

Blackboys C.E Primary School Offer

All East Sussex maintained schools have a similar approach to meeting the needs of pupils with special educational needs or disability (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools are supported to be as inclusive as possible, with the needs of all pupils being met in a mainstream school wherever possible, where families want this to happen.

At Blackboys we work closely with all our local schools to promote inclusion and inclusive practice. This means that we make sure that all children, whatever their individual needs, are fully included in the life of the school.

We have worked in partnership with parents, carers and governors to provide this information and guidance about how we meet the needs of all pupils. This is called our School Offer.

These are some of the key questions that parents have identified for us:

How do you identify children with special educational needs (SEND)? How will I be able to raise any concerns that I might have?

We know children need help when:

- Concerns are raised by parents or carers, teachers or the child.
- Children are not making the progress they should.
- There is a change in a child's behaviour or rate of progress.

What should I do if I think my child may have special educational needs?

- Please make a note of any areas of concern and then speak to your child's class teacher. They are your first point of contact.
- Contact the Head of School, Graham Sullivan, if you feel you need further help or advice. He will in turn contact our SENDCo, Sophie Levey.

What should I do if my child already has an identified special need before starting at the school?

- If your child already has an identified special need, please let us know as soon as possible. This will mean that we can respond quickly to their needs when they join us. Please tell us about any other service already supporting your child.
- Make sure that you tell your child's current school or nursery that your child will be starting at our school. This will help establish a good transition for your child.

What will you do if you think my child has a special educational need?

- We will talk to you about your child's learning as soon as we have any concerns.
- We will monitor their progress closely and talk with you about how we can work together to support your child.

How will the school support my child?

- All teachers provide quality lessons to meet the needs of all the children in their class.
- Additional support for individual children or groups may be planned and reviewed by the class teacher or teaching assistant.
- Where necessary the class teacher will talk to the SEN team and a more personalised programme of support may be introduced. This may include support from an outside service.
- The school's Senior Leadership Team monitors the teaching and learning of all children closely.
- We will make sure you know about any extra support that your child is receiving at school.
- We know that parents and carers can provide invaluable support for their children's learning.
- We will work in partnership with you to make sure your child makes the best possible progress.
- We will track your child's progress carefully and adapt and adjust support as needed.

How is the curriculum matched to my child's needs?

- Class teachers make sure that teaching is appropriate to the needs of all children.
- Lessons are planned so that all children can learn and make progress.
- Teachers take account of the needs of all children and plan tasks and resources appropriately. Some pupils may need higher levels of differentiation (meaning different activities or approaches to learning) or higher levels of support in order to access the curriculum.
- Opportunities will be provided for children with additional needs to work in different ways (for example in mixed ability groups, similar ability groups for peer support, adult supported small groups, 1:1 support with an adult, and independently).
- The school will make all reasonable adjustments to ensure that all pupils can access the full range of opportunities within the curriculum.

How will I know how my child is doing?

- Teachers are constantly reviewing the progress that children are making.
- There are lots of opportunities to talk to staff (including your child's class teacher) about progress or any concerns that you may have.
- Class teachers are usually available at the end of the day but sometimes it may be necessary to make an appointment.
- We know that in some cases more regular communication may be needed between parents and school.
- We hold regular parent/teacher consultations and encourage all parents to attend.
- Annual reports are sent home towards the end of each school year.
- If your child needs a higher level of support to make progress we may invite you to come to school to develop a School Based Plan together. These are reviewed at least once a year.
- The school has an open door policy and a member of staff is always on hand to discuss any queries or concerns you may have.

What support will there be for my child's overall wellbeing?

- We are a Church school and our Christian ethos underpins everything we do. It is a place for pupils, families, staff and governors to learn together in a happy atmosphere of calm co-operative and mutual respect.
- We are an inclusive school and we welcome and celebrate diversity.
- We recognise that self-esteem is key to a child's emotional well-being and academic progress.
- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries, please speak to the class teacher first. If further support is needed the class teacher will speak to our SEND team.
- We support children's emotional, social and behavioural needs through our PSHE (personal, social, health, education) and SEAL (Social, Emotional aspects of learning) curriculum, nurture groups, social skills and friendship groups, Year 6 Buddies for all new reception children, Pupil Voice activities (which help children to express their feelings), whole school, class and individual behaviour rewards (pupil points and certificates) and, when needed, sanctions.
- Our Behaviour and Relationships policy is on our website and is also available in the office.
- An attendance certificate is awarded termly to all pupils who achieve 100% attendance.
- Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and several members of staff have First Aid qualifications. If your child has significant medical needs you will need to speak to the SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan, and seeking advice or training from medical specialists.

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

Currently some children and their families have support in the following areas:

- ASD (Autistic Spectrum Disorder)
- Behaviour and emotional needs
- Dyslexia
- Motor skills
- Sensory needs

We may access support from other services, for example;

- CAMHS - Child and Adolescent Mental Health Service
- Fagans - Church based support service
- Children's Integrated Therapy Service (for speech and language, occupational and physiotherapy)
- COPEs (Children's Outreach and Parents Extended Support Service)
- Early Years' Service
- Educational Psychology Service
- ESBAS (East Sussex Behaviour and Attendance Service)
- FLESS (Flexible Learning Education Support Service)

- Language and Learning Support Service
- SCSN - Service for Children with Sensory Needs
- TEALs (Traveller and English as Additional Language Service)
- Virtual School for Looked After Children

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

- All staff are kept up to date with SEND training. This includes:
 - positive handling
 - Dyslexia training
 - safe guarding
 - behaviour as communication
- Regular training is provided for all staff when needed either within school or across our local alliance of schools.
- We have a specialist Dyslexia teacher, Sophie Levey.

Will my child be included in activities outside the classroom, including school trips?

- Trips and activities are available for all children at our school.
- Risk assessments are carried out to ensure that procedures are in place so that all children can participate.
- We will make all reasonable adjustments to make sure that all children are included.
- If there is something that might make it hard for your child to be included in an activity we will discuss this with you and see how we can work together to make it possible.

How accessible is the school?

Our school was built well over 100 years ago, but recent extensive building work means that access to most of our school is good. Two of the classrooms are on the ground floor and there is an individual toilet and shower with wide door access. Our first floor classroom can be accessed by a wide staircase or a lift designed for disabled access. Access to most areas of the school, including the playground, field and sensory garden, is good.

We are working to make our school as accessible as possible.

We currently communicate with parents in direct conversation, phone, letter and email. We ask parents how they prefer us to communicate with them. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs.

How will the school prepare and support children to join the school or transfer to a new school?

We recognise that moving on can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

On first joining Blackboys:

- Reception Open Days which allow parents and their children to visit the school on a normal, school day.
- Reception taster sessions for the children.
- Reception teacher may visit children in their homes.
- New Reception parents coffee morning and/or parents' evening.
- Transition meetings with pre-school settings for some families.
- Year 6 pupils show around prospective parents on Open Days.

On moving within the school:

- 'Change Over Days' in July for each class to meet their new teacher before the new school year.
- 'All about me' books with photos of new teacher, TA, class room etc, for children who find transition a challenge.

On moving onto secondary school:

- Discussions with previous or the new school to make sure things go smoothly for your child.
- Special transition groups for some children moving on to secondary school.
- Extra visits to the school if necessary.
- Meeting with parents to ensure smooth transition.
- SENDCo to advise and support parents with any questions or filling in forms.
- Extra visits to the school from staff and Year 7 pupils from secondary schools prior to the children joining them.

On moving to another school:

- If your child is moving to another school we will contact the school and make them aware of any special arrangements or support that your child may need.

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

- We allocate our budget to meet the learning needs of our children and this will vary from year to year.
- The SEND budget is allocated each financial year. Money is used to provide additional support or resources, depending on the need of individual child and groups.
- Additional provision may be provided after discussion with class teachers, TAs, or parents, or if a concern has been raised at a Pupil Progress Meeting.
- Resources may include using extra staff.

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

- We hold regular Pupil Progress Meetings. At these meetings the progress of all children is discussed and tracked.
- If a child is not making progress as expected, we look at ways that we can help the child. This may be through inclusion groups, extra support in class or referral to an outside service.
- If your child has a School Based Plan this will be discussed with you regularly.
- Additional assessments from outside services, such as the Educational Psychology Service, Language and Learning Support or Speech and Language Therapy Service. This will inform the types of support and/or resources needed.

How do we evaluate the effectiveness of provision made for children with SEND?

- Teachers are constantly reviewing the progress that children are making and adapting and monitoring provision.
- The class teachers meet formally every term with the Senior Leadership Team to monitor the progress of all children.
- We make sure that the support that children have is making an impact on their learning.
- We analyse the progress that children make and how well they are achieving and compare this to other groups of children.
- A full analysis will be made available annually at the end of the school year.

How are parents involved at the school?

- We welcome the contribution the wider community can make to our school.
- We encourage parents to attend parent's evenings twice a year, as well as any workshops we offer.
- Parents are invited to share their opinions and ideas about how things are going and how the school should move forward by completing a questionnaire. The school is always open to new ideas.
- Parent helpers are welcomed in the classroom.
- There is an active Blackboys Parent Teacher Association supporting the school by raising funds and organising events.
- Parents are invited to regular reviews for children who have School Based Plans, Education Health Care Plans or Statements.
- Sometimes we hold exhibitions of work, displays, assemblies and concerts to which parents are invited.
- Parents and carers are invited to our end of term Cup Assemblies if a child is to receive an award and to class assemblies throughout the year.
- We often invite parent helpers to support the children on school trips.
- Parents are encouraged to support the children during our regular activity weeks (such as; Art Week, Maths Week, Day of European Languages, Unicef Day for Change).

Who can I contact for further information?

- Class teachers
- Class 1 (Reception and Year 1): Miss Jessica Stevens,
- Class 2 (Year 1 and Year 2): Mrs Clare Bodfish
- Class 3 year 3 and Year 4: Mr Graham Sullivan (also Head of School)
- Class 4 Year 5 and Year 6: Mr Russell Boorman

- SENDCo Mrs Sophie Levey (at school on Fridays only)
- Assistant SENDCo Mrs Susan Page

- Executive Head teacher: Mrs Jonquil King

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, please do not hesitate to contact us.

Contact details:

Phone: 01825 890 423

Email: office@blackboys.e-sussex.sch.uk

Website: www.blackboys.e-sussex.sch.uk

The Local Authority Offer can be found on the ESCC website: www.eastsussex.gov.uk