



# ST. NICHOLAS SCHOOL CHILD OKEFORD

## A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

### MISSION STATEMENT

**Be the best you can be!**

*I can do all things through God who strengthens me.*

*Philippians 4:13*

Every voice heard, every day a new chance, everyone exploring opportunities.

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# SEND INFORMATION

## POLICY SUMMARY

*Our school is experienced and successful in supporting children with a wide range of needs and disabilities. We are very proud of the consistent progress that SEND children make at Child Okeford School. Some of the areas of need for which we currently cater: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/ or physical needs.*

DATE ADOPTED  
November 2017

REVISION NUMBER  
2

LAST REVIEW  
November 2019

NEXT REVIEW  
November 2020

## 1. Introduction

At St Nicholas we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.' We are very proud of the inclusive and supportive atmosphere in our school, where we celebrate and cherish diversity.

## 2. What provision do we make for Special Educational Needs at our school?

- (1) Our school is experienced and successful in supporting children with a wide range of needs and disabilities. All our staff are keen to develop their knowledge and skills in order to make sure that they are well equipped to provide the best possible opportunities for the children in their care. Termly reviews help us to identify where extra training is required and the school is very pro-active in seeking out new and innovative ideas to enhance learning for children with additional needs.
- (2) We are very proud of the consistent progress that SEND children make at Child Okeford School and we attribute this to our strong systems and passionate commitment to their learning and well-being.
- (3) Please find below, a description of some of the areas of need for which we currently cater:
  - (i) Communication and Interaction.
  - (ii) Cognition and learning.
  - (iii) Social, emotional and mental health difficulties.
  - (iv) Sensory and/ or physical needs.
- (4) Children may have needs in more than one category and we make provision for each of these.

## 3. Particular needs

- (1) **Specific learning difficulties (Dyslexia, Dyscalculia, Dyspraxia):** Whilst all staff receive training to cater for children who experience difficulties in these areas, our first priority is to ensure that **all** children are taught their basic skills through multi-sensory, rigorous and systematic programmes which build on successes and identify areas of need. Throughout key stage 1, we currently use "Read Write Inc" to teach early Literacy skills and the new "Maths No Problem" for numeracy skills. Both these programmes provide inclusive strategies that are ideal for children with SPLD. Alongside these approaches to 'quality first' teaching, our thorough review system (see SEND policy) keeps a check on progress and identifies pupils who may need extra support or assessment. Carefully tailored booster sessions are then run for these children. Our SENCO holds an OCR Level 5 qualification in this area and we also use the county advice service SENSS to enhance our provision. Pupils with SPLD make very good progress at Child Okeford School.
- (2) **Autism/ Asperger's Syndrome:** We are delighted to have a large number of children in our school who are on the ASD spectrum. Over the years, we have learned a wealth of valuable lessons from them and we have embraced a wide range of ideas and strategies to help provide happy learning environments for each child. We are currently part of an enhanced training initiative delivered by specialist teachers. This has added 'Lego Therapy', Comic Strip Stories and increased sensory awareness to our already comprehensive support systems. These initiatives have enhanced teaching and learning for all children and have added to our understanding and provision for children with ASD. We treat all ASD children as individuals and we aim to cater for their needs on an ongoing basis, recognising that these needs will change and grow as the child develops and matures. Through working with families who have children with

ASD, we have learned to recognise symptoms and provide support throughout the assessment and diagnosis process.

- (3) **Speech and Language:** We enjoy a very active relationship with our excellent Speech and Language therapist who regularly visits the school and advises us about provision for individuals and groups of children. We provide a multi-sensory approach to learning throughout the school and promote visual teaching methods to support children with difficulties in this area.
- (4) **Visual and hearing impairment:** Our school has experience of catering for children with difficulties in these areas and makes relevant provision according to individual need. We currently provide specialist resources for both visually and hearing impaired children.
- (5) **Emotional literacy:** We recognise the enormous importance of good mental well-being and therefore invest a lot of time and energy into supporting children who need extra support to feel confident, safe and happy. We have an Emotional Literacy Support Assistant (ELSA) who runs weekly sessions for individuals and we endeavour to review and identify children with emotional needs on a weekly basis. We provide a pro-active, nurturing environment which includes buddy systems, forest school sessions, circles of friends and we have introduced well-being dog walks for specific children.
- (6) **Physical disability (including dyspraxia):** We provide an inclusive curriculum which aims to give all children equal opportunities. We run 'Learn to Move' sessions for children who need help developing co-ordination and dexterity and individual physio programmes as appropriate. When necessary, we adapt our provision to ensure that the curriculum is accessible to all pupils. The school has wheel chair access and is a single storey building. We have 3 disabled parking bays and an accessible toilet.
- (7) **Behavioural difficulties (including ADDHD):** When a child needs support to maintain acceptable behaviour, we employ a range of strategies to support them. These include: the setting of clear expectations, reward systems, report cards, close liaison with families and regular feedback. We try to be as positive as possible and focus on the `good`. We seek advice from Behaviour Support Services (BSS) and help to sign post parents to appropriate agencies for support and advice.

#### 4. **How do we identify and assess pupils with special educational needs at Child Okeford School?**

- (1) Please refer to our SEND Policy for a detailed outline of our annual cycle for SEND as this sets out our rigorous systems for identifying, monitoring and addressing specific needs.
- (2) To help us identify difficulties and monitor progress, we currently use standardised tests such as: NEALE and Salford for reading, Sandwell for maths, Arkell for spelling, Boxall for emotional aspects and a range of checklists to identify SPLD, ASD, ADDHD and attachment issues.
- (3) This year we have made referrals to Special Educational Needs Support Services (SENS), Behaviour Support Service (BSS), Speech and Language, Occupational Therapy, Childhood and Adolescent Mental Health Services (CAMHS), Dorset Family Counselling Trust (DFCT), Mosaic, Core Diagnostic Teams, Family Partnership Zone, Children who are Disabled team and Hearing Support Services.
- (4) We have also made applications for 2 Education and Health Care Plans (EHCP).

5. **Who is our SENCO?**

- (1) Our SENCO has been in position since 2009 and is called Mrs Sarah Salisbury. She currently works fulltime at the school and can be contacted through the school office on 01258 860581 / [office@childokeford.dorset.sch.uk](mailto:office@childokeford.dorset.sch.uk). She has passed the National Accreditation Award for SENCOs and holds a level 5 OCR diploma for SPLD (dyslexia). She has attended comprehensive training for ASD, Inference training, Write Away Together, Read Write Inc, Nurture Group and also attends the county inclusion briefings.
- (2) Other staff have attended Early Birds Training for ASD, Sensory training, and training in Lego Therapy, Social Stories, Provision of Visual Support in learning, Hearing support advice, Read Write Inc, Maths No Problem and Write Away Together.

6. **What specialist equipment do we use?**

We take advice from specialists about specialist equipment and endeavour to provide the necessary teaching aids. Currently we have various sensory items in school including a wobble stool, wobble cushions and fiddle toys. We have an i-pad and software provided by County, a wheel chair and modified seating, a radio microphone for a child with hearing impairment and specialist books with defined lines for a child with visual impairment.

7. **How do we include families in the education of their children?**

- (1) Families of children with SEND meet with the class teacher and the SENCO on a termly basis and are encouraged to contribute to the review and setting of new targets. Children are also involved in this process although the teacher takes ultimate responsibility for ensuring that targets are meaningful, achievable and worthwhile.
- (2) Child Okeford School operates a `Person Centred Review` system for annual reviews of Statements and EHCPs where pupils and families are encouraged to take active roles in reviewing their progress and setting new targets.
- (3) Families are actively encouraged to talk with staff on an ongoing/ daily basis if there are any significant issues.
- (4) In the past, the school has run a forum group for families of children with SEND and would like to start this group up again.

8. **How does the school support families?**

- (1) The school runs a half termly drop-in day "Family Support Day" where families are invited to attend meetings with the SENCO, a representative from the local Partnership Zone, the school nurse and any other relevant representatives. At these meetings, families are offered advice about where to seek extra help and support.
- (2) Families may also be advised by the school to contact agencies such as: Family Partnership Zones, SENDIASS and the Dorset Parent Carer Council.

9. **How does Child Okeford School support families when their child needs to change schools?**

At Child Okeford School, we make sure that we involve all the relevant people in discussions about making decisions about transition, we pass on information and we co-ordinate extra visits to new schools to ensure smooth transition.

10. **How should families go about making complaints?**

The school has policy for complaints and this can be seen on the school website.

11. **Please see our Local Offer on Dorset for You**  
[familyinfo@dorsetcouncil.gov.uk](mailto:familyinfo@dorsetcouncil.gov.uk)