



Isle of Wight School SEND OFFER

**The Island Free School
Leeson Road
Ventnor
Isle of Wight
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www.theislandfreeschool.org**

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 links: <http://www.iwight.com/Residents/Schools-and-Learning/>

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

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Mr R. Peace SENCO, Designated Teacher for Looked After Children, Designated Child Protection Liaison Officer, Head of Year 7</p> <p>Mr Peace is a member of the school's Senior Leadership Team</p>	<p>As SENCO (Special Needs Coordinator) Mr Peace is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the school's SEN policy • Coordinating provision for children with SEN • Liaising with the relevant Designated Teacher where a looked after pupil has SEN • Advising on the graduated approach to providing SEN support • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Liaising with parents of pupils with SEN • Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary agencies. • Being a key point of contact with external agencies, especially the local authority and its support services • Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • Ensuring that the school keeps the records of all pupils with SEN up to date <p>(from the SEND Code of Practice 0-25, 2014)</p>

HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in The Island Free Shool 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

2. What are the different types of support available for children and young people with SEND in this school?	Types of support provided				What would this mean for your child?	Who can get this kind of support?
Area of Need	Communication and interaction	Cognition and learning	Social, Emotional and Mental Health	Sensory &/or physical needs		
Includes	Speech, Language & communication Autistic Spectrum Difficulties	Moderate Learning Difficulties Specific Learning Difficulties		Visual impairment Hearing impairment Muliti-sensory impairment Physical disability		
Teaching	Individual needs will be met through differentiation, resources and strategies used in the classroom					
Examples of strategies	Visual cues/ aids Word banks Individual task lists Quiet place	Daily reading Reading intervention Overlays Word banks ICT	Behaviour policy Safe places Indoor/ quiet play activity Buddy system	Building has full disabled access Teaching styles meet needs eg seating plan	Your child will make at least expected progress as they will be involved in	Any child

					all aspects of learning	
3. How can I let the school know I am concerned about the progress of my child in school?	<ul style="list-style-type: none"> Your child's mentor is the first point of contact if you have concerns. You can arrange a meeting to discuss your concerns with Mr Peace – an appointment can be made via the school office. Parent/ mentor consultations are held in the last week of every term and this is a good time to talk about your concerns and ask questions. 					
4. How will the school let me know if they have any concerns about my child?	<ul style="list-style-type: none"> Individual subject teachers will be in contact if there is a problem in their lessons. Mentors will be in contact with any issues regarding your child. Parent consultations are held every term and these are good opportunities to talk to you about how your child is progressing at school. 					
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> Extra support is given to children as and when it is required according to their needs. Throughout the year the teachers meet with the Senior Management Team to talk about how children are progressing and what level of support and intervention is needed. We put our resources where the need is greatest. This happens for all children no matter what stage they are at. If your child is not making progress or presenting with particular difficulties the teacher will talk to you about it and arrange for you to talk with Mr Peace. Together we will talk about your child. If the child has identified needs which need provision above what is usually provided, then we will place them at 'SEN Support'. If your child is not making progress with the support we have available in school we may ask advice from other agencies. If your child experiences significant difficulties making progress and meets the local criteria then we can explore requesting statutory assessment for an Education, Health and Care Plan (EHCP). We will follow guidance from the Local Authority to help us make these decisions. 					
6. What specialist services are available at or accessed by the school?	A. Directly funded by the school		<ul style="list-style-type: none"> Speech and Language support from St Catherines school – core function is the assessment of need and development of strategies to support the child in school LA support is available for assessment and intervention in a range of SEND conditions these 			

		<p>are funded by the school</p> <ul style="list-style-type: none"> • Private educational Psychologist reports
	B. Paid for centrally by the Local Authority but delivered in school	
	C. Provided and paid for by the Health Service but delivered in school	
<p>7. How are staff in the school supported to work with children & 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"> • All staff are supported by Mr Peace and Miss Stubbings. There are regular meetings with either individuals or groups of teachers and Learning Assistants. Children’s needs are talked about and planned for as they arise. • There are regular Professional Development Meetings for teachers and Learning Assistants. These meetings are used to share information, advice and guidance on a range of related topics. • Specialist agencies be used to provide training to individuals and teams of teachers and/or Learning Assistants for children with specific needs. This may included Hearing Impaired, Physiotherapy and Occupational Therapy programmes. • In school training will be provided on Quality First Teaching, identifying barriers to learning, various interventions, behaviour, ASD etc. • The school may access external training that includes speech and language, supporting learning, emotional literacy, behaviour needs and ASD. 	
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a). How will the curriculum be matched to my child’s needs?</p>	<ul style="list-style-type: none"> • Teachers plan for the needs individual and groups of children to ensure they can make good progress. • Information is collated and shared for each child on SEN Support about what teaching strategies are needed and work for your child. This is recorded on our ‘Record of Information’ sheet. • We will work with you to identify the strengths your child has and how to use them to engage and motivate their learning as well as their barriers to learning and how to 	

b) How will I know how my child is doing and how will you help me to support my child's learning?

overcome them.

- We will use alternative ways of accessing information and recording knowledge and understanding.
- We will identify their learning strengths and styles and adapt teaching and the curriculum to suit.
- We will use different access arrangements to ensure that your child can respond to tests to the best of their ability. This could be a reader, scribe or a quiet room free from distraction. We will apply for extra time for those children we think will need it but will have to be bound by decisions taken by an external body.
- We will talk about your child's progress and needs at the termly Parent Consultations and any other individualised meetings as mentioned above. At the Parent Consultation we can talk about how to help learning at home. We will share with you a copy of the 'Record of Information' and you can add any comments about your child's learning, strengths, needs and support / interventions used.
- You will receive a written report once a year which will have information about your child's progress and learning.
- You can arrange to meet with your child's teacher, Mr Peace or Ms Stubbingsan to talk about how we are supporting your child in school and ways of helping at home.
- We can arrange for you to talk with specialist services who work with your child.
- We can signpost you to services, websites or voluntary organisations that can help you with information, advice, guidance and support.
- We can signpost you to the Parent Partnership Service who is there to help you understand what is happening for your

	<p>child or how things can be improved by us or other agencies. They can support you with decisions about school placement for secondary school.</p>
<p>9. How will the school measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • All children are assessed on a regular basis through the year to ensure the teacher and team know exactly where your child is in terms of attainment and progress. • We use teacher assessment throughout the year to see where your child is against the national curriculum levels. • We will use specific formal and informal assessments to identify strengths, barriers and needs of your child. • Every child is set targets for them to achieve in each subject. • A child on 'SEN Support' or with a Statement will have outcomes set for the year. These will relate to their needs. We will review their progress every term. • Your child's progress on interventions will be monitored through our record-keeping. It will be discussed at any meetings you have.
<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,</p>	<ul style="list-style-type: none"> • Your child's mentor and all of their teachers will have your child's interests at the heart of what they do. On a day-to-day basis the Year team will have responsibility for pastoral, social and medical needs. • If your child is worried about anything or having difficulties with friends we will support them with a range of interventions as. We have adult mentors, playground buddies , and have indoor/quiet play activities for those who prefer or need it. • We can refer children to local counselling services, CAMHS, Young Carers or signpost families to other services. We would only ever do this in talks with you and your agreement. • The school follows a Behaviour For Learning policy which has built in rewards and sanctions; this helps all the children know what is expected of them throughout the school. For children who find it difficult to manage their emotions and make the right choices in their behaviour, we will make every effort to ensure they do not have to be excluded. • We closely monitor attendance. If your child's attendance falls below 95% your child's mentor will talk with you to see if

<p>avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<p>there is any particular reason and how we can work together to improve attendance. If your child's attendance falls below 90% you will be asked to come and meet with the Head of Year to discuss the rising concern. If your child is finding it difficult to come into school we will work with you to find ways of making this easier. Please see our Attendance Policy for more information.</p> <ul style="list-style-type: none"> • Medical needs are recorded and shared with the adults in school who need to know. If necessary we will nominate Key Persons to make sure needs are met at the right time and in the right way. We would want you to come and let us know at any time if things need to be different. • Throughout the school there are many staff who are first aid trained. • For families who need support from a wider range of agencies we can offer a CAF (Common Assessment Framework)
<p>11. What support does the school have for me as a parent of child with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> • We offer a partnership approach – we want to listen and work with you in the best interests of your child. • We can offer regular meetings to talk about your child's needs, what we are doing and how we can work together. • We can signpost to other services. • We can offer a CAF for families who need it. • All children are regularly asked about how they feel about their learning, what they would like to achieve and how they think they can best achieve this.
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • We ask you to let us know about any medicines that need to be used in school and we will ask you to complete a simple form. • We will not administer any medicines without this consent. • A key adult, or adults, will be nominated to administer medicines. • We work closely with our school nurse • We have had specific training for any particular needs as they arise and specific to individual children.

<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • Our school building is accessible for those with disability and/or needing wheelchair access. • It is all on one floor, with access via slopes where needed. • We have a disabled access toilet. • School clubs and enrichment activities are mostly on site and therefore accessible. Where an activity takes place at the sports centre, we take out students there by our own school minibus. • When we have trips or visits to other settings for learning activities, we will plan for every child to have access. Parents may be asked to bring in wheelchairs or buggies for those who find it difficult to walk far due to their physical needs. We will risk-assess any of these situations with your child’s needs in mind and work together to make sure your child can access activities.
<p>14. How will the school support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • As our pupils move up through the year groups at our school, they do so with the same mentor and Head of Year to ensure continuity. • Due to our varied curriculum and enrichment activities, all students come into contact with all staff. If, however, there are concerns regards moving into a new teacher’s class, then we will facilitate meetings in advance to assuage them. • If needed, we will arrange meetings with key people from the next class or school so we can all talk about your child’s needs and any concerns you or your child may have
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • Please see our Inclusion/Safeguarding pages on our school website. • Please come and talk with someone from our Year team and we will signpost you to information and advice services, websites etc. • Further information about what is on offer across the island can be found on the Council website and the Isle of Wight Local Offer http://www.iwight.com/Residents/Schools-and-Learning/

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