medication Policy and Intimate Care Policy has been implemented.

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

Ayresome has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Within our school, we can provide some specialist services or we can organise outside agencies if deemed appropriate.

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- School Nurse
- Children's Social Care/Early Help Team
- Educational Psychologist
- Speech and Language Therapy
- Visually/Hearing Impaired Service

- CAMHS
- Paediatric Physiotherapy
- Paediatric Occupational Therapy
- Children's Services
- Cleveland Unit
- Beverley School for Autism
- Priory Woods Special School
- Holmwood School

Staff Training

What training have the staff supporting children with SEND had?

All staff have received safeguarding training. Staff designated as first aiders have received first aid training including CPR, the use of epi-pens, dealing with diabetes, epilepsy and the use of inhalers. Different members of staff have received training related to SEND.

These have included training on:

How to support children with dyslexia.

How to support children on the autism spectrum.

How to support children with social and emotional needs.

How to support children with speech and language difficulties.

How to support children with hearing impairment.

How to support children with physical and co-ordination needs.

Activities outside of school

At our school, we have a range of extra-curricular activities which all children are welcome to and encouraged to participate in. Any specific needs can be discussed with the member of staff leading the activity. For further details, please speak to your child's class teacher or Extended School Coordinator, Mrs White.

All children have access to educational visits throughout the year to enrich our broad and balanced curriculum. Risk assessments are carried out by key members of staff prior to the visit and discussed with the school's Educational Visits Coordinator, Miss Lavelle, before being logged on EVOLVE. The specific needs of any child will be discussed with parents to ensure their full access and enjoyment of any educational visit. The safety of pupils and staff is paramount and will be considered prior to any educational visit or extra-curricular activity.

Transition

At Ayresome we understand the importance of smooth transitions and have a number of systems in place as children move through our school:

- On-going dialogue between class teachers and support staff.
- Regular meetings with parents to ensure that they are fully informed at each stage of your child's progress through school.
- Dedicated transition meetings between current and next class teachers to ensure key information regarding pupils is communicated effectively.
- Where appropriate, transition meetings with parents, current and new class teachers can be arranged. The SENDCo or appropriate member of the inclusion team can also attend this meeting if necessary.
- In the summer term, the pupil's current SEND support plan is reviewed. The current class teachers meet with new class teachers to finalise new targets and arrange support and provision for the following year to ensure a smooth transition into the next year group in terms of progress and well-being.
- Transition procedures support the familiarisation of pupils with their new class, staff and area of school.

Y6 Transition to Secondary School

- For all children, transition meetings are held with staff from the new secondary school and relevant pupils.
- Transition days provide the opportunity for pupils to experience their new school and familiarise themselves with the staff and surroundings
- We develop close links with our secondary schools and ensure clear communication regarding the transition of pupils.

For children with SEND

- Additional visits can be organised via the SENDCo or Y6 class teacher.

- Transition meetings with the Ayresome SENDCo, Secondary SENDCo, Y6 teacher, parents and pupils are held to discuss the child's individual needs and provision.
- A transition file is passed onto the receiving school detailing key information e.g. the child's SEN support plan, any additional assessment information, key findings from reports from external agencies etc.

New Arrivals

- Parents attend an admissions meeting prior to starting at Ayresome so that as much information as possible can be shared with the school and assist the child with settling in.
- Pupils are encouraged to visit their new school prior to starting to familiarise themselves with the surroundings and meet new staff.
- Close liaison takes place between our school and the child's previous school. This may include speaking with their class teacher, and SENDCo regarding their achievement, progress, well-being and current support.
- Class teachers will be readily available to support new pupils and parents to ensure smooth transition and will employ strategies such as the 'buddy system' to help newcomers settle into school routines.

If you would like to discuss a concern relating to a Special Educational Need, disability or medical need, please contact the school office to make an appointment to speak with Mrs Burdis, Miss Ogden, Mrs Barker or Mrs Neil.