



## Mainstream Schools' Local Offer

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

Please give a very brief description of your school, eg. size, location, ethos, any mission statements etc.

**The Coombes Church of England Primary & Nursery School** is set in rural Arborfield, Berks surrounded by internationally renowned grounds. It has a roll of roughly 600 children, including the nursery of 47 children.

### **Our Mission Statement**

**"We have our children at heart and in mind".**

We provide an education based on Christian principles and we aim to develop **spiritual awareness** and **growth** in the children and the adult group.

Our children become confident, independent learners. They are responsive to challenge and change and we have very high expectations of them.

### **Our Ethos**

Our guiding principle is that **WE CARE FOR EACH OTHER.**

We welcome children and adults from all faiths (and of no faith), all ethnic groups and all cultures into our school family. We value and respect difference.

Across all key stages, our teaching is child centred, multi-sensory, active and co-operative. We are a creative school.

We foster the spiritual, intellectual, physical, artistic, musical, social, emotional and moral development of children and adults in our school community.

We continue to develop our outdoor environment as our largest classroom. Our school grounds and how we use them to support teaching and learning are well known. We are committed to the study of and support for the intricate living world and to a belief in the integrity of all life.

We work in close partnership with our parent group, with the children's extended families, with our governors, with our local authority, with central government and with visitors to our school.

We value and promote our links with the parishes of Arborfield, Newland and Barkham and with the local, national and international community. We are a community school.

We do all that we can to promote equal opportunities for everyone. This is a school that is committed to the principles of inclusion.

## **1. Identification of Special Educational Needs and Disabilities (SEND)**

### **1.1 How does the school identify children/young people with special educational needs and disabilities?**

As a school, we feel that the needs of the whole child should be addressed. Therefore early identification of difficulties in learning, social, emotional and behavioural issues as well as communication and physical difficulties are assessed. This can be done in many ways:

- By parents themselves
- By class teacher
- Screeners e.g. dyslexia, reading, spelling, Progress in Maths
- By the Senior Leadership Team (SLT) and the Special Educational Needs Coordinator (SENCO)
- Experiences shared from previous schools and settings

The next steps would be for all those concerned to have a meeting to discuss the child's needs.

### **1.2 What should I do if I think my child has SEND?**

- The first contact should be the class teacher who may give advice or contact the SENCO
- If pre-school child, contact school to arrange a meeting with SENCO and Head

## **2. 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?**

Class teacher with SENCO

### **2.2 How will I be informed / consulted about the ways in which my child is being supported?**

The class teacher will be the first point of contact for the parent and the SENCO will be involved if necessary and via:

- Parents evenings
- Annual reports
- Annual reviews if child has a statement of educational need/EHC Plan

- Meetings as needed with class teacher or SENCO
- If a child has SEN Support they will either have a School SEN Support Plan or an SEN Profile – depending on the complexities of their needs

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

The long term aim ideally would be for every child to be as independent as possible.

- SEN Support plan that includes an Individual Provision Plan (IPP) or SEN Profile Form that includes provisions and their impact.
- Visual timetables
- Planners
- Small group inputs or individual support to recap key learning points

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

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.

### 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?

As a school we use varied teaching strategies to meet the needs of our children, including differentiated activities. We also use the outdoor environment as a classroom to help those where a more kinaesthetic approach can aid learning. Other strategies used:

- For Autistic Spectrum Disorder (ASD) -
  - visual cues to aid understanding
  - Mentorship –via Learning Support Assistants (LSAs) and Pastoral Care
  - Social Skills groups via Class/Pastoral Care
  - Sensory boxes in the classroom
- For Hearing Impaired
  - visual strategies
  - Opportunity for staff to learn Makaton or other sign language
  - Consultation via Sensory Consortium/NHS

- For Speech and Language
  - Visual cues, software to aid understanding (Symbol Writer)
  - Vocabulary given prior to learning
  - Advice from Speech & Language Therapist
  - Opportunities for staff to learn Makaton

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

This is reviewed annually depending on the needs of the children.

At present we have LSAs within each class every morning who will work 1:1 or in small groups with children as necessary.

In the afternoons we have extra staff who work with children across the school focussing on reading, spelling, fine motor skill and gross motor skills.

Pastoral Care provide sessions on anger management, social skills, emotional literacy etc.

Some children may need to have 1:1 support full time or part time depending on their needs. Usually these children have a Statement of SEN (to be known in future as an Education, Health and Care Plan (EHCP)) or are in the process of applying for a Statement of SEN.

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 of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Catch Up (reading)	<input checked="" type="checkbox"/>	
Toe by Toe (reading)	<input checked="" type="checkbox"/>	
Power of 2 (maths)	<input checked="" type="checkbox"/>	
Plus 1 (maths)	<input checked="" type="checkbox"/>	
Snap on (Maths)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Early Learning Strategy & Additional Learning Strategy (Literacy Support)		<input checked="" type="checkbox"/>
Reading Packs Precision Teaching	<input checked="" type="checkbox"/>	
Spelling Packs Precision Teaching	<input checked="" type="checkbox"/>	
The Lifeboat (read & spell scheme for dyslexic children)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotional Literacy	<input checked="" type="checkbox"/>	
Circle of Friends (social skills)		<input checked="" type="checkbox"/>
Anger Management	<input checked="" type="checkbox"/>	
Smooth Moves (Fine Motor Development)		<input checked="" type="checkbox"/>
Smooth Moves (Gross Motor Development)		<input checked="" type="checkbox"/>

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

- Triangular pencils
- Pencil grips
- Therapy putty
- Reading rulers (coloured strips)
- Varying colour background exercise books
- Large calculators
- Wedged cushions
- Sloping desks
- Makaton software
- Specialist reading schemes (phonic based for older readers)
- Reading books adapted for dyslexics
- Sensory boxes

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

Based on normal classroom practice and evidence gathering some children are able to have scribes, readers, transcribes and extra time during tasks set and exams. Also enlarged print and modified papers can be provided and quiet areas when necessary.

## 3. My child's progress

### 3.1 How will the school monitor my child's progress and how will I be involved in this?

- All children will be given an assessment grade per term
- Parents will be informed via review meetings or consultation with the class teacher or SENCo.
- Standardised tests that give standardised scores and comparative ages

### 3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

See above

- SEN Profiles and School SEN Support Plans are regularly reviewed and updated based on everyday observations from school staff, as well as from advice from outside agencies and parents.

### 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?

- Review meetings for children who are on the SEN register termly.
- Annual reviews if the child has a statement of education need or EHC Plan
- Teachers are happy to arrange meetings to discuss issues

### 3.4 What arrangements does the school have for regular home to school contact?

B Norford version 2 updated Sept 2015

- Teachers are always happy to arrange a meeting to discuss issues with regarding a child.
- If it is felt to be useful, home school link books can be used

### 3.5 How can I help support my child's learning?

Speak to the teacher first and then to the SENCO if required.

### 3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

- Parenting Courses offered occasionally via outside agencies
- The school runs curriculum evenings for specific subjects

### 3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Via 'Have your say booklets' for children with a Statement of SEN/EHC Plan
- 1:1 discussions about progress and targets set

### 3.8 What accredited and non accredited courses do you offer for young people with SEND?

Not applicable

### 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?

Monitoring of provision is usually done termly via the data given at each Teacher Assessment deadline. The SENCo will evaluate progress and impact of interventions and will discuss the provision and next steps with each school team/class teacher. A discussion through a review meeting with parents and talking to the children about their progress, contribute towards the decision making on planning provision for the future.

## **4. 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?

The class teacher is the person who will promote emotional and social development of all children (including children with SEND). Any additional provision will be referred to our pastoral care worker.

A Pastoral Care Worker is employed full time by the school to meet children's need on either an ad hoc basis or pre-planned sessions to either mentor individually or in a small group situations.

### 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 exclusion?

Various strategies are used:

- Class teacher delivering Personal, Social and Health Education (PSHE)
- Pastoral Care delivering mentoring
- LSA for support with classroom expectations
- Outside Agency – Behaviour Support Team (Foundry College)
- Behaviour Support Plans
- Safe areas provided

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

- First Aid
- Staff will take on any training as needed to support medical needs of any child
- All staff have epi-pen training
- Staff who are working with diabetic children

4.4 How does the school manage the administration of medicines?

- Specifically trained adults according to individual needs of children
- First aiders
- See *Managing medicines in School Policy*

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

- Disabled toilet / wet room
- 1:1 support with personal care or during snack and meal times if required
- See *Safeguarding Policy- Appendix 5 Supporting Personal Development*

## **5. Specialist services and expertise available at or accessed by the school**

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

- We use all of the above support services for specific children plus
- Family support workers
  - CAMHS
  - Occupational Therapists
  - Speech and Language Therapists
  - Behaviour Support Team
  - Educational Psychologist

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

- Speak to SENCO who will advise next steps and make referrals as necessary

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

- In school staff follow programmes provided by these services
- Specialists come in to support from time to time depending on each child's needs- the child needs a statement/EHC plan in order for them to visit.

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?

- Children with statements/EHC plan can be referred directly from school through a single point entry.
- Children without a statement/EHC plan can be referred via the doctor for OT referrals and via the school for Speech and Language referrals.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- School has access to children's social care services if required via the school's Senior Designated Person for Safeguarding.

## **6. Training of school staff in SEND**

6.1 What SEND training is provided for teachers in your school?

- Regular SEN staff meetings
- Training is provided dependent on current needs
- SENCO / Head attend training and share with staff

6.2 What SEND training is provided for teaching assistants and other staff in your school?

- Teaching Assistants and other staff are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEN. Recent courses attended include Nurture Assistants, Early Bird plus, Speech and Language Support, occupational therapy support

6.3 Do teachers have any specific qualifications in SEND?

- No specific qualifications but staff have experience in dealing with a range of SEND pupils

6.4 Do teaching assistants have any specific qualifications in SEND?

- No specific qualifications but much experience in dealing with a range of SEND pupils

## **7. 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?



- All children are included in out of school activities and trips in discussions with parents and risk assessment undertaken in line with the Local Authority guidelines. Parents may accompany their child if necessary or 1:1 support may be provided depending on the level of need.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents and school staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility.

## 8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- Both sites can be accessed by children with mobility difficulties/wheelchair users, but within both buildings, especially the Victorian area of KS2, there are steps that would need a portable ramp.
- See *Accessibility Plan*

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- Yes flooring was changed in KS1 because of its adverse effect on the visually impaired
- Take advice from outside agencies regarding adaptations in teaching areas for each child as needed

8.3 Are there accessible changing and toilet facilities?

- There are disabled toilets throughout the school and a wet room available.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- As far as possible the school is accessible to all children

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

As previously stated

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

We would use an interpreter if necessary.

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

As previously stated

## **9. 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?

- Home visits with school staff including SENCO
- Liaison with current pre-school or setting and visits to meet the child in that familiar setting
- Planned transition includes visits into school for the family
- Photos
- Transition Booklets
- Meetings with the family and specialist services involved with them
- SENCO to attend TAFs, annual reviews etc. if appropriate

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

- Additional transition visits (for both parents and child. e.g. going for story time)
- Photos of key adults and places in the new team
- Parents introduced to teachers / T.As as appropriate
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

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

As above and:

- Meeting with head of Year and SENCO of new Secondary School to discuss child's needs
- Transition programmes set up by our school in conjunction with new school as necessary. Children will meet new Year head
- Vulnerable Pupil Transition run by Secondary Schools

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

- Meet and discuss individual needs in year 5 if the child has a statement of educational need/EHC Plan via annual review if required
- Suggest new school come to visit child in current setting
- Share good practise and strategies with new school staff
- Teaching Assistant may accompany visits to new school if requested
- Vulnerable child transition programme is offered by most schools
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

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

- In discussion with parents, school will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful
- With permission reports from outside professionals will be handed over

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

Not applicable

## 10. 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?

- Class teacher
- SENCO
- Head

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

- School can contact the Family and Parenting Support team or Vulnerable Children's Education team should home schooling be needed at any time

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

- School tries to keep up to date contacts for agencies such as Reach and is always happy to help parents/carers find support groups as needed

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

- Our head teacher's door is always open to parents, especially for compliments!
- Contact SENCO or Head to deal with complaints
- See *Complaints Policy*
- We actively encourage parents to fill in OFSTED's Parent View.