



## Isle of Wight EY Setting/School/College SEND OFFER



Yarmouth Church of England Primary School  
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[www.fosay.co.uk](http://www.fosay.co.uk)

Mainstream Primary School

**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 (special educational needs and disability) 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 links:

[Links to Admissions and SEND Assessment Teams here](#)

<https://www.iwight.com/Residents/Schools-and-Learning/School-Admissions>

<https://www.iow.gov.uk/Residents/care-support-and-housing/SEND-Reforms/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
IN THIS SCHOOL:**

**HOW COULD MY CHILD GET HELP IN THE SCHOOL? :**

Children and young people in Yarmouth C.E. 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 Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies e.g.:- Speech and Language Therapy (SALT) Service, Medina Outreach Team

<b>Setting/School/College Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>Who are the best people to talk to in the school about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p> <p>For further information on specific policies regarding the inclusion of all of our children</p>	<p>Mrs Collins- Inclusion Manager- roles include – special educational needs and disabilities coordinator, designated teacher for looked after children</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• To work closely with the Head teacher, senior management, Inclusion Assistant and colleagues in the strategic development of the Federation's Special Educational Needs (SEN) policy and oversee the day-to-day operation of that policy with the aim of raising SEN pupil achievement</li> <li>• Strategic direction and development of SEN provision</li> </ul>

<p>please link to our school website:- <a href="http://www.fosay.co.uk">www.fosay.co.uk</a></p>	<p>Mrs Heather Eggleton – Inclusion Assistant</p>	
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	<b>Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
<p>2. What are the different types of support available for children and young people with SEND in this school?</p>	<p>All children -Quality first teaching</p>	<ul style="list-style-type: none"> <li>Your child will have their needs met within the classroom through high quality first teaching. This will include varied activities that are aimed at your child's individual level. Half termly monitoring and/or assessments will be carried out by the class teacher. The information gained from these monitoring and assessment periods will be used to inform you at parents evenings as to where your child is at academically. This information is also monitored and discussed with our Head teacher and Inclusion Manager to identify any children who may need further support.</li> </ul>	<p>All children</p>
	<p>All children - Tailored interventions</p>	<ul style="list-style-type: none"> <li>Any child who is not making the progress we expect based on the average expectations for their age and/or in relation to the progress we have previously seen them make will be put</li> </ul>	<p>Any child who is highlighted as not making expected progress</p>

		<p>forward for a group or individual planned intervention programme. This decision is made by the class teacher and/or through our pupil progress meetings and our class teacher informs parents through parents evenings if their child is accessing an intervention. The intervention programmes are monitored by the Inclusion Manager and the senior leadership team.</p>	
	<p>All children -</p>	<ul style="list-style-type: none"> <li>- Any child who does not show progress after completing tailored interventions will be discussed further and in house assessments will be used to decide next steps. This decision will be made with the class teacher and the Inclusion Manager and discussed with parents/carers.</li> <li>- Some of our current interventions are: Cued Spelling Precision Teaching Toe by Toe Plus 1 Maths Shooting Stars Third Space Learning Fluent in 5 Funky Fingers Therapeutic Story telling</li> </ul>	<p>Any child who continues not to make expected progress even with tailored interventions planned by the class teacher.</p>

		<p>Motor Skills Sports Interventions</p> <p>Daily Reading</p> <p>Phonics Intervention</p> <ul style="list-style-type: none"> <li>If the child is significantly behind their peers or is having significant difficulty accessing the curriculum we will look at preparing an individual pupil passport with specific small targets. At this point we will add the child to our SEN register</li> </ul>	
	<p>All children -Referred for advice/ support from specialists</p>	<ul style="list-style-type: none"> <li>Any child that continues not to make progress even with individual support programmes and further tailoring of the curriculum. Any child that causes us concern when we complete in house assessments and/or observations to determine next steps. This decision will be made with the class teacher and the Inclusion Manager and discussed with parents/carers.</li> </ul>	<p>Any child who continues not to make progress even with individual intervention programs</p>
<p>3. How can I let the school know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> <li>We urge you to share with us any concerns that you have regarding your child no matter how small. The school dojo messaging service is a very useful way to contact your child’s class teacher.</li> <li>The first point of contact is your child’s class teacher. All of our teachers are happy to speak to parents either before school or after school by prior arrangement. We have two parent’s evenings a year, in addition to this one informal open evening and one full school report at the end of the year. The teacher will liaise with our Inclusion Manager about next steps.</li> <li>You are welcome to ask if our Inclusion Manager can attend your meeting with the class teacher regarding your concerns and we will arrange a mutually convenient time.</li> </ul>		

<p>4. How will the school let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> <li>• Class teachers will keep parents informed if they have concerns about your child. As soon as they feel there are any concerns about your child they will inform you and in some cases the Head teacher may contact you to discuss these further. They will usually arrange to have a meeting with you or they will ask the Inclusion Manager to set up a meeting with you.</li> </ul>	
<p>5. 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"> <li>• Extra support is identified in half termly progress meetings with the class teacher and Head teacher. The Head teacher liaises with the senior leadership team and/or Inclusion Manager and they will identify which groups of pupils or individuals will need extra support and staff will be allocated accordingly.</li> <li>• Any child needing extra support through an intervention will be carefully monitored to ensure they are making progress to catch up.</li> </ul>	
<p>6. 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"> <li>• Education Psychology Service- Hampshire Educational Psychology service with our link educational psychologist</li> <li>• Play Therapists- Debbie Attrill</li> <li>• Family Services manager- Tracey Castle</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Speech and Language Therapist</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> </ul>
<p>7. How are staff in school supported to work with children &amp; young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> <li>• All staff access training courses given by the local authority to support children with SEND and this is on-going.</li> <li>• In house training is given to share expertise gained from courses to ensure all staff are able to effectively support the children.</li> <li>• Some of our staff have received further training to support children with ASD (autistic spectrum disorder), Elkan speech and language support, dynamic listening, ELSA (emotional literacy and pastoral support) training, supporting looked after children and working with children who may have dyscalculia (difficulties with numbers), mental first aid to support children with emotional literacy difficulties, personal development and welfare, safeguarding.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Most staff received training either from Southampton Psychology Service, Mrs Collins our Inclusion Manager or Hampshire Educational Psychology service to enable them to deliver precision teaching intervention programmes.</li> <li>• Mrs Collins has the national Senco qualification and has attended Makaton stage one and two, working with children with language impairment in the mainstream setting, Phonographix, developmental co-ordination disorder awareness, positive behaviour management, hearts and minds therapeutic teaching approaches to support inclusive education, dynamic listening skills, IDP training for children with ASD, workshops on supporting children with working memory difficulties, reading difficulties and dyslexia, precision teaching training, to support children with emotional literacy difficulties, personal development and welfare, safeguarding level 3, designated teacher training, story links training.</li> <li>• We access training from the School Nurse and Speech and Language Therapists when needed to support children with their individual needs</li> <li>• Some support staff have some basic Makaton training</li> </ul>
<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a). How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> <li>• Teaching will be differentiated by the class teacher to support the needs of your child and the level that they are working at. If specialist equipment is needed then that will be provided by the school or health service to support your child.</li> <li>• The curriculum will be matched to suit the needs of your child and we make sure that it is fully inclusive for all children to achieve and enjoy their learning.</li> <li>• The class teacher, Inclusion Manager and senior leadership team will ensure detailed records are kept and monitor data to check levels of progress.</li> <li>• Feedback is given at parents evenings on progress made and next steps, however more frequent updates can be arranged when needed to ensure that we can all support your child to make progress and that their needs are met.</li> <li>• If your child is receiving tailored one to one support because they have an identified learning need we will put them on our SEN register, give them an individual pupil passport that is discussed with parents, to support the child within school and highlight ways the child can be further supported at home.</li> </ul>



<p>9. How will the school measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> <li>• For most children the new national curriculum age levels will be used to show progress made.</li> <li>• For children with additional needs who are not making the average amount of progress expected smaller steps may be measured using the individual steps within the national curriculum at a level appropriate to their current learning needs</li> <li>• For children with social, emotional or self-help needs qualitative observations will be made and/or behaviour charts will be used to chart their achievements.</li> </ul>
<p>How will the school evaluate the effectiveness of the provision made for children and young people with SEN</p>	<ul style="list-style-type: none"> <li>• The class teacher, Inclusion Manager and senior leadership team will ensure detailed records are kept and monitor data to check levels of progress.</li> <li>• Inclusion meetings are held half termly with our Inclusion Manager, Head teacher and Governors which include our Inclusion Governor Caroline Weeks. These meetings cover progress, attainment and robust questioning of how we are using our funding streams to meet children's needs. (This also includes ways to access other funding streams with the current budgetary restrictions)</li> </ul>
<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> <li>• An ELSA (emotional literacy support assistant)</li> <li>• FEIPS (Framework for Enhanced Individual Pastoral Support)</li> <li>• Play therapist</li> <li>• Family Services manager</li> <li>• School nurse</li> </ul> <ul style="list-style-type: none"> <li>• We offer support for children's emotional well-being through social skills groups, the use of social stories that we run ourselves and/ or opportunity to have sessions with our Emotional Literacy assistant. When needed we will seek support from our play therapists or outside support from CAHMs, Barnardo's or the YMCA who offer counselling services. We can also seek advice from our educational psychologists</li> <li>• We always try and support any child with behaviour needs by identifying the underlying cause for the behaviour and support the child and the family in ways to improve the situation. Tracey Castle our Family Services Manager will work with parents who wish to seek help with managing their child's behaviour at home, even when this behaviour isn't seen in school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our Attendance Officer Tracey Castle closely monitors attendance and makes parents aware if their child's attendance is falling below what is expected. Parents are encouraged to talk to their child's class teacher and/or Tracey Castle our Family Services Manager if they need support with increasing their child's attendance.</li> </ul>
<p>11. What support does the school have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p> <p>b) How are young people consulted and involved in their education and target setting</p>	<ul style="list-style-type: none"> <li>• We run an open door policy where parents and carers can come in and talk to the senior leadership team when they need someone to talk too or the class teachers or Inclusion Manager via appointment.</li> <li>• We have our Family Services Manager who will talk to parents and can offer an early help plan to families who feel their child is in need of extra support and this can help them access further support services e.g. parenting support</li> <li>• All children are encouraged to become fully involved in all aspects of school life. There are various clubs that run at lunchtimes and after school which are open to all children. All children participate in our school plays and sports days. We endeavour to ensure that all of the educational activities we offer can be accessed by all children and we work closely with parents of children with additional needs to overcome any barriers which may prevent their child from enjoying what is on offer.</li> <li>• Young people are involved in target setting within their classrooms and through our marking feedback system.</li> <li>• When age appropriate young people are encouraged to attend annual reviews and pupil centred planning meetings to be part of the target setting process to meet their needs (only when parents agree that they would like their child to participate)</li> <li>• Pupils are involved in the formation of their pupil passports.</li> </ul>
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• Please see the schools policy on administering medicines or speak to the school office.</li> <li>• To access the policy please link to our school website:- <a href="http://www.fosay.co.uk">www.fosay.co.uk</a></li> </ul>

<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>• We are a fully inclusive and fully accessible school</li> <li>• In depth risk assessments are undertaken for school trips and if a safety issue is identified for a child with additional needs we discuss this with parents and find a way to ensure that your child still has an inclusive and enjoyable learning experience.</li> <li>• To access the policy please link to our school website:- <a href="http://www.fosay.co.uk">www.fosay.co.uk</a></li> </ul>
<p>14. How will the school support my child/young person when they are leaving? Or moving to another Year?</p>	<ul style="list-style-type: none"> <li>• We have very close links with our onsite nursery and the children get many opportunities to mix with our Reception class throughout the year. We also run transition mornings and afternoons. The Senco at our nursery liaises with our school Inclusion Manager and Reception teacher and in the summer term the Reception teacher and Inclusion Manager attend M.A.T (multi agency team) meetings for children with identified additional needs with the child's parents. We often use a transition partnership agreement within these meetings so that everyone can contribute to and form a clear plan to meet the transition needs of the child.</li> <li>• We have transition meetings between our teachers to ensure relevant information is passed to the next teacher. For some children who may struggle with transition we arrange frequent visits to their new class room and new teacher to prepare them for the change.</li> <li>• We have close links with secondary schools and meet with them to ensure they are aware of the needs of the year six children and we do transition workshops for the year six children to prepare them for the changes ahead. Children have the opportunity to visit their secondary school and meet with the year seven teachers. For children with more complex needs we also hold a transition partnership meeting with the secondary school, other professionals involved and parents so that everyone can contribute to and form a clear plan to meet the transition needs of the child.</li> </ul>
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> <li>• Our school Inclusion Manager Mrs Collins organises brunch sessions at least termly in conjunction with 'Our Place' in Freshwater; which our Family Services Manager Tracey Castle attends. SENDIASS who offer support for parents of children with additional needs are always invited to these sessions. The Speech and Language team and Barnardos are also always invited. Our preschools and secondary schools are often invited at times of transition. The brunch sessions are advertised in our newsletters and individual invites are also sent to our parents with children which have additional needs or are in receipt of pupil premium. 'Our Place' opens every Tuesday mornings at West Wight Sports Centre between 10.30 am and 12.30 pm where our local area coordinator Adam Tucker attends, Southern Housing and sometimes a solicitor. Foodbank vouchers can be</li> </ul>

	<p>issued here too. The volunteers who run 'Our place' are also very helpful and welcoming with tea, coffee and biscuits. We are often serenaded with a live guitarist too.</p> <ul style="list-style-type: none"><li>• Our school Inclusion Manager Mrs Collins and our Family Services Manager Tracey Castle can give you contact details of organisations that may offer further support and opportunities that are available for you and your child in the wider community.</li><li>• Also here is a link to the services and information available from the Isle of Wight council</li></ul> <p><a href="https://www.iwight.com/localoffer">Local Offer - Isle of Wight Council</a> <a href="https://www.iwight.com/localoffer">https://www.iwight.com/localoffer</a></p>
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**Thank you to our parents who have kindly contributed their views and helped us create a user friendly document.**

*“I have always found all the school staff very friendly and approachable. I love the fact that although my son has a physical disability he is included in everything. If I have any concerns no matter how small the staff are always happy to talk and work through them.”*

Miss S. Parker

*“As a parent having my son diagnosed later on I have learnt to be open and honest with the school. The staff have always been friendly and approachable when discussing my own or their concerns regarding my son’s special needs regardless how small or insignificant they may seem. The school staff are also very supportive in helping me come to terms with each stage.”*

Mrs S. Aggio