



## Brighstone C. E. Aided Primary school Special Educational Needs and Disability Information Report



**Date of Next Review – September 2021**

<p>Brighstone Church of England Aided Primary School New Road Brighstone Isle of Wight PO30 4BB email: office@brighstoneprimary.org.uk</p>	<p><b>Website Address</b></p> <p><a href="https://www.brighstoneprimary.org.uk">https://www.brighstoneprimary.org.uk</a></p>
<p><b>Type of EY Setting/school/College</b> Mainstream Primary School</p>	
<p><b>Specialist provision on site</b> No</p>	

All Isle of Wight providers will endeavor to meet the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that every pupil, regardless of their specific needs, makes the best possible progress. Provision for pupils with a Special Educational Need/s should be provided in a mainstream setting wherever possible, if this is a family's preferred choice.

## Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has an Education Health and Care Plan, or if he/she has special needs but does not have an Educational Health Care Plan, can be found on the following links:

Admissions and SEND Assessment Teams [www.iwight.com/Residents/Schools-and-Learning/](http://www.iwight.com/Residents/Schools-and-Learning/)

### **WHO ARE THE PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH THEIR LEARNING IN OUR SCHOOL?**

		<b>Summary of Responsibilities</b>
<b>1a. Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?</b>	Class Teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"><li>• Ensuring the safety and wellbeing of all pupils in the class</li><li>• Providing high quality inclusive teaching and differentiating the curriculum to ensure access and progress for all learners</li><li>• Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities</li><li>• Being aware of the school's procedures for identification, assessment and subsequent provision for Special Educational Need and Disability (SEND) pupils</li><li>• Collaborating with the Special Educational Needs Co-coordinator( SENCO) to decide what action is required to assist SEND pupils to progress</li><li>• Effective deployment of and communication with additional adults</li><li>• Assessing and recording progress to feed into whole school data</li></ul>

		<ul style="list-style-type: none"> <li>• Reviewing individual provision maps on a termly basis in collaboration with the Special Educational Needs Co-coordinator ( SENCO)</li> <li>• Ensuring that all Special Educational Need and Disability( SEND) pupils receive the support outlined in their provision maps</li> <li>• Recording and reporting on progress to parents</li> <li>• Writing Annual Review Reports for EHCP children</li> </ul>
<b>1b. Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?</b>	Mrs Sue Boyd – Special Educational Needs Co-coordinator (SENCO)	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Overseeing the day-to-day operation of the SEND policy</li> <li>• Ensuring statutory responsibilities and duties as set out in Education Health and Care Plans are met.</li> <li>• Coordinating the provision for pupils with SEND</li> <li>• Liaising and giving advice to class teachers on providing appropriate SEND support</li> <li>• Overseeing records of pupils with SEND</li> <li>• Liaising with parents of pupils with SEND</li> <li>• Maintaining a provision map for pupils with SEND</li> <li>• Liaising with external agencies, LA support services, health, social services and voluntary bodies</li> <li>• Organising SEND training opportunities for all staff</li> <li>• Coordinating Annual Reviews</li> </ul>
<b>1c. Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?</b>	Mrs Melissa Jones – Family Liaison Officer (FLO) and Emotional Literacy Support Assistant (ELSA)	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Providing Emotional Literacy Support (ELSA) to children with an identified need</li> <li>• Promoting the wellbeing of all pupils and staff</li> <li>• Ensuring the safety of all SEND pupils</li> <li>• Liaising with families of pupils with SEND</li> <li>• Nurturing good behaviour throughout the school</li> </ul>
<b>1d. Who are the best people to talk to in the school/college about my child's/young person's</b>	Mrs Rebecca Lennon – Headteacher	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring the safety and wellbeing of all pupils</li> <li>• Making sure the curriculum offered at Brighstone Primary School is stimulating</li> </ul>

<b>difficulties with learning/ Special Educational Needs/Disabilities?</b>		<p>and accessible to all</p> <ul style="list-style-type: none"> <li>• Monitoring the quality of teaching and learning for all pupils</li> <li>• Monitoring and reporting on progress and achievement for all pupils</li> </ul>
<b>1e. Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities?</b>	Mrs Didi Nicholson – SEND Governor	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Checking that the school is complying with its legal responsibilities</li> <li>• Asking the Special Educational Needs Co-ordinator (SENCo) to report on the steps being taken to ensure compliance</li> <li>• Challenging Leaders to ensure that SEND remains high on the school's agenda</li> </ul>

**WHAT DIFFERENT TYPES OF SUPPORT ARE AVAILABLE FOR CHILDREN WITH SEND IN OUR SETTING?**

Children and young people in Brighstone Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies, the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	<b>Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
<b>2a. What are the different types of support available for children with SEND in this school?</b>	Quality First Teaching	<p>Brighstone Primary School strives to promote high quality inclusive teaching for all our children.</p> <p>Your child will have their needs met within the classroom through <b>Quality First Teaching</b>. This will include differentiated and varied activities that are aimed at your child's level of understanding and skills.</p> <p>High quality inclusive teaching can include:</p>	All children

		<ul style="list-style-type: none"> <li>• Visual cues/task planners</li> <li>• Word banks/maps/sentence starters</li> <li>• Extra reading</li> <li>• Pre- teaching and frequent revision</li> <li>• Over learning</li> <li>• Focused teaching groups</li> <li>• Sensory breaks</li> <li>• Concrete apparatus for Maths</li> <li>• Organisational checklists</li> </ul> <p>Our aim is for all children to be working independently in class, on tasks that are suitably challenging. Teachers are responsible for the learning (progress and attainment) of all of the children in their class and aim to spend time working with every child, including those with SEND, whether individually or as part of a group.</p> <p>Regular lesson observations, learning walks and book scrutinies will be carried out by the SENCo and members of the leadership team to ensure that the needs of all children are met and the quality of teaching and learning is high.</p>	
<p><b>2b. What are the different types of support available for children with SEND in this school?</b></p>	<p>Teacher Planned interventions/ evidence based interventions</p>	<p>Children highlighted as not making expected progress during our pupil progress meetings will access relevant interventions. These may be catch up/ booster sessions planned by the teacher to meet a specific area of need or make use of evidence based intervention programmes.</p> <p>Some of the evidence based interventions that we use are:</p> <ul style="list-style-type: none"> <li>• <b>Big Maths</b> - an intervention to practise key number skills and concepts</li> </ul>	<p>Any child who is highlighted as not making expected progress.</p> <p>This might include children with a specific learning difficulty such as dyslexia or dyspraxia.</p>

		<ul style="list-style-type: none"> <li>• <b>Read Write Inc.</b> is a phonics programme that teaches children to read accurately and fluently with good comprehension.</li> <li>• <b>One to one reading sessions</b> - to regularly practise decoding skills</li> <li>• <b>Nessy</b> - a computer based program designed to improve reading and spelling skills.</li> <li>• <b>Paired Reading</b> - a reading intervention to help develop a range of comprehension strands in older readers.</li> <li>• <b>LEGO Therapy</b> - children work together to build LEGO models and through this have the opportunity to develop social skills such as turn taking, collaboration and communication. It also offers a great context for team problem solving.</li> <li>• <b>Sensory Circuits</b> - a short and snappy sensory motor skills programme that helps to set children up for a school day. It enables children to reach the level of alertness needed to concentrate during lessons.</li> <li>• <b>Precision Teaching</b> - regular over-learning of key vocabulary/spelling/maths facts.</li> <li>• <b>Conversation skills</b> - a social skills programme designed to promote good listening turn taking and social skills.</li> </ul> <p>The provision is monitored and tracked by the class teacher and/or the SENCo.</p>	
<p><b>2c. What are the different types of support available for children with SEND in this school?</b></p>	<p>Identified Children Individual programme of support</p>	<p>Pupils who do not make progress despite high quality inclusive teaching and targeted support will receive a tailored programme of support to meet their individual</p>	<ul style="list-style-type: none"> <li>• Any child who needs individual support, who is identified as</li> </ul>

	<ul style="list-style-type: none"> <li>• SEN support</li> <li>• Education Health and care Plan (EHCP)</li> </ul>	<p>needs. This will be recorded on a personal provision map. The map will note a student's strengths and barriers to learning as well as strategies to use in the classroom and the interventions that they are to participate in. All children with EHCPs will also have a pupil passport detailing the lessons they enjoy and which strategies work well for them.</p> <p>These interventions might include some listed above as well as more specialised interventions:</p> <ul style="list-style-type: none"> <li>• <b>Colourful Semantics</b> - helps children to compose grammatically correct sentences using a colour coding system</li> <li>• <b>Speech and language programmes</b> - an individual programme of activities designed by speech therapists to strengthen specific language skills</li> <li>• <b>Bucket Time</b> - to promote good attention and listening</li> <li>• <b>Social stories</b> - are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.</li> <li>• <b>Visual timetable</b> - to help children to understand how their day is structured and what's going to happen next.</li> <li>• <b>Think – road safety awareness</b></li> <li>• Tailored <b>ELSA</b> (Emotional Literacy Support Assistant) sessions</li> <li>• <b>Zones of Regulation</b> - a system that helps children to regulate their own emotions and gives strategies for them to apply to return to a calm, ready to learn state</li> <li>• <b>Social skills</b> - organised playground games with</li> </ul>	<p>SEN support or is in receipt of an EHCP.</p> <ul style="list-style-type: none"> <li>• A child who experiences moderate learning difficulties</li> <li>• Speech, language and communication needs</li> <li>• Children with Autism Spectrum disorders/condition( ASD) or Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Children with Social, emotional and mental health needs</li> <li>• Children with visual Impairment, hearing impairment and physical difficulty</li> </ul>
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		<p>modelling of social skills such as turn-taking</p> <ul style="list-style-type: none"> <li>• <b>Personalised reward programme</b> - to reward good learning behaviours. These tend to have very specific targets.</li> <li>• <b>Behaviour plan</b> - to ensure all staff understand how to help a child regulate their behaviour.</li> <li>• Individual adaptations as required; for example, enlarged print or exercise books with coloured pages.</li> </ul>	
<p><b>2d. What are the different types of support available for children with SEND in this school?</b></p>	<p>All children</p> <ul style="list-style-type: none"> <li>• Social and Emotional Mental Health Needs</li> <li>• Wellbeing</li> </ul>	<p>Our school offers support for children’s emotional wellbeing and their mental health needs through, interventions undertaken by the Family Liaison Officer (FLO), who is a trained ELSA (Educational Literacy Support Assistant), Jigsaw PSHE/RSE lessons and a network of trusted adults who have a good understanding of the children in their care.</p> <p>Children who need this type of support will be discussed with the SENCo, FLO/ELSA, Headteacher and their parents/carers/guardians.</p> <p>This support may be :</p> <ul style="list-style-type: none"> <li>• 1:1 support from the FLO/ELSA or a trusted adult</li> <li>• Support for a small group experiencing similar difficulties</li> <li>• Support during Jigsaw PSHE/RSE lessons</li> <li>• Support during break times</li> <li>• Access to CAMHs (<i>Children &amp; Adolescent Mental Health Services</i>)</li> <li>• Early Help Assessment</li> <li>• Bereavement support</li> </ul>	<p>All children who have been highlighted as having an emotional, social or mental health need.</p>



<p>3. How can I let the school know I am concerned about the progress of my child in school?</p>	<p>The first point of contact should always be your child’s current class teacher. All of our teachers are happy to discuss any concerns about a child’s progress. Class teachers can be contacted via the class email or, if a message is left with the office, a convenient time can be arranged for a phone call home. Unfortunately, due to the current Covid restrictions, meetings in person cannot take place at this time.</p> <p>If any parent/carer still has concerns after having spoken to the class teacher then the SENCo, Mrs Sue Boyd, can be contacted and a virtual meeting may then be arranged between parents/carers, the class teacher and the SENCo to discuss next steps.</p>
<p>4. How will the school let me know if they have any concerns about my child?</p>	<p>Class teachers will keep you informed if they have concerns about your child via the class email system or by phone. No meetings can take place in person at the current time due to Covid.</p> <p>There are timetabled parental consultation meetings throughout the year where information on a child’s progress will be shared. A full school report will be issued at the end of the year.</p>
	<p>The class teacher will support children by planning work, pitched at their current level of understanding. As they learn a new skill they will be given the opportunity to practise and apply that skill independently. Regular assessments opportunities: formal testing, quick quizzes, targeted questioning and regular book marking, will ensure that any gaps or misconceptions are quickly picked up. Learning Support Assistants, under the direction of the class teacher, or the class teacher, can then work with a small group of children or on a 1:1 basis to fill any gaps in their understanding or to help them catch up. If appropriate, some children will access evidence based interventions to help with developing specific skills. Children in receipt of additional pupil premium funding will be prioritised for additional support/challenge.</p> <p>At half termly pupil progress meetings the class teacher, SENCo and Headteacher will review the progress of each child. Any child not making sufficient progress, despite targeted support, will be identified. At this point, if a child has an identified need, which requires additional provision, then they will be placed on our SEN register. This is called ‘SEN support’. Specialist agencies e.g. the Educational psychologist or speech and language team, may be asked for advice on how best to proceed to support a child’s needs. Each child on SEN support will have a provision map detailing classroom strategies and interventions designed to overcome their specific barriers to learning.</p> <p>Should any child still experience significant difficulty in making progress in our setting, then an assessment for an</p>

	Education, Health and Care Plan (EHCP) will be requested. Guidance from the Local Authority will be followed to help make these decisions.	
<b>6. What specialist services are available at or accessed by the EY setting/school/college?</b>	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Learning Support Assistants</li> <li>• Higher Level Teaching Assistant</li> <li>• Educational Psychology Service</li> <li>• Medina House Outreach support</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Speech and Language Training</li> <li>• Visual Impaired service</li> <li>• Hearing Impaired service</li> <li>• Educational Psychology support for EHC plans</li> </ul>
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> <li>• Speech and Language Therapy (under 5's and more complex needs )</li> <li>• School Nurse</li> <li>• Occupational Therapy</li> </ul>
<b>7. How is staff in the school supported to work with children &amp; young people with SEND?</b>  <b>a) What training have the staff supporting children with SEND had or have available?</b>	<ul style="list-style-type: none"> <li>• The school employs a part-time Special Educational Needs Coordinator (SENCo), Mrs Sue Boyd, and a Family Liaison Officer (FLO)/Emotional Literacy Support Assistant (ELSA), Mrs Melissa Jones, to support staff on any SEND matters or queries as they arise, and to source advice from outside agencies where needed.</li> <li>• The SENCo attends the SENCo network briefings on a half termly basis where up to date information concerning special educational needs is shared and discussed.</li> <li>• The SENCo is accessing the National Award for Special Needs Coordination through Winchester University.</li> <li>• The FLO has attended training on : ELSA ;Level 2 Safeguarding; Level 3 Safeguarding – DSL; Mental ;Health At Work; GDP; Reducing Parental Conflict; Awareness of child abuse and neglect - Foundation and core; NCFE Cache Level 2 certificate in Understanding Behaviour That Challenges; Introduction to counselling - IW College - 6 week course; Emotion Coaching for children; Anxiety Course – CCAMHS; Resilience Course – CCAMHS; Self Harm Course - CCAMHS</li> </ul> <p>She is currently doing the following online courses; Level 3 Child Psychology Diploma - in progress; Mindfulness Diploma - in progress; Level 2,3&amp;4 in SEND; Place2Be Mental Health Champions in schools -</p> <ul style="list-style-type: none"> <li>• Mrs Hannah Brear is our trained ELKLAN member of staff. This is a widely recognised Speech, Language and Communication accreditation.</li> <li>• All staff access training courses commissioned from the Educational Psychologist service and the Speech and</li> </ul>	

	<p>Language service to support the needs of the school and to develop their own careers. Training has most recently included sessions on attachment disorder, vocabulary building, anxiety, Colourful Semantics and Precision teaching.</p> <ul style="list-style-type: none"> <li>• We access the Local Authority training package, the Hampshire Learning Zone and The National College.</li> <li>• Within the school, there is a culture of sharing good practice. In-house training is given to share expertise and to disseminate new skills gained from training courses to ensure all staff are able to effectively support the children. Our EKLAN trained member of staff has completed some in houses training this term on Lego Therapy.</li> <li>• Learning Support Assistants (LSAs) receive coaching from the speech and language team on programmes for individual children, including Blank level questioning and PORIC.</li> </ul>
<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a) How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> <li>• Learning activities within class are planned and differentiated, so that all children are able to access learning according to their specific needs.</li> <li>• The curriculum will be matched to suit the needs of every child and will be fully inclusive so that children achieve and enjoy their learning.</li> <li>• The class teacher, in conjunction with the SENCo, will discuss a child's needs and what support will be most appropriate to move past existing barriers to learning.</li> <li>• Children with SEND will have access to the appropriate resources required in order for them to make progress e.g. visual aids and concrete apparatus. If any specialist equipment is recommended by specialist teachers the school will endeavour to source it.</li> <li>• The class teacher, SENCo and senior leadership team will monitor data to check progress</li> <li>• The class teacher will be available to discuss your child's progress and the support that they are receiving. If you have any questions or concerns you can arrange to speak to them at a mutually convenient time. Currently, due to covid restrictions, this will be a virtual meeting, phone call or email exchange.</li> <li>• If your child is receiving tailored support because they have an identified learning need and they are on the SEN register, an individual plan (Provision map) will be written.</li> <li>• Plans (or Provision Maps) are developed collaboratively by the class teacher and SENCo, with additional input from parents. These include ways to support a child at home.</li> <li>• When this plan is reviewed, progress will be discussed and the plans annotated.</li> <li>• Every child on the SEND register will also have a 'Pupil Passport' which will identify their strengths, areas of difficulty and their preferred way to learn. These will be shared with the class teacher and other adults in the class.</li> <li>• Children who have EHC (Education, Health and Care) plans have annual reviews where parents, professionals and the school meet to share the progress a child has made. This is part of the statutory process and a formal</li> </ul>

	<p>report is written.</p> <ul style="list-style-type: none"> <li>• A letter will be sent out by each class teacher at the beginning of the year detailing expectations for home learning. Children will be given homework activities, focusing on a specific area of the curriculum, to complete each half term. In addition they will be asked to read daily and to practice a list of spellings. Where appropriate some children will be given log ins to access educational computer games such as Times Table Rock stars , Doodle Maths, Purple Mash and Nessy.</li> </ul>
<p><b>9. How will the school measure the progress of my child?</b></p>	<ul style="list-style-type: none"> <li>• As a school we track and analyse children’s progress against national expectations and age-related expectations. Children are assessed in Reading, Spelling and Maths using standardised tests, which take place once every term. Writing is teacher assessed. In Year 1 the children take a Phonics Screening Check, as well as children in Year 2 who didn’t achieve the expected standard in Year 1 retake it in summer of Year 2, and in Years 2 and 6 national Standardised Assessment Tests (SATs) are taken. This year a times table check will take place for Year 4 children.</li> <li>• The class teacher will continually assesses each child and note areas where they are improving and where further support is needed.</li> <li>• As children with additional needs may make progress in smaller steps, different criteria are applied. Small, manageable targets are set to show progress in interventions.</li> <li>• Every term, during pupil progress meetings, teachers meet with the SENCo and Headteacher to review pupils and identify support.</li> <li>• In circumstances where a teacher decides that a pupil’s attainment needs attention, the SENCo and teacher will initiate a review of the approaches adopted. Where support additional to normal classroom practice is required, a child will be recorded on the SEN register. Whether or not adequate progress has been made is the crucial determining factor in deciding to include a child on the register. Adequate progress is defined as that which: <ul style="list-style-type: none"> <li>• narrows the attainment gap between the pupil and their peers</li> <li>• prevents the attainment gap increasing</li> <li>• is equivalent to that of peers starting from the same baseline but less than the majority of peers</li> <li>• equals or improves the pupil’s previous progress rate</li> <li>• ensures full curricular access</li> <li>• shows an improvement in self-help, social or personal skills</li> <li>• shows improvements in the pupil’s behaviour</li> </ul> </li> </ul>



<p><b>c. What approaches are used in early year's settings to manage behaviour?</b></p>	<ul style="list-style-type: none"> <li>• The school is also able to support families in making contact with other agencies who can provide appropriate support.</li> <li>• In our Early Years setting, there is a class behavioural chart, which rewards good choices.</li> <li>• There are photos of key children displaying positive behaviour. These act as a prompt to the child in the picture but also model good choices for the other children in the class.</li> <li>• Positive language is used.</li> <li>• Good learning behaviours are modelled and prompted throughout the day.</li> </ul>
<p><b>11. What support does the school have for me as a parent of child/young person with a SEND?</b></p> <p><b>a) How are young people with SEND currently involved in their education at your setting?</b></p>	<ul style="list-style-type: none"> <li>• Parents and carers can arrange to talk to class teachers, the SENCo, FLO or the Senior Leadership Team (SLT) to discuss, concerns or queries. Currently, due to Covid regulations, this cannot be a meeting in person but can take place using Zoom, over the phone or an email exchange.</li> <li>• Mrs. Melissa Jones, as FLO is our Lead Professional for Early Help Assessments (EHA) and Team Around the Family Meetings (TAF). We offer Early Help Assessments to those families that meet the criteria. Through these, further support networks can be accessed, such as parenting support.</li> <li>• Mrs. Melissa Jones will work with parents who wish to seek help with managing their child's behaviour at home, even if this behaviour isn't seen in school. We always try to identify the underlying cause for any behaviour issues and to support the child and the family in ways to improve the situation.</li> <li>• We will arrange workshops where parents/carers can discuss any speech and language problems with a Speech and Language therapist (this will be dependent on Covid regulations)</li> <li>• We use Pupil Voice to give children the opportunity to express their views about school life.</li> <li>• If your child has an Education Health and Care Plan (EHCP), their views will be sought before any review meetings (age appropriate).</li> <li>• All children on the SEN register have contributed to a Pupil Passport, expressing their views on strategies that help them to learn and what they like and don't like about school.</li> <li>• All children have the opportunity to be voted onto the School Council, as well as hold other positions of responsibility.</li> </ul>

	<ul style="list-style-type: none"> <li>• We endeavour to ensure that all aspects of school life can be accessed by all our children and we work closely with parents of children with additional needs to overcome any barriers, which may prevent their child from enjoying what is on offer.</li> </ul>
<p><b>12. How does the school manage the administration of medicines?</b></p>	<ul style="list-style-type: none"> <li>• The school has a policy, Supporting Pupils with Medical Conditions, which includes guidance on the administration and management of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.</li> <li>• Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office</li> <li>• On a day-to-day basis, the administrative staff generally oversees the administration of any medicines.</li> <li>• Another member of staff will always witness when medicine is given and it is recorded.</li> <li>• As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.</li> <li>• A number of teachers and support staff have first aid qualifications, which are updated as required.</li> </ul>
<p><b>13. How accessible is the school environment? (including after school clubs and school trips)</b></p>	<ul style="list-style-type: none"> <li>• We are a fully inclusive and accessible school. Ramps will be supplied to ensure pupils can gain access to all areas</li> <li>• Accessible toilet facilities are available (a wet room is also available)</li> <li>• Some children find lunchtime challenging. It might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Alternative arrangements will be made to accommodate these children and to ensure they enjoy their free time in school.</li> <li>• Risk assessments are always carried out prior to any school trips. If difficulties are identified for specific children these will be shared with the parent/carer and a solution sought prior to the trip taking place.</li> <li>• A variety of school clubs are provided after school. We aim for these to be as inclusive as possible and will provide additional staff in order to achieve this.</li> </ul>
<p><b>14. How will the school support my child/young person when they are leaving? OR moving to another year?</b></p>	<ul style="list-style-type: none"> <li>• We encourage all new children to visit the school prior to starting (Covid permitting).</li> <li>• Pre-School children have ongoing transition sessions throughout the year with our Reception class in order to facilitate a successful move between the two settings.</li> <li>• The Reception Team will visit children due to start in Reception in their homes. This has not been possible this</li> </ul>

	<p>year due to Covid.</p> <ul style="list-style-type: none"> <li>• We use transition booklets and other strategies to support children transitioning between year groups and those moving on to other schools.</li> <li>• Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher</li> <li>• We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood</li> <li>• If your child has complex needs, or an EHCP a review or Transition Partnership Agreement will be used to aid transition. Staff from both schools meet with parents, pupils (if appropriate) and professionals to create a transition plan</li> <li>• At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for more vulnerable pupils.</li> </ul>
<p><b>15. Where can I get further information about services for my child/young person?</b></p>	<ul style="list-style-type: none"> <li>• Further information is available from the SENCo</li> <li>• The organisations below can also provide information:</li> </ul> <p>Parents Voice IW  <a href="http://www.parentsvoice-iw.co.uk/">http://www.parentsvoice-iw.co.uk/</a>  01983 823898 ext. 2838.</p> <p>Special Educational Needs and Disability Information, Advice and Support Service SENDIASS  <a href="http://iowsendiass.co.uk">http://iowsendiass.co.uk</a>  Email: <a href="mailto:sendiass@iow.gov.uk">sendiass@iow.gov.uk</a> Tel.: 01983 825548</p>
<p><b><u>Glossary of Terms:</u></b></p>	<p><b>ADHD</b> Attention Deficit Hyperactivity Disorder  <b>ASD</b> Autistic Spectrum Disorder/condition  <b>EH</b> Early Help  <b>EHCP</b> Education, Health and Care Plan  <b>FLO</b> Family Liaison Officer  <b>SENCO</b> Special Education Need Coordinator  <b>SEND</b> Special Educational Needs and Disability  <b>SENDIASS</b> Special Educational Needs and Disability Information, Advice and Support Service</p>



**TA** Teaching Assistant

**TAF** Team around the family

**Transition** Movement between year groups in a school or between schools. It includes starting school in Reception and moving on to a Secondary school

