

SEN & Disabilities Local Offer

Local Offer Description

The Prince of Wales School is a fully inclusive mainstream first school with a wide range of experience of successfully meeting the needs of children with significant barriers to their learning. We have a resourced provision for children with physical disabilities, mainly cerebral palsy. Our staff are trained and positive about including children with serious medical conditions, children with learning difficulties and a variety of syndromes within an inclusive mainstream environment. We have a strong SEND team with specialisms in dyslexia, movement and co-ordination issues, speech & language, social communication difficulties and Aspergers'. The school has an ethos that welcomes all learners and seeks to inspire everyone to learn.

Contact Name

Julia Bishop

Contact Telephone

01305 257120

Contact Email

j.bishop@princeofwales.dorset.sch.uk

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

In the classroom, teachers and teaching assistants will be constantly monitoring children's responses to their learning and assessing whether each child may need extra support. Each teacher will track your child's progress and review this every half-term. Using this information, we then decide whether your child needs further support. If appropriate, we will carry out more detailed assessments of your child's difficulties so we can determine which type of additional help is needed.

The first person to talk will be your child's class teacher. It is their responsibility to make sure that all children in their class are confident and secure in their learning and making the best progress possible. They will provide the appropriate level of learning activities suited to your child's needs. The class teacher is responsible for planning different activities to cater for all the ability levels in their class on a daily basis. If the class teacher has concerns about your child's progress, they will make sure they discuss this with you. They will also share their and your concerns with our SEND team of specialists which includes our SEND Leader Julia Bishop. The SEND team will consider if your child might benefit from further assessment or from one of our range of intervention strategies. You can ask to arrange to meet a member of the SEND team who will be happy to answer your questions and explain how we plan to help your child.

How will the school staff support my child?

Any child who presents a need will be able to access assessment and support if it is required.

We can provide the following types of support for your child.

It is the class teacher's responsibility to provide learning activities at different levels appropriate for all the children in the class and to use available adults to support groups during writing, reading and maths activities. It is also important that children learn to be as independent as possible from supporting adults.

Each class team is always aware of individual children with any additional need including emotional and social issues.

We aim to also have access to a trained Emotional Literacy Support Assistant who can be asked to talk with any child who may have difficult emotions to cope with, for example due to bereavement, family crisis or breakdown.

Paula Thompson is our Senior TA with responsibility for children with physical disabilities. She liaises with our physiotherapists and occupational therapists and speech and language therapists to ensure a coherent package of support. This also involves ensuring that Teaching Assistants are able to carry out therapy programmes and that your child can access all aspects of school appropriately. This includes self-care plans, toileting programmes and manual handling issues.

Any child with a physical disability is supported not only by our team of therapists, but also by a team of specially trained teaching assistants. These staff are trained to understand a range of disabilities including cerebral palsy, muscular dystrophy, spina bifida and other conditions which have an impact upon a child's access to the curriculum. They are able to carry out therapy programmes and ensure that in every lesson, a child has access to the appropriate equipment and resources. This involves provision of correct seating, standing frames, mobility aids as well as devices to enhance communication and access to the curriculum such as iPads, software, EyeGaze technology, aided communication devices

Emma Hibberd is our Senior Teaching Assistant with responsibility for children's medical needs. This involves liaising with parents about their child's medical conditions as well as ensuring all staff are fully aware and trained. She also co-ordinates our programmes of intervention for children with social / communication difficulties and our Learn to Move, Move to Learn programme for children with co-ordination problems.

1:1 tuition from a teacher. Some children may be offered after school tuition from one of our teachers. Children are offered an hourly lesson in blocks of ten weeks to overcome specific difficulties in reading, writing or maths.

We also have access to a wide range of professionals from outside the school to whom referrals can be made with the agreement of parents. These include:

Educational Psychologist
School Nurse
School Doctor

Speech and Language Therapy Service
Physiotherapy and Occupational Therapy Service
Early Intervention Team
Specialist Behaviour Support Teacher
Specially trained teachers who can assess and diagnose dyslexia, dyspraxia and dyscalculia (the SENSS service)
Outreach support from one of the county's special schools
Mental Health specialists

How will the curriculum be matched to my child's needs?

Children will be given learning activities which are appropriate to their level and ability. This will be built into the teacher's planning and will be based on the next steps that they need to achieve. The teacher will also take into account any learning needs highlighted by outside specialists such as SENSS (Special Educational Needs Support Service; any behaviour targets that need to be included and any learning environment factors that need to be considered. It is an important priority to make our classrooms easy to learn in for ALL children. This means that strategies suggested for children with SEND will often be used for all children so that everyone can be included and benefit from them.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Teachers will carry out regular monitoring and tracking of your child. There will be opportunities to discuss your child's progress at Parent Consultation sessions in the Autumn and Spring terms, and an annual report will be sent home at the end of the Summer term. Parents are always welcome to ask for more regular appointments to discuss their child's progress. These appointments can be face to face or over the phone at your convenience. If your child is benefitting from one of the interventions such as 1:1 tuition, you will be involved in following up the learning activities by having the activities explained by the member of staff. If you have any problems or concerns at any other time, teachers will be happy to make an appointment to discuss your child's progress.

If your child is on the unit roll (resourced provision) your child will have a Home School Link book in which details of each day's learning will be shared with you. You are invited to use this as a regular means of communication with staff to find out what your child is achieving each day.

What support will there be for my child's overall well-being?

Our school uses a programme for our children's Personal, Social, Emotional and Health development called Jigsaw. This aims to build children's self-esteem, self-awareness and confidence. We encourage children to be conscious of their emotions and how to express them in an appropriate way.

For those children who have difficulties in controlling their emotions or have personal and social problems we have a range of strategies to include them fully.

We are able to provide your child with support in the classroom by using behavioural strategies that are appropriate for their needs. Many of these strategies may also be used as part of the everyday class routine so that all children can benefit from them (eg. visual timetables, agreed classroom rights and responsibilities displayed in a Class Charter, visual clues and reminders about expected behaviour displayed around the classroom, opportunities for stretch breaks and Brain Gym activities, individual behavioural targets). If the difficulties persist we would then contact outside agencies to assess your child's needs and to provide further guidance and support. We keep records of incidents in a Behaviour Log and will always involve parents if we have a concern about a child's difficulties in behaviour to ensure that we are working together to provide consistency.

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

Directly funded by school/setting

The school can use some of its funding to buy time with the Special Educational Needs Specialist Services (SENSS) who can provide a full assessment to identify any specific underlying difficulties. The specialist teacher can then put together a teaching programme that the school can work on with your child.

The school also buys the services of an independent Speech and Language Therapist for assessment and additional 1:1 support.

Paid for centrally by the Local Authority but delivered in school/setting

Educational Psychologists provided and paid for by the Health Service but delivered in the school/ setting; School Nurse; School Doctor; Physiotherapy, Speech and Language Therapy and Occupational Therapy Services for our physically disabled children. Community Speech and Language Therapy Services

What training have the staff supporting children/young people with SEND had/are having?

All of our teachers have received training in supporting children with SEND as part of their teaching training and continued professional development. This knowledge and expertise is updated in staff meetings and in-service training sessions. The school may arrange for specialist professionals to provide up-dates about the latest requirements and approaches which teachers can use in their classroom teaching. Our team of teaching assistants also benefits from extensive opportunities to improve their knowledge and understanding of the range of additional needs in the school. Most recently, all staff have undertaken joint training on Speech, Language and Communication and Dyslexia.

The SEND Leader, Julia Bishop, has studied and passed the National Award for Special Educational Needs Coordination. She attends courses on issues relating to children with SEND and passes on information and advice to the rest of the staff during staff meetings, in-service training and meetings with individual teachers. She also has opportunities to visit classrooms during learning sessions to see the children in their learning environment and provide ideas and

support with activities and strategies and are able to monitor the work of staff and provide advice about appropriate strategies for individual children.

How will my child/young person be included in activities outside this classroom, including trips?

The school has experience of ensuring that all aspects of the school are fully accessible for all children. This is achieved through a genuine commitment to an inclusive philosophy. We find ways to include all children in all activities including off site trips and residential experiences and after school clubs. Older children go swimming once a week and we make sure that all children, regardless of disability are fully included in this. The school has additional facilities for children with physical disabilities such as a hydrotherapy pool, physio room, sensory room. We provide sessions from the charity Riding for the Disabled. We also make sure that our physically disabled children have access to sporting opportunities appropriate to their needs both in and out of school, including opportunities to compete with children from other schools. The school has had experience of including children who are visually and hearing impaired.

How accessible is the school environment?

Our building is fully accessible. There is an Accessibility Access Plan that is continually reviewed available via our school website. We have a physio room, disabled toilet facilities including a hoist and changing facilities, a hydrotherapy pool, soft play room and a sensory room. The classrooms are all on one level and there is space for the range of mobility equipment such as wheelchairs, standing frames, walkers. We provide additional ICT equipment as appropriate for children with specific communication needs so that they can fully demonstrate their understanding even if they have difficulties in recording in more conventional ways.

How will the school prepare and support my child/young person to join the school or the next stage of education or life?

If your child moves to another setting, we will liaise with their new setting verbally and inform them about your child's needs and provision. Parents of children with physical disabilities have the option of transfer to our local Middle School (DMS) which also has specialist funding and facilities, to their local mainstream school or to a Special School

This decision is very much in the hands of each parent/carer.

We provide advice and support to enable parents to make the decision, along with other professionals, about the most appropriate setting when their child is due to leave. We are fully aware that this is a decision that is for parents to make, not us!

We will make sure that we pass on all documentation relating to your child and inform any relevant outside agencies about the move.

When your child moves to a new school within their current school system (eg. from First to Middle School), the class teacher and the SENCO will meet with your child's future class teacher and SEND team to discuss your child's needs so that the necessary provision can be put in place. Your child will also have regular contact with the Middle School liaison contact to help them become familiar and secure with their new setting. They will have several opportunities to visit their new setting before they transfer. As part of the Dorchester Middle School Pyramid of schools, we employ a Transition Support Worker, Rowan Seymour, who is responsible for ensuring that transition is smooth for all children, but particularly those who might be vulnerable at this point.

Getting the balance right between supporting your child whilst at the same time developing their independence is a priority for us. We have a range of strategies to ensure that your child will be as independent in their learning as possible.

How are the school's resources allocated and matched to children's special educational needs?

We use all the available funding from our special unit (resourced provision) and from the funding formula we receive from the Local Authority to employ support staff, pay for training, specialist equipment and the costs of additional intervention strategies. We take our responsibility to meet the additional needs of all our children very seriously and prioritise this in our budget planning and allocation of resources.

How is the decision made about what type and how much support my child will receive?

In the classroom, your child will be provided with learning activities that are appropriate for them as part of the class teacher's planning. If the teacher feels that your child would benefit from extra support, they will discuss your child's needs with the SEND Team, who may decide to provide them with some small group intervention learning. The progress of your child will be reviewed constantly and then formally every half-term. Decisions will then be made about whether this intervention has been successful in helping your child to make progress with their learning. They may continue with this type of intervention or move to another that is more suited to their needs. If we find that this level of intervention learning is not supporting your child's needs sufficiently, we may decide to bring in an outside agency for more specialist advice. This always involves consultation with and agreement from parents. They will be able to give a more detailed and specific assessment of your child's needs which will help us to provide a more effective programme of learning for them.

How are parents involved in the school? How can I be involved?

We recognise the important role that parents/carers play in the success of the provision provided for children with SEND. We value the contribution of parents/carers and we look forward to working in partnership with you to support your child's learning. During Parent Consultation sessions, you will be given details of the targets that have been set for your child and how these are being met in school. Your child's teacher will be able to discuss these with you and suggest ways in which you could support your child's learning at home. They can also arrange for you to meet with the SEND Leader to discuss these in more detail if you wish.

We try to ensure that communication between ourselves and you as parents/carers is as honest and open as possible. We are always happy to listen to any concerns or ideas you may have as you are the experts in your own child. If there are any specific issues, we can help by pointing you in the right direction to sources of support from other individuals or organisations.