



The Ark (SRP) Special Resource Provision Millbrook Primary School Local Offer



HOW DOES A CHILD GET A PLACEMENT IN THE SRP?

The Ark (SRP - Special Resource Provision) provides support for children with complex learning needs. Responsibility for placing and funding pupils in the unit lies with SENAT (Special Educational Needs Assessment Team) at the Local Authority. Children need a statement or EHCP - (Education and Health Care Plan), in order to receive a place in The Ark.

The Ark has an allocation of 8 places in the unit, although currently we are oversubscribed with 9 pupils.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us - firstly contact your child's class teacher or Miss Harz, our SRP Leader (The Ark).
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

HOW WILL THE SRP SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- Our SRP Leader oversees all support for children who attend The Ark. The children spend time in their mainstream class (with support from a Teaching Assistant) and in The Ark (with high adult/child ratio). The frequency and duration of this, depends upon the child's individual learning needs. This will be discussed with parents.
- The class or SRP teacher will oversee, plan and teach each child with SEND (Special Educational Needs and Disabilities) in their class/SRP to ensure that progress in every area is made.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher and SRP Leader will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information, the SRP Leader is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo (Special Education Needs Co-ordinator) reports to the Governors regularly about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets with the SENCo.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

**HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?
WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL
THAT HELP MY CHILD?**

- All work within class is pitched at an appropriate level for each child so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level

**HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO
SUPPORT MY CHILD'S LEARNING?
WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S
PROGRESS?**

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the SRP Leader and/or their class teacher and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home/school link book (HASP book - Home and School Partnership), which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessments (against National Curriculum level descriptors) and test results. Standardised tests in reading and spelling may also be used.
- As a school, we track children's progress using our data tracking system, 'itrack'.
- Children who are not making expected progress are picked up through pupil progress meetings. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or different approach to their learning can be given to aid their progression.
- Some children in the SRP may not make the same academic progress of peers due to their specific learning needs, but high expectations are set and the same system is used for monitoring their progress and attainment as the rest of the school.
- When the child's IEP (Individual Education Plan) is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

**WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?
WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE
SCHOOL?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well being. We have a caring, understanding team looking after our children.

- The class teacher/SRP Leader has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SRP Leader or SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Behaviour Support Team.
- The school also has a parent support worker who can give practical advice on parenting and support with concerns about emotional, social and behavioural development.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site. The school nurse works with the school and parents to produce an appropriate individual 'Care Plan' when needed.
- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- On a day-to-day basis, the SRP staff generally oversee the administration of any medicines.
- As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage most medical situations.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school, we have a very positive approach to all types of behaviour with a clear reward and consequence system that is followed by all staff and pupils.
- The SRP encourages positive behaviour through school systems as well as additional rewards and sanctions that are appropriate for the individual and complex needs of the children who attend.
- Attendance of every child is monitored on a daily basis by the administration department. Lateness and absence are recorded.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council.
- Children who have IEPs (Individual Education Plans) discuss and sometimes contribute to setting their targets with the SRP Leader at a level that is appropriate to their understanding.
- Children with a Statement are asked their views before their Annual Review.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo is fully qualified and accredited and our SRP Leader is well trained and very experienced in her field.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech

& language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- A number of teachers and TAs are 'Team Teach' trained to support children with behavioural difficulties.
- Staff in the SRP, have had training on ASC (Autistic Spectrum Condition), Speech and Language difficulties, Downs Syndrome, First Aid, Child Protection and attend other courses, network meetings and conferences that are appropriate.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.
- Children in The Ark partake in trips with their mainstream class and as a SRP unit.
- Children in The Ark go swimming once a week at the Hydrotherapy Pool.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with disabled toilets large enough to accommodate changing.
- The school is all on one level.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SRP AND TRANSFERRING TO A NEW SCHOOL?

- All new children to visit the SRP prior to starting when they are shown around the whole school; this may be with their parents/carers or staff from their school. The Leader of the SRP will visit them in their school setting prior to starting at Millbrook.
- We may write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Year 5 Annual Reviews (for children with Statements) will be used as a transition meeting during which we will invite staff from both schools to attend.

HOW ARE THE SRP'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

- The SRP has an allocated budget to pay for staffing, premises and resources.
- The SRP has a high staff/child ratio and children with the most complex needs are given the highest level of support.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The type and level of support is discussed with parents upon a child receiving a place in the SRP. This is discussed and reviewed during parents' evenings and Annual Reviews.
- There is close liaison between the SRP Leader, class teachers and the SENCo to ensure that the children are receiving the support that they need.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs.
- Through the Annual Review process.
- Verbal feedback from the teacher, parent and pupil.
- The child is making progress academically against national/age expected levels or they have made academic progress against themselves/other SEND children.
- Progress has been made socially and behaviourally as well as academically.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be Miss Harz, our SRP Leader or your child's class teacher to share your concerns.
- Look at the SEN policy on our website
- Contact Parent Partnership - <http://www.swindon.gov.uk/el/parentalsupport/Pages/el-parentalsupport-swindonparentpartnershipservice.aspx>

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD ATTEND THE SRP?

- The suitability of a placement in the SRP would firstly be discussed during an Annual Review or meeting with the SENCo at your child's school.
- A referral from your child's school, supported by a Local Authority Educational Psychologist, would need to be made to SENAT (Special Education Needs Assessment Team) who then make the decision as to whether a placement is appropriate.
- Visits can be arranged once a placement in a SRP for complex needs has been recommended. Contact the school Administration office to arrange a visit and Mrs Pyman (Headteacher) or Miss Harz (SRP Leader) will show you around the SRP and whole school.
- Currently, the SRP is oversubscribed and there are no spaces.