

Introduction

All children and young people with Special Educational Needs and Disabilities (SEND) are valued, respected and equal members of the school. Their individual learning styles are considered by each teacher and support staff during the planning, assessment and progression cycle of learning, as are those of their peers.

Integrated and dynamic learning is at the heart of the Steam Mills ethos, and all children have a part to play in this.

Identification

Early, accurate and specific identification of a child's needs is of paramount importance. If a child has identified needs when they join Steam Mills, staff will work closely with parents to share any concerns they may have or any prior information about their child.

In addition, school will liaise with pre-school or previous educational settings to ensure that the child's needs are met.

The class teacher will meet with the SENDCo, Head and other staff who work with the child. We will organise to meet with the parents if this has not already been done. When special needs are identified, we will look to implement support strategies.

If appropriate we will involve external agencies to work with the child or offer advice to staff.

Children with identified SEND will be placed on the Graduated Pathway according to The Code of Practice guidelines.

Targeted Support

All children have a target card. These will usually have a Literacy and Numeracy target appropriate to the level of learning for the individual child. Children with SEND may require targets to support a specific need and the learning of a new skill. These will be broken down into manageable steps using a SMART (specific, measured, attainable, relevant/realistic and timed) format and are informed by teacher assessment, SEND expertise of outside agencies, parent and pupil voice. The child may also receive additional group or individual intervention support.

Interventions, Resources and Equipment

Steam Mills has a wide range of resources and interventions running from EYFS through to KS2. We look carefully at the children's needs, both academic and pastoral. We aim to enable the children to access the curriculum regardless of SEND. This can be through human as well as physical resources. We specialise in meeting the needs of children with cognition and learning difficulties and pastoral needs such as low self-esteem.

Resources and interventions include: Dancing Bears and Bearing Away, Rapid Maths, Numicon, CODE reading programme, Language for Thinking and Dyslexia trained staff.

Pastoral Support

The Head and SENDCo are able to access agencies that meet the needs of your children. These can range from Family Support Workers to the 2gether Trust Mental Health Team. The SENDCo attends regular multi-agency meetings to source agencies within the local area.

The school has a range of reading material for parents as well as sign posting information on the parents' noticeboard.

The SENDCo is a trained THRIVE Practitioner and has delivered INSET training to all staff. As part of the Thrive approach, classes are screened and group and individual sessions are run during the school day. In addition to this, the SENDCo has completed the Level 2 Counselling Skills course and Mental Health First Aid training.

All staff have undertaken the Solution Focussed Approach training to develop a better understanding of children's behaviour.

We believe that developing a healthy mind and developing self-awareness is an important part of the curriculum.

Graduated Pathway

We want to ensure that all children achieve the best possible outcomes and receive the support they need when they need it most.

Gloucestershire County Council now have a single Graduated Pathway of Early Help and Support for all children, including those with SEND.

The Graduated Pathway is based on a simple Assess, Plan, Do, Review cycle with a number of responses which can be used in any order depending on what would best meet the needs of the child or young person:

My Profile

My Assessment and My Plan+

An Education, Health and Care Plan (EHCP)

Single Assessment

The family will need to give consent before any aspect of the Graduated Pathway is undertaken and parents/carers will be asked to sign a consent form enabling information to be shared. It may be necessary to review the consent during the process particularly if new services/ organisations are needed to work with the child/ family.

Further information regarding the Graduated Pathway is available from the SENDCo.

School and Support

As a school, we are here to support all pupils, their families and the wider community.

While support may come from within school, there will be times when the support needed is beyond that. At Steam Mills School all staff have a duty of care towards the children that they work with. Steam Mills makes use of the Educational Psychology team and other experts to assess the children's learning strengths and areas for support.

The school can also access the local Advisory Teaching Service who are experts in the field of Visual Impairment, Speech and Language, Behaviour and Physical Disabilities including Occupational Therapy by making a referral. This involves completing a form detailing the school's concerns about the child. Forms often require a parental/guardian signature before they can be submitted.

Further Information

Further information and support regarding SEND can be found online :

www.gloucestershire.gov.uk

www.glosfamiliesdirectory.org.uk

www.sendiassglos.org.uk

www.steammillsprimary.co.uk

Steam Mills Primary School



Local Offer

For children with Special
Educational Needs and
Disabilities (SEND)