

Ethos of the school: We seek to foster a Christian ethos in which to lay foundations which will enable children to develop into fulfilled adults who will be active participants in society and imaginative, responsible contributors to community life in the future.

Every child in our school is valued as an individual with particular talents and needs. Teachers always display a positive attitude towards children, who are treated with respect and understanding. We expect children to behave similarly with respect and consideration to each other and to all adults within our school. Good manners and truthfulness are expected at all times.

1.How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The progress of each child is carefully monitored at termly pupil progress tracking meetings. If a pupil makes less than expected progress, interventions are put in place. The impact of the intervention is monitored and if the pupil has made the required progress the intervention is discontinued. If, however, the intervention has not had the desired effect, then help from other agencies may, with the agreement of parents, be sought. If you think your child may have special educational needs, you should first speak to the class teacher who will then consult the special educational needs co-ordinator and a meeting will be arranged for parents to discuss the matter further.

2.How will school staff support my child?

The special educational needs co-ordinator (SENCo) meets with those who teach the child and agrees an intervention programme tailored to meet the individual needs of your child. This may be delivered by a teaching assistant or by the class teacher. Many interventions are delivered in short blocks of time (eg between 15 -30 minutes) each day. When an intervention has been decided on, the SENCo contacts parents with details of the plan and invites them into

school to discuss it further. The school has a governor with particular responsibility for monitoring provision for SEN pupils. The governor comes into school to observe lessons to see how teachers provide for their needs and he/she consults with the SENCo about current pupils and how they are progressing. The SENCo reports annually to the Governing Body about the arrangements school has made for SEN pupils and how they have impacted on pupil achievement. The SENCo annually canvasses the opinion of the parents /carers for their views as to how effectively we have supported their child. The progress of each child is measured to see whether they are narrowing the gaps with their peers.

3. How will the curriculum be matched to my child's needs?

Teachers work hard to ensure that all pupils have full access to the curriculum by differentiating activities so that each child can experience success at their level.

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

Teachers carry out regular assessment of children's progress. This is done during lessons and at the end of units of work. School sends out termly reports on behaviour and attainment to parents, annual reports and holds annual parents' consultation meetings and the offer of a second parent- teacher consultation following the issuing of the annual end- of- year report. Parents are welcome to make appointments to meet with the class teacher and /or SENCo at any time if they feel concerned about their child's progress. Teachers will explain the normal progress trajectory for a child of that age and offer strategies to parents on how to support their child at home. In addition, the SENCo offers parents the chance to come into school to work alongside the children in his /her class to see how reading and spelling are taught so that parents can use the same strategies at home.

5. What support will there be for my child's overall well-being?

In a small school, where each child is known to each member of staff and where there is a very strong family atmosphere, each child's well- being is a central

concern of all staff. The school has robust policies for supporting pupils with medical needs and for administering medicines. As we have a Foundation Stage Class with nursery children who can be admitted as soon as they are three, the school has well-established procedures for provision of personal care. The school's behaviour policy has a graduated approach to dealing with poor behaviour and condemns the behaviour rather than the individual. Where possible, pupils are consulted to agree a collective approach to resolving problems with behaviour. School has introduced incentives in the form of a prize and certificate for those who achieve 100% attendance over the school year.

The SENCo discusses with each child how they are going to be supported by the school and canvasses their opinions which directly influence what appears in the planned provision.

6. What specialist services and expertise are available at or accessed by the school.?

There are no specialist staff working at the school, however the SENCo has many years experience of undertaking the role. The school has access to the school nurse, an educational psychologist, behaviour support team, parent support workers, speech and language therapy service, local support team and educational welfare officer.

7. What training have the staff supporting children with SEND had or having?

The SENCo has had training on promoting good behaviour. When a child with particular medical needs joined the school, the staff were trained in administering their specific medication. Teachers received autism training and are shortly to receive speech and language training to support pupils with communication difficulties.

8. How will my child be included in activities outside the classroom including school trips?

When a school trip is planned, parents of SEN pupils are consulted about the precise activities being proposed for their views as to whether additional support to that which has been planned for their child needs to be put in place. When necessary, a child will have a named teacher or teaching assistant to look

after them on the trip and a risk assessment will be prepared with measures in place to ensure the child can access the same activities as every other child.

9. How accessible is the school environment?

The school car park has a designated bay for disabled car users. The school has a portable ramp which can enable wheelchair users to gain access to the school. The classrooms, toilets and dining room are all on the ground floor. A sloping path gives access to the upper playground. There are currently no disabled changing or toilet facilities. There are currently no parents /carers whose first language is not English. When we have required specialist equipment to support children with special educational needs, we have obtained it from a local special school.

10. How will the setting prepare and support my child to join the setting at the next stage of his/her education and life?

Blackshaw Moor School liaises closely with the two local middle schools to ensure the smooth transition of pupils at the end of Year 4. Detailed information about the child's needs are passed to the SENCo at the next school. Where necessary, additional visits to the next school are arranged for the child so that they can visit the school either individually or with a small group of children so that they can acclimatize themselves to the setting and start to build friendships with other children in advance of the transfer at the start of Y5.

11. How are the school's resources allocated and matched to children's special educational needs?

The head teacher, in liaison with the SENCo and class teachers, identify how best to address the needs of SEN pupils and allocate teaching assistant time to those pupils. Part of the training budget is allocated to providing specialist Continuous Professional Development (CPD) when teachers need training to support SEN pupils. The SENCo attends regular co-ordinators' updates to support her in her role.

12. How is the decision made about what type and how much support my child will receive?

When a teacher has concerns that a child is not making expected progress, s/he consults the SENCo for advice. A plan of intervention is prepared in which the child is involved and parents are consulted and this is relayed to the head teacher. If it is felt that the school does not have the resources to help the child, the advice of outside agencies is sought, with the permission of parents/carers.

13. How are parents involved in the school? How can I be involved?

The school has a very active PTFA (Parents', Teachers' and Friends' Association) which raises funds for the school. We have four parent governors who take a close interest in the development and future direction of the school. A number of parents come into school to hear reading and many parents regularly volunteer to help on school trips.

14. Who can I contact for further information?

For parents whose child already attends this school, the first point of contact if they wish to discuss their child is the class teacher. Teachers are mostly available at the end of the school day and are always willing to meet with parents. If a parent has a concern, they can ask to speak to the school's SENCo. If the concern is complex, it may be necessary to make an appointment with the SENCo via the school office on 01538 300337. The first point of contact for parents/carers who are considering whether the school can meet their child's needs is the Head Teacher. An appointment with the Head Teacher can be made through the school office on the contact number above. The Local Authority's Local Offer can be accessed through the link below:

www.staffordshiremarketplace.co.uk/index.html