



Binstead Primary School Isle of Wight SEND OFFER

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

HOW COULD MY CHILD GET HELP IN THE SCHOOL? :

Children and young people in Binstead 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 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

	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?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in this school?	All children: Quality First Teaching	<ul style="list-style-type: none"> • Your child will have their learning needs met through high quality first teaching, using differentiated activities that are aimed at your child’s individual level. 	All children
	All children: Evidence based interventions	<ul style="list-style-type: none"> • Any child who is highlighted as falling behind during our pupil progress meetings may be put forward for interventions that run in school. This decision will be made with the SENCo, Headteacher and class teacher. • Interventions include: Paired reading ELKLAN (Speech and Language) ‘Bucket’ groups and intervention Toe By Toe – Little Wandle Phonics catch up and intervention Lego Therapy 	Any child who is highlighted as falling behind

	<p>All children: Social and Emotional Wellbeing</p>	<ul style="list-style-type: none"> • We offer support for children’s emotional wellbeing and mental health through various interventions that we either run ourselves or can access. Children who need this type of support will be discussed with the SENCo and Headteacher and the appropriate support will be put in place. • Support within school can include: Emotional and Social TA Support Bereavement support Calming techniques External ELSA support (referral system in place) External Play Therapy support (referral system in place) 	<p>All children who have been highlighted as having an emotional, social, or mental health need.</p>
<p>How can I let the school know I am concerned about the progress of my child in school?</p>	<ul style="list-style-type: none"> • The first point of contact should always be your child’s current class teacher. All of our teachers are happy to speak to parents at a mutually convenient time. Also we have 3 Parent Consultation meetings with parents each year, at which data reports/written information are issued. A full school report is issued at the end of the year. • If you need further consultation after speaking to the class teacher, then you can contact the SENCo Mr Stuart Harris 		
<p>How will the school let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none"> • Class teachers will keep parents informed if they have concerns about your child. As soon as they feel there are concerns about your child they will inform you. They will usually arrange to have a meeting with you and they will ask the SENCo to attend. 		
<p>How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Extra support is identified in regular pupil progress meetings with the class teacher, SENCo and Headteacher. They will identify which groups of pupils or individuals need what type of extra support and staff will be allocated around the school accordingly. • Any child needing extra support through an intervention will be carefully monitored in terms of their levels of progress to ensure that they exceed expected progress in order for them to catch up. 		

<p>What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Educational Psychology Service – Hampshire Educational Psychology Service • Medina House Special School Outreach • ASD Outreach
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Communication and Language Team (CAL) • Educational Psychologist support
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Speech and Language Therapy
<p>How are staff in the school supported to work with children & young people with an SEND?</p> <p>What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • All staff have received training in interventions that may be accessed by a child with SEND • In house training on SEND has been delivered this year • We employ a SENCo who has undertaken the national SENCo qualifications in 2019/20 • The Headteacher holds the national SENCo qualification • We subscribe to the training and development service from the LA who offer training on all aspects of SEND that our staff can, and do, access. • Staff have access to computer-based training packages on SEND • A number of support staff are trained in running Language and Communication groups • A number of staff are ELKLAN trained to support Speech, Language and Communication. • Use of action research to better understand the successes of the strategies and interventions that are run. 	
<p>How will activities/teaching be adapted for my child with learning needs?</p> <p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Teaching will be differentiated by the class teacher depending upon the needs of your child and what level they are working at. If any specialist equipment is needed then the school will aim to provide it in order to support your child. • The curriculum will be matched to suit the needs of your child and the school will make sure that it is fully inclusive for all children to enjoy and achieve. • The class teacher and SENCo will keep detailed records and monitoring information on your child's progress. 	

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • You will be given feedback on your child's progress at parent's evenings or at a termly SEN review meetings. However, more frequent updates can be arranged at the discretion of the class teacher. • If your child needs support at home the class teacher will discuss with you on how best to do that and provide resources that can be accessed via our Google classroom platform. • If your child identified using our SEN identification pathway each class teacher will be provided with appropriate strategies to best support the diagnosis, these will include and suggestions provided by external agency reports.
<p>How will the school measure the progress of my child?</p>	<ul style="list-style-type: none"> • Your child's progress will be reviewed in regular pupil progress meetings with the class teacher, SENCo and Headteacher. Progress will be measured by formative (ongoing) assessments and summative (end of term/unit) assessments. Diagnostic assessments may also be carried out.
<p>What is the pastoral, medical and social support available in the school?</p> <p>What support will there be for my child's overall wellbeing?</p> <p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> • Pastoral and social support: Emotional/Social TA Social Skills Group School Nurse • ELSA support (funded when required.) • We will endeavour to support any child with a behavioural need by trying to identify the underlying cause for that behaviour, and to support the child and family in ways to improve the situation • Support may include: ELSA (Emotional Literacy Support Assistant) Early Help Assessment
<p>What support does the school have for me as a parent of child with a SEND?</p>	<ul style="list-style-type: none"> • We run an open school policy where parents are free to come to talk to class teachers and the SENCo as and when needed • We offer early Help to those families that meet the criteria, and through this further support networks can be accessed, such as parenting support, the disabled children's team, Barnardo's support, strengthening families. • We signpost parents of children with SEND to SEND IASS.

<p>How are young people with SEND currently involved in their education at your setting?</p>	<ul style="list-style-type: none"> • Pupils, Parents, Teachers and the SENCo will be involved in regular reviews and discussions on how to support your child's individual needs.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Please see the school policy on administration of medicines
<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • We are a fully inclusive and accessible school
<p>How will the school support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We have close links with local secondary schools and have meetings with them and parents for those more vulnerable children moving up to Year 7. We take children on as many visits as we feel necessary for them to complete a smooth transition. • We have close links with our on-site pre-school. A transition programme is run with our current Reception class and staff • Transition meetings are held for more vulnerable children as required prior to moving up to new class. • Transition booklets are prepared as necessary.
<p>Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> • “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: www.iow.gov.uk/localoffer • SEND IASS (formerly Parent Partnership)