

Germander Park School

Meeting the needs of pupils with special educational needs and disabilities – Germander Park offer

There are times when some children need additional support during their school life. Germander Park is an inclusive school, we work hard to ensure that support is given when required. Support may be given for a variety of reasons including Physical Disabilities, Communication and Interaction needs, Social, Emotional and Mental health or Cognition and Learning.

We endeavour to identify promptly a child's particular needs and respond appropriately to enable them to make progress alongside their peers.

A systematic approach is essential within school with processes in place to ensure support and continuity of provision and effective communication with parents. The Government's 'SEND Code of Practice (2014)' provides the framework for these processes.

Germander Park School currently support children who have SEND needs in a variety of ways. Each is designed to ensure the child receives the individual support required to make progress both academically, personally, socially and emotionally. We currently offer a thriving nurture style provision that is accessed for a variety of different needs, this supports across each year group. All pupils remain fully integrated into everyday life and teaching of the school however some children may be withdrawn for specialist intervention dependent on need.

At Germander Park School children are identified as having SEN through a variety of ways including:

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCO
- Concerns raised due to social, emotional or mental health problems
- Concerns raised through data analysis
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis

How do Germander Park know if children need extra help?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and mental health needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, if appropriate additional support will be put into place to provide enhanced resources, targeted small group and / or individual support to help overcome any difficulties.

The views of the pupils about their support will be given consideration at this stage.

What should a parent / carer do if they think their child may have special educational needs or a disability (SEND)?

Parents are the greatest source of knowledge regarding their own child, they are aware of particular strengths, skills, interests, anxieties and difficulties. Parents are encouraged to discuss any concerns with their class teacher first. The class teacher will refer to the SENCO as required. If parents remained concerned after speaking with the class teacher they are also welcome to contact the SENCO directly.

Please initially contact the class teacher

<p>Class teacher</p>	<p>He / She is responsible for:</p> <ul style="list-style-type: none"> ➤ Adapting and refining the curriculum to respond to the strengths and needs of all pupils. Checking on the progress of all children and identifying and planning the delivery of any additional support (it may not be the class teacher delivering this support but he / she will oversee the work). ➤ Contributing to devising personalised learning plans to priorities and focus on the next steps required for children to improve their learning. ➤ Applying Germander Park's SEND policy. <p>If you have concerns or are worried about your child you should speak to your child's class teacher first. You may then be directed to the SENCO.</p>
<p>Special Educational Needs Coordinator (SENCO)</p> <p>Mrs Sarah Ray holds the National Award for Special Educational Needs Co-Ordination</p> <p>Miss Claire Williams holds the National Award for Special Educational Needs Co-Ordination</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> ➤ Coordinating provision for children with SEND and developing Germander Park's SEND policy. ➤ Ensuring that parents are: <ul style="list-style-type: none"> • Involved in supporting their child's learning and access to the curriculum.

	<ul style="list-style-type: none"> • Kept informed about the range and level of support offered to their child. • Included in reviewing how their child is doing. • Consulted about planning successful movement transition to a new class or school. <ul style="list-style-type: none"> ➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties. ➤ Providing specialist advice and facilitating training to ensure that all staff are skilled in confident about meeting a range of needs.
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How will Germander Park support a child who has been identified as having special education needs or a disability?

<ul style="list-style-type: none"> ➤ In all year groups children will have access to learning and the curriculum through individual plans tailored to the child's need or through access to learning support staff. ➤ Regular intervention programmes are available in all classes to support children to make progress with their learning. ➤ Class teachers organise and plan for intervention with support from the SENCO or outside agencies as required. ➤ A nurture style classroom with a high level of specialist adult support is available; some children will access this for the majority of their education while some children access this for parts of the school day or for a short period of time. ➤ The nurture style classroom allows children to access a personalised curriculum which is tailored to meet their individual needs. <p>Strategies and programmes to support Speech and Language.</p> <ul style="list-style-type: none"> ➤ Speech and Language Therapist advice is implemented by teaching staff. ➤ Speech therapy individual or group work can be delivered by support staff following speech therapist advice. ➤ Programmes such as LIPS (Language intervention programme), ELKAN, Talk Boost and Talking Partners
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Strategies to support and develop literacy

- Small group intervention programmes to support reading and writing
- Better Reads
- Opportunities for over learning
- Additional reading support from support staff
- TEECH tasks

Strategies to support and develop numeracy

- Small group intervention programme to fill gaps and consolidate learning
- Opportunities for over learning
- Additional teacher support
- Numicon

Strategies to support and develop independent learning

- Mentoring by peers, support staff or teaching staff
- Visual timetables for class & individuals
- Learning intentions clearly displayed
- Success criteria used in all lessons
- Feedback marking used
- TEECH tasks
- Zones of Regulation

Strategies to support and modify Social, Emotional and Mental Health issues

- Restorative principles used as set out in Germander Park behaviour policy
- Advice from Social, Emotional and Mental Health team
- Mentoring and guidance from a Teaching assistant
- A zero tolerance policy to bullying as set out in the Germander Park Behaviour policy

Support and supervision at unstructured times of the day including personal care

- Trained staff supervising during break time
- Access to structures activities overseen by an adult indoors or outdoors as appropriate during lunch times and playtimes
- Trained medical staff available all day

Planning, assessment, evaluation and next steps are always agreed through

- Regular reviews with parents and gaining the views of the pupils
- Where applicable an Education Health care plan
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear support plans for pupils who have needs but don't have specific targets from other agencies

- All lessons and homework differentiated to take account of individual needs
- Provision map available in school showing all the provision in each year group
- One page profiles written in conjunction with parents, carers with input from children as appropriate

How will the curriculum be matched to the child who has special educational needs or a disability?

Quality first teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

A nurture style classroom provision is available, staffed by the SENCO and specialist Teaching Assistants. There is a high level of adult support; the room may be accessed for some children for the majority of their learning while others may join for a session each day or a fixed period of time such as a ½ term. The curriculum is tailored to fit each individual's needs and personalised targets.

How will Germander Park and the parent know how well the child is doing and how will Germander Park help the parents to support their child's learning?

Additional support is documented in a provision map. In consultation with the SENCO and parents, short term targets are agreed which priorities key areas of learning to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support plans. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases support from a teaching assistant may be allocated. This support is deployed to ensure that children can engage in lessons and wider school activities and to facilitate independent learning to support transition to Junior school.

Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If a child is continuing to have significant difficulties, further external expertise may be requested.

Tests and examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe, a reader or a word processor. The SENCO will inform parents about eligibility and applications for these arrangements. Only tests and assessors authorised by Germander Park and recognised by JCQ (Joint Council for Qualifications) can be accepted for access arrangements for public examinations.

Parental involvement

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through;

- Parents evening discussions and review meetings
- Working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by Germander Park.
- Ensuring that their child has good attendance and punctuality.
- Ensuring their child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them – well equipped for learning.
- Attending courses, training or information events at school or outside of school. Where appropriate Germander Park will help parents find training and events.
- Attending the support groups and training sessions offered by the school

What support is offered from Germander Park to ensure the well-being of the child who has special educational needs or disabilities?

Attendance support

- Attendance will be closely monitored and discussed with parents (see school attendance policy)

Social, emotional and mental health support

- Exclusions will be used when necessary following Germander Park and National guidelines.
- Structured support during unstructured times of the day (break time, lunchtime)
- Access to the nurture classroom
- 1-1 or small group support as required
- Use of the sensory room or sensory breaks

Medical support

- Most medicines will be administered following Germander Park policy
- Where more specialist medicines or care are required this will be provided where possible. This will depend on having available and trained staff. A Health care plan will be agreed between the medical professionals, parents and school staff. Where appropriate the child's views will also be obtained.

Pastoral Support

Strategies to support the development of pupil's social skills and enhance self-esteem.

- Support from a teaching assistant
- Small group programmes
- Mentoring
- Daily or weekly celebration opportunities
- Lunch and / or after school clubs
- Circle time activities
- Restorative practices
- Zones of regulation

Mentoring activities

- Buddy systems
- Play leaders

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as to junior school.
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views
- Zones of regulation

When specialist services and expertise are available at or accessed by Germander Park

Germander Park works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Germander Park fosters liaison and communication with professionals and parents; it attends all meetings and prepares all reports.

Germander Park organises:

- Regular meetings as required
- Meetings with the SENCO – meetings can be booked through Germander Park at any time if there are any concerns
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- Communication with Medical Professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists.
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children’s Social Care
- Liaison with local Children’s Centre

<p>Parent Partnership Advice line Milton Keynes Tel: 01908 254518 Galley hill Education Centre Stony Stratford Milton Keynes MK11 1PA</p>	<p>The Parent Partnership Service offers impartial information, advice, guidance and support to the parents / carers of a child (aged 0-19) with an identified special education need, or where there is a concern that there may be a special educational need.</p>
<p>Education Professional responsible for children who are looked after; School contact: Mrs Verity Stobart</p>	<p>The Milton Keynes Virtual school oversees and monitors provision for children who are in the care of the local authority.</p>

What training are the staff having or going to have to support children with special educational needs and disabilities?

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Milton Keynes has Special School provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Literacy and Numeracy
- Speech and Language
- Nurture / Social and Emotional needs
- Autistic Spectrum Disorder lead practitioner
- Medical needs and support
- TEECH tasks
- Mental health awareness

Future training planned:

- Protective behaviours
- Speech and Language
- Processing skills
- Memory building

How will children with special educational needs and disabilities be included in activities outside the classroom including school trips?

Activities and school trips are available for all

- Risk assessments are carried out and where appropriate are discussed with parents and procedures are in place to enable, where possible, all children to participate

If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.

How accessible is Germander Park environment for children with special educational needs and disabilities?

- Wide doors are found at the main entrance to school
- One toilet is adapted for disabled use; this is near the main entrance.
- Ramped level access is available to Germander Park playground.
- Where possible and appropriate translators will be used to support parents where English is not their first language.
- All specialist equipment will be stored safely when not being used.

How will Germander Park prepare and support a child who has special educational needs or a disability to join our school and the transfer to a school for the next stage of their education?

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition.

When starting at our school with no previous school experience:

We will offer a home visit, where we can talk to the parents / carers about their child's previous learning experience i.e. child minder, pre-school, nursery, children's centre or at home with family. Where relevant and with permission we will talk to previous settings. Where possible a transition meeting will be held to which parents / carers and other professionals may be invited, this will allow discussion of information regarding special arrangements, support for the child and previous targets.

When starting at Germander Park having attended another school:

We will hold a meeting for parents / carers and the child to talk about the child's previous school. The previous school will send us any educational records including special arrangements, previous support and targets.

When moving to another school:

Moving from year 2 to 3

The SENCO and class teacher will attend a transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new school and / or additional visits from the new school to see the child in their current setting.

We will ensure that all records are passed on as soon as possible.

Germander Park may put a passport in place to support the transition process. There may be additional activities and visits to aid transition.

When moving classes in school:

An information sharing meeting will take place with the new teacher.

Opportunities to visit the new class and teacher will be provided where possible.

How are Germander Park's resources allocated and matched to the child's special educational needs and disabilities?

Currently mainstream schools have funding delegated to their budgets for special educational needs.

Mainstream schools contribute up to the first £6000 (approx. 13 ¼ hours of TA support) for each pupil on the SEN stage of the Code of Practice. Top-up funding can be provided for children whose high needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place using their delegation resources. This will be evident from Germander Park provision management, pupils' achievement of targets and progress. Funding will relate to the severity of need. There may be changes to these arrangements following the new Code of Practice.

Germander Park SEND budget is used to provide additional support or resources to support the needs of children.

This can be

- Providing specialist equipment to support a need e.g. a writing slope or exercise books using buff of cream paper to reduce glare of visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Providing a Teaching Assistant to support small group learning
- Providing Nurture style provision

Who can a parent / carer contact for further information at school?

Please initially contact the class teacher or SENCO. If you need further help you can contact

Head Teacher

Mrs Verity Stobart

She is responsible for:

- The day to day management of all aspects of Germander Park including the provision made for pupils with SEND.

SEN Governor

Mrs Lisa Lever

for

He / She is responsible

- Supporting Germander Park to evaluate and develop quality and impact of provision for pupils with SEND across Germander Park.

School governing board

have a legal duty to

- Ensure that all pupils with special educational needs or disabilities are appropriately catered for
- Be involved in the regular review of Germander Park SEN policy
- Ensure that the SEN Code of Practice is followed.

Parent Partnership can be contacted at 01908 254518

Milton Keynes Local Authority special educational needs offer can be found at <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>