



## **Bembridge C of E Primary School Isle of Wight SEND OFFER**

**‘Learning to Love God, one another and ourselves’**

**Bembridge CE Primary School  
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Isle of Wight PO35 5RH  
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Headteacher: Sandra Grocock**

**[www.bembridgeceprimary.co.uk](http://www.bembridgeceprimary.co.uk)**

**All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.**

### **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 statement of special educational needs/Education Health and Care Plan, or if he/she has special needs but does not have a statement/ Educational Health and Care Plan, can be found on the following links: <http://www.iwight.com/Residents/Schools-and-Learning/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
IN THIS SCHOOL:**

<b>Bembridge CE Primary School</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>1.a) Who are the best people to talk to in the early years setting about my child’s development needs?</p> <p>1.b) 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 (SEND)?</p>	<p>Class teachers SENCO (Special Educational Needs coordinator) Ms Sarah Luke</p> <p>Class teachers SENCO Ms Sarah Luke</p>	<ul style="list-style-type: none"> <li>• The class teacher is the initial point of contact for responding to parental concerns.</li> <li>• If there are concerns then contact the school SENCO.</li>   <li>• The SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision for pupils with Special Educational Needs.</li> <li>• The SENCO liaises with class teachers to monitor the pupil’s progress and plan further intervention if needed.</li> <li>• The SENCO has contact with a range of external agencies that are able to give more specialist advice.</li> </ul>

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**HOW COULD MY CHILD GET HELP :**

Children and young people in Bembridge CE 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 EY setting/school/college
- Staff who will visit the EY setting/school/college from the Local Authority central services such as the ASD 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 What would this mean for your child?</b>		<b>Who can get this kind of support?</b>
2. What are the different types of support available for children and young people with SEND in this EY setting/school/college?	Quality First Teaching Individual needs will be met through differentiation, resources and strategies used in the classroom on a frequent and regular basis.	<ul style="list-style-type: none"> <li>• Decisions are made by the class teacher and Senior Leadership Team based upon termly tracking of pupil progress and assessments made by outside agencies.</li> <li>•</li> </ul>	All pupils
	SEND Support If the child is not making progress and has	<ul style="list-style-type: none"> <li>• Educational plan drawn up by class teacher – differentiated according to pupil’s needs.</li> </ul>	All pupils with specific difficulties

	significant educational needs, we provide something that is additional and different in order to meet the individual needs of the child. Advice or assessment for outside agency may be needed	<ul style="list-style-type: none"> <li>• Deployment of staff 1:1 support</li> <li>• May involve support from outside agencies.</li> <li>• Small focus group intervention</li> </ul>	
	Education, Health and Care Plan	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan</li> <li>• Educational Psychologist involvement</li> <li>• Support from outside agencies.</li> <li>• Deployment of staff 1:1 support</li> </ul>	All pupils with severe and complex needs
3. How can I let the EY setting/school/college know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> <li>• The class teacher is the initial point of contact for responding to parental concerns about a pupil. An appointment can be made with the class teacher.</li> <li>• If there are further concerns then contact the school to arrange an appointment with the SENCO.</li> </ul>		
4. How will the EY setting/school/college let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> <li>• If there are any concerns about a pupil raised by teachers or staff then the class teacher will contact the parent by phone or letter to arrange a meeting as soon as possible. This may be because limited progress is being made or there is a change in the pupil's behaviour or progress.</li> </ul>		
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> <li>• Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to meet the pupil's educational needs. This will include additional support from the class teacher and/or class teaching assistant. If a pupil has needs related to a more specific area of their education e.g numeracy skills then the pupil will be placed in a small focus group which will be run by either the teacher or teaching assistant. The length of time of intervention will vary according to the need of the pupil. The intervention will be regularly reviewed by all staff involved to determine the effectiveness of the provision and to inform future planning</li> </ul>		
6. What specialist services are available at or accessed by the EY setting/school/college?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Educational Psychologists</li> <li>• Behaviour Support Team</li> </ul>	

	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Educational Psychologists for Pupils with Education, Health and Care Plans Prevention and Inclusion Service</li> <li>• Autism Outreach</li> <li>• Educational Welfare Officers</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>• Speech. Language and Communication Service (NHS and Schools)</li> <li>• Sensory Support Team</li> <li>• Occupational Therapists</li> <li>• Physiotherapy</li> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> <li>• School Nurse</li> </ul>
<p>7. How are staff in the EY setting/school/college supported to work with children &amp; young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> <li>• Different members of staff have received training related to SEND. These have included:  Supporting pupils with autism Supporting pupils with behavioural and emotional difficulties Supporting pupils with speech delay – sign language, Makaton training Supporting pupils with communication and social difficulties Attachment training – Neurodiversity and Emotion Coaching Colourful Semantics – Speech and Language</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>	<ul style="list-style-type: none"> <li>• Occasionally a pupil may need more expert support from an outside agency such as Speech &amp; Language therapy or CAHMS. A referral will be made, with the parent's consent and forwarded to the most appropriate agency. After initial assessments a programme of support will be drawn up and provided to the school and parents/carers.</li> <li>• When a pupil has been identified with special needs their work will be differentiated by the class teacher to ensure that they access the curriculum more easily. To target more specific needs teaching assistants may be allocated to work with the pupil in small focus groups or occasionally on a 1:1.</li> </ul>	

<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>• If appropriate specialist equipment will be provided such as writing slopes, concentration cushions or touch screen computer.</li> <li>• If the pupil has a more specific identified need then a Pupil Passport will be drawn up and targets will be set up according to their area of need. These will be reviewed by the class teacher and monitored and by the SENCO each term. Pupil Passports will be shared with the parent/carer at Parent Evenings and at any other time as deemed necessary.</li> <li>• Progress will be able to be discussed at Parent Evenings with the class teacher. The class teacher will be available at the end of each day if a parent/carer wishes to raise a concern. An appointment can be made to speak in more detail to the class teacher or SENCO by phoning or visiting the school office.</li> <li>• The class teacher may be able to suggest ways of how a parent/carer can support their child. The class teacher and the SENCO may be able to support with strategies if there are difficulties with behavioural or emotional needs. Outside agencies, if they have been involved, will provide suggestions or a programme of work that can be used at home by the parent/carer.</li> </ul>
<p>9. How will the EY setting/school/college measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> <li>• Progress will be monitored weekly by the class teacher if the child has an individual plan.</li> <li>• Pupil progress meetings take place each term. The class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in the class. Areas of concern are highlighted and discussion informs future planning and support.</li> </ul>
<p>10. What is the pastoral, medical and social support available in the EY setting/school/college?</p>	

<p>a) What support will there be for my child/young person's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> <li>• The school offers pastoral support for pupils who encounter emotional difficulties. These include the Headteacher, class teachers and SENCO who are available to discuss the pupil's issues and concerns.</li> <li>• Outside agencies may be involved: Behavioural Support Team. A CAF may be set up to support families.</li> <li>• A behaviour policy sets out steps to address and manage behaviour. Early Years – sticker charts and social and emotional focus in PSHE</li> </ul>
<p>11. What support does the EY setting/school/college have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> <li>• The school is inclusive and all pupils participate fully in all areas of the curriculum and school life to the best of their ability.</li> </ul>
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• Prescribed medicines only are administered in school in agreement with parents/carers when a signed Medicine Consent form is in place ensuring the safety of the pupil and staff administering the medication.</li> <li>• A detailed Care Plan is compiled for pupils with complex medical needs, with support from the school nurse and in consultation with parents/carers. This is discussed with all staff who care for/have contact with the pupil.</li> <li>• Staff receive annual anaphylaxis training.</li> <li>• Some staff have training in delivering medication related to Diabetes.</li> <li>• Teaching Assistants have First Aid training including Paediatric first Aid.</li> </ul>

<p>13. How accessible is the EY setting/school/college environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>• Activities and school trips are available to all pupils. Risk assessments take place and procedures put in place so that all pupils can participate. If there is a need for intensive 1:1 support then a parent/care may be asked to accompany the pupil on a school/residential trip or after school activity.</li> <li>• The school environment is accessible in that it is a single storey building. There are 3 disabled toilet facilities including showers. There are double doors in some parts of the buildings. There are no outside steps to enter the building. Individual access requirements would be discussed.</li> </ul>
<p>14. How will the EY setting/school/college support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> <li>• All pupils attend a session when they spend time with their next class teacher.</li> <li>• If necessary, pupils moving up a year in school can be provided with a transition booklet detailing photos of their next classroom and the staff who will be supporting them there.</li> <li>• The school aims to make transitions as smooth as possible. We endeavour to undertake discussions between receiving schools or previous schools. The SENCO is willing to meet parents/carer of pupils prior to their attending the school.</li> <li>• The SENCO and the Year 6 class teacher liaise with the SENCO from the high schools to pass on information about pupils with SEND. If a pupil has more specialised needs a meeting would be arranged between the SENCO, class teacher, parents and the SENCO of the receiving school,</li> </ul>
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> <li>• SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) offer information about health and social care provision, support for parents of young people up to 25 and individual support to young people with Special Educational Needs and Disabilities (SEND) who live on the Isle of Wight. Contact No. 01983 825548 <a href="mailto:sendiass@iow.gov.uk">sendiass@iow.gov.uk</a></li> <li>• Family Information Zone (FIZ). FIZ is an impartial information and signposting service for families, children and young people 0 - 19 years old (up to 25 years for young people who have learning difficulties or disabilities). Contact No. 01983 821999</li> </ul>

***The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link:***

<http://www.iwight.com/localoffer>