



Sherborne Abbey CE VC Primary School
Lenthay Road, Sherborne, Dorset. DT9 6AQ

Telephone 01935 812318 Fax 01935 816102

E-mail office@sherborneabbey.dorset.sch.uk



Headteacher – Mrs Ann Marie Kampf

The School has a successful history of supporting and improving the outcomes of pupils with SEND. At present, the School has a new SENCO in role who is also the deputy head. He has a non-teaching role within the school.

How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?

At Sherborne Abbey School learning is always differentiated for the ability of the individual child, irrespective of their curriculum year. If your child is not making progress at the expected level overtime, or is finding accessing learning difficult, teaching staff will recognise this and put appropriate provision in place. If you think your child may have SEND, please talk to your child's classteacher initially or the SENCO.

How will your staff support my child/young person?

The class teacher will differentiate lessons accordingly so that your child can access learning at the appropriate level. A Teaching assistant may provide some additional support within the classroom or outside on a one to one or group basis depending on need. Emotional needs will be met through our ELSAs (Emotional Literacy Support Assistants). The frequency of such sessions will be very dependent on need. The SENCO will also teach some children in a group or on a one to one basis where appropriate. The SENCO and SLT (senior leadership team) will monitor the progress of your child and appoint additional professionals if necessary; i.e. Educational psychologists. The SEND governor will ensure that the local offer is being met and the needs of your child are being catered for.

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

Your child will have a Provision map with long and short term outcomes and specific learning targets which will be worked towards in the classroom and during sessions with a TA or the SENCO. Progress will be assessed through observations and assessments. Your child will have access to the same curriculum as their peers but learning may be planned at an easier or more challenging level depending on need.

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

You will have the opportunity to discuss your child's progress at termly parents meetings with the classteacher. At these meetings you will also have the opportunity to contribute to the SEN support plan and discuss your child's needs with the SENCO. The SENCO may also request further meetings to discuss progress and ways forward. These meetings may be attended by outside agencies such as the Educational Pyschologist if deemed appropriate. Teachers are available daily to discuss progress and expectations. The class curriculum map is available on the school website.

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

We are very proud of our excellent attendance, health and safety and PHSE programmes of learning. All of our children are treated as individuals and we get to know them and their families very well. Regular circle time and assemblies discuss and tackle relevant issues and reinforce Christian and School values. We have a comprehensive programme of health and safety for our children such as e-safety training, family SEAL, life van, etc. School is happy to administer medicines in line with our Administration of Medicines Policy. We have two trained ELSAs (Emotional Literacy Support Assistants) who will work alongside any pupils who require more emotional support in school.

What specialist services and expertise are available at or accessed by your setting?

We have a non-teaching SENCO at our school and two HLTAs who teach groups and individuals. They are trained to plan and implement group interventions and individualised learning programmes. We have excellent support staff and teaching assistants trained to implement programmes such as 1st Class maths, Learn to Move, Reading Inference and Write Away. Five members of staff have completed Paediatric first aid training and one member of staff is our First Aider at Work. The school employs a speech and language expert to work with our children for one day every two weeks. The School accesses external agencies such as the School nurse, Educational Psychologist, Social Care and Behaviour Support when needed.

What training do staff supporting children and young people with SEND have?

The SENCO has undertaken training on children with phonological awareness difficulties and dyslexia. He is also a trained facilitator for person centred reviews. All staff have completed training on attachment and children on the autistic spectrum. TAs have recently recieved training in Reading Inference, Write away and 1st class maths. Two TAs are trained ELSAs. Several Teaching Assistants have also been trained in the Learn to Move programme.

How will my child/young person be included in activities outside the setting including trips out?

Every trip we provide is carefully risk assessed and parents are asked for permission. Parents are sometimes invited to support staff on trips. The classteachers will talk to you about whether you are happy for your child to participate in a trip.

How accessible is the setting environment?

Our building is only 15 years old and is accessible to wheelchairs. We have a disabled toilet near the front office and a purpose built toilet and changing facility to the rear of the building. Please refer to the School's Accessibility Plan on our website for further details.

Parents with English as an Additional Language may be written to in their first language, if appropriate. The school will employ the services of an EAL consultant in this instance for advice.

How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?

Before your child starts school in Reception, the Reception teacher will liaise with the pre-school provision and you, to discuss the needs of your child and how we can support them. You will also have the opportunity to come into school and meet the class teacher at a series of open afternoons. Any relevant paperwork will be shared and any agencies that may have been involved with your child will be contacted. In the same way, when your child makes the transition to a Secondary setting, information will be shared with the SENCO and year leader. Your child will be given the opportunity to visit the setting beforehand for a familiarisation session and given any information they may need.

How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

SEND funding may be allocated to provide Teaching Assistants to make the pupil/adult ratio in classes smaller. It will also be used to purchase relevant resources to support your child in school and to fund the services of external professionals, i.e. carrying out assessments, etc.

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

The SENCO, SLT and Classteacher will decide the type and frequency of support your child will receive based on their needs. This will be discussed with you at termly parents meetings. The expectation is that all pupils will receive quality first teaching within the classroom through which all children will receive work that is appropriately differentiated. Teaching assistants may support a child within the classroom with this. The Headteacher and SENCO will monitor the progress of children with SEND and ensure the appropriate programmes of support are in place. If children are not making the expected progress they may be supported by a HLTA through a specific intervention appropriate to their needs. If, after the intervention has taken place, your child is still not making sufficient progress they may be taught by the SENCO through a personalised learning programme. Sometimes pupils may be withdrawn to focus on developing skills and knowledge with an outside agency, ie, speech and language.

How can I be involved?

The school believes that successful learning is a two way process between home and school. We will listen to your views and ask that you support your child at home. We will listen to the views of your child and ensure they are clear and happy with their learning.