

RETTENDON PRIMARY SCHOOL – LOCAL OFFER

At Rettendon Primary school children are identified of having SEN through a variety of ways which may include the following:

- Liaison with previous setting and schools
- Child's performance data
- Concerns raised by parents or other professionals
- Liaison with external agencies
- Health diagnosis through paediatrician and family doctor

How does a parent/carer raise concerns?

- Through discussion with class teacher, Senco or Headteacher
- Through discussions at parent consultation meetings

How will the school support my child?

- The Senco Manager plans a programme of support for the child.
- The teachers review progress on a termly basis.
- LSAs record outcomes of learning programmes.
- End of term data is sent home to parents.
- Staff are always available to discuss child's progress.
- One Plans are replacing IEPs to record targets for children.
- There is a governor responsible for SEN who monitors the progress of SEN children and the SEN budget.

Current Identification for School Action/School Action Plus:

- Child failing to make satisfactory progress over a period of time.
- Child having difficulty developing basic literacy and numeracy skills.
- Child has sensory or physical problems and is making little or no progress despite specialist equipment.
- Child's behaviour substantially and regularly interferes with his or her learning and that of the class.
- Child has ongoing communication and interaction difficulties impeding social relationships.

Children who are put on school action/school action plus programmes and are still not making progress are put forward for statutory assessment/statement.

Expertise and training of staff:

Staff have been trained in the following:

- Speech, language and communication.
- Fine/Gross motor skills (gym trail)
- Autism
- Emotional wellbeing
- Lego therapy
- Dyslexia
- Gastrostomy
- Wave 3 literacy catch up
- Wave 3 maths programme
- Positive behaviour reinforcement
- 5 minute box

How accessible is the school environment?

- The school site is partially wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at some entrances and exits.

Transition:

- The early year's teacher works closely with local pre school settings working with the appropriate Senco in each placement.
- New children have the opportunity of induction and taster days.
- New children are given a buddy to support them through their first few days at school.
- In the summer term with a 'moving up day' for the children to meet their new teacher and peers.
- The school works closely with the secondary feeder sencos to secure smooth transition from primary to secondary school.

Other School Policies that link to our offer:

- SEN
- Assessment
- Target Setting
- Accessibility
- PSHE
- Complaints
- Administration of Medicines
- Intimate Care
- Bullying and Behaviour

Equipment and Facilities:

The school has a vast range of facilities and specialist resources used to aid learning across the school. For example:

- Visual timetables
- Sticker reward charts
- Pencil grips
- Sit and move cushions
- Sand timers

Programmes and provision used at this school:

- Beat Dyslexia
- Time to Talk
- Socially speaking
- Jolly Phonics
- Wave 3 literacy catch up
- Wave 3 maths programme
- Lego therapy
- Gym trail
- Range of booster sessions
- Emotional wellbeing mentoring
- A range of training programmes for parents run by our local Local Delivery Group (LDG) (please ask for details)
- 1:1 support sessions for literacy/maths