

# Steying C of E Primary School



## School Policies: Special Support Centre Operating Policy 2020-21



### Steying CE Primary School

Policy Adopted:	date
Review requirement:	Annually
Policy Reviewed:	May 2021
Date for next review:	May 2022

This document should be read in conjunction with the school’s Special Educational Needs & Disability (SEND) policy and West Sussex County Council’s specialist support arrangements for schools (SSC). See School website.

### School Mission statement

At Steying CE Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils. We welcome all pupils and staff and promote equal opportunities for all members of the school community regardless of their ability, age, gender, ethnic origin, religious belief, home language, looked-after status, sexuality, health, social or economic background.

Our vision at Steying CE Primary School is to value every child as a unique individual with diverse interests, abilities and needs. We are committed to giving all children every opportunity to achieve highly and to do the best that they can including those with specific speech and language difficulties.

This policy supports the stated ethos of the school:

*“We want Steying CE Primary School to become synonymous with educational excellence by building an inclusive Christian community based on love where everyone feels valued, safe and supported. Everyone will be empowered to change their own lives and the lives of those around them. To be able to stand up and become responsible members of the community, making a difference.*

*Together, we will continually strive to remove the barriers to success, fear of failure and widen horizons for all. We will provide a culture of mutual respect and acceptance with*

*children moving onto their next venture with the skills and values to set them on the path to achieve their dreams.”*

## What part does the SSC play in achieving our aims for all children at our school?

Our SSC is for children with specific Speech and Language difficulties.

At Steyning CE Primary, “We aim to do everything in love”. We aspire to help every child in our care to develop as a whole person, becoming confident, happy, independent, creative and adaptable; to love learning and achieve more than they ever thought possible.

Whilst in the SSC we aim .....

- To improve receptive and expressive language skills
- To improve fluency and speech production
- To improve social skills and interaction with others
- To improve listening, attention and memory skills
- To improve literacy and numeracy skills
- To enable SSC pupils to access the mainstream curriculum with appropriate levels of support
- To enable all SSC children to take part in all aspects of school life

## How are the children admitted to our SSC?

The Special Support Centre at Steyning CE Primary School, known to the children as Robins, is a 12 place facility. Pupils are placed in the SSC by the Special Educational Needs Assessment Team, Children’s Services at West Sussex County Council in consultation with the Head Teacher, Teacher in Charge and the Speech and Language Therapist.

All pupils who are admitted to the SSC at Steyning Primary School must have an Education Health Care Plan, or are likely to get one if attending an Early Years SSC, and have speech and language as their primary area of special needs.

Pupils usually have a discrepancy between their verbal/language skills and non-verbal skills. Pupils may have:

- Receptive language disorders
- Expressive language disorder
- Speech sound disorder
- Phonological difficulties

As places are limited, in the event of oversubscription to the SSC, places will be allocated at a yearly considerations meeting involving representatives from West Sussex County Council SEN team, the school and the Speech and Language Therapy service. Places will be allocated based on the level of need, family history and in reference to reports from professionals. For those children not allocated a space, parents will need to liaise with their planning co-ordinator at the West Sussex Special Needs Team about an alternative provision for their child.

## Who works in our SSC?

The SSC is run by two teachers assisted by four teaching assistants.

The Teacher in Charge (TiC) of the SSC is responsible for the decisions affecting its day-to-day management.

The TiC is line managed by the Assistant Head for Inclusion (SENDSCO) and the Head Teacher who, with the Governing Body, have overall responsibility for the SSC and for decisions affecting the day to day running and staffing.

The TiC is responsible for planning and the delivery of a broad and balanced curriculum, the SEN provision and the timetabling of integration into mainstream for all the pupils in the SSC. The TiC is also responsible for the deployment of the staff, their timetabling and leading SSC team meetings.

The TiC will carry out the Annual Reviews for the children in the SSC and are responsible for writing and reviewing each child's Individual Learning Plan (ILP). The TiC will also work closely with the Speech and Language Therapist from the NHS, who will undertake speech and language assessments and write/review Speech and Language Therapy goals. The TiC will ensure that Speech and Language programmes are put in place and that Teaching Assistants (TA) will support their delivery. The TiC is responsible for the learning and well-being of each of the pupils in the SSC.

## What can the SSC offer my child?

- Highly skilled, experienced, friendly, caring staff
- High adult to child ratios
- Adapted teaching for English and maths
- Speech and language Therapy (twice weekly) - each child has individual targets set, these are worked on in class, in the centre and in direct therapy sessions (provided by Virgin Care).
- Visual support - children with language difficulties often benefit from visual support to help them to understand. We use various methods including

Communicate in Print, Pecs, and Makaton (signing) to help them make sense of the language being used

- Small group support when children are integrating in their mainstream class
- An attractive 'light & bright' learning base which has varied and exciting resources
- Through the usual referral process we have access to a multi-disciplinary team, including Educational Psychologists, Language & Learning support professionals, Educational Welfare Officer, Physical and Sensory support service, Occupational Therapy service, Child and Mental Health Service (CAHMS) and Speech and Language Therapy service

### What does the day look like for pupil's in the SSC?

We aim for the pupils in the SSC at Steyning to be integrated into class as much as is appropriate for their needs during the school day within their relevant year group.

Reception children in the SSC will mainly integrate for free flow independent learning sessions through the day. Subjects taught in the SSC will normally focus on phonics, literacy, therapy and vocabulary intervention work.

The TiC will agree an integration timetable with the mainstream class teachers for each pupil or groups of pupils. This will then be given to the class teacher; pupils have a visual timetable in Robins and in class which supports them during the day. Mainstream class teachers will, where practical, advise the SSC staff of any proposed changes as far in advance as possible. The children will be warned and prepared for any changes to a regular routine and their timetables will be adjusted accordingly. The staff in the SSC will also try to advise the mainstream staff if a child is away for some reason or will not be attending a particular lesson. They will also advise them of any significant or relevant issues raised by parents in the home/school communication books.

The TiC will work with the mainstream class teacher to ensure all adults are aware of the needs of the SSC children, including lunchtime supervisors and any other staff working with the child. CPOMS is used as a tool for sharing all relevant information and is kept up to date by the TIC, and the class teacher.

### What support is there for the SSC pupils when in mainstream class?

SSC pupils will be supported in class by staff from the SSC at times. However, SSC funding does not allow for one-to-one support and therefore, there may be some sessions where a pupil attends mainstream integration without SSC support. It is suggested that SSC pupils

are encouraged to work on their own or with a group or partner wherever possible, once it has been established by the class teacher or the class TA that the child has understood the task. The TiC will liaise with mainstream class teachers regarding the learning and well-being of all SSC pupils when they integrate so that further support and consolidation work can be planned in the SSC and any difficulties a child may be having during any teaching session can be rectified.

### How do we ensure pupils in our SSC are included in all aspects of school life?

Children from the SSC are integrated into school life as far as possible; this means they will go into assembly, go on class trips and enjoy playtimes alongside their peers. The children take part in school events for example, Children in Need, Sport Relief, residential trips and the school production. The children also follow the themes of the whole school and join in with themed days and weeks.

### How does our SSC benefit other pupils in our school?

SSC TICs, teaching assistants and the NHS Speech therapist have considerable expertise in Speech and Language Needs and are available to the rest of the staff if advice is needed on other children in the school. Children in the SSC require a visual timetable, and these are established in class and benefit other children. A total communication approach is implemented across the school using Communicate in Print to the benefit of all pupils.

### Additional Support

SSC pupils may require additional advice and support from outside agencies such as Occupational Therapy, Play Therapy or may need to be referred to agencies such as CAHMS or the Educational Psychologist for further assessment. The TiC is responsible for the referral of any SSC pupil and will complete the relevant documentation for this process to proceed.

### How will I be kept informed about my child's progress?

We want to foster an atmosphere of trust and co-operation with our families and so close contact between the SSC staff and parents is vital. As many of our children come to school by taxi, there is little opportunity for teacher contact before or after school, therefore day to day liaison is maintained through home school communication books in which correspondence can take place. We also keep in contact by phone and email. The TiC and/or SSC Teacher will meet with parents during the standard twice-yearly parent consultation evenings and the Reception Tea Party in July. The TiC and/or SSC Teacher will also meet with parents or speak over the phone to review Individual Learning Plans (ILPs) each term and for the formal Annual Review of the child's Education Health Care Plan once

a year (twice in Reception). The TiC or other SSC staff may meet at other times at the request of the parents/carers or SSC staff.

## Views of children and staff

At Steyning C of E Primary School we value the views of our children and staff. All children's views are listened to. Pupil voice is included in the child's pupil passport, their individual learning plans and the Annual Reviews. All staff contribute to the planning, ILPs and Annual Reviews of the children.

## What happens if problems arise and/or my child needs additional support?

Firstly, meet with the Teacher in Charge and/or SSC Teacher and discuss any issues. If a solution cannot be reached a meeting can be held with the Assistant Head for Inclusion (SENDSCO). Annual reviews can be brought forward, and advice can be sought from specialist outside agencies, for example, the Occupational Therapist. Please refer to the SEND policy for further details.

## What happens when my child is ready for the next stage in his/her life?

At each Annual Review meeting the child's progress is monitored and the language and educational aims for the next year are set. At Steyning CE Primary, the child's education does not extend beyond Year 6, however, children may leave the SSC sooner than Year 6 if it is felt that their needs can be met in the mainstream school. This will be discussed in liaison with the Speech and Language service, the Head teacher, governors and West Sussex special education teams. When a child is ready to leave an SSC they may move onto

- his/her local mainstream school with or without support depending on his/her needs.
- a Secondary specialist provision unit
- alternative specialist educational provision

Transition needs to be planned for carefully. We have close links with all of the feeder pre-schools and the Secondary provision in the local area. At Steyning CE Primary, we ensure that plans are in place to encourage a smooth transition to the next setting. Transitions are discussed at the Annual Review. We encourage visits to the new setting and booklets are made up to support the child starting with us.

## What do we expect of staff, professionals and families of children attending the SSC?

Our expectation is for all adults to have a full understanding of the child's strengths and needs. We expect all staff, professionals and parents to work closely together in the best interests of each child in a respectful and supportive role.

### How can I help as a parent of a child in the SSC?

At Steyning we encourage parental communication and support, for example, attendance at parent's evenings, participation in ILP reviews, Annual Reviews and transition meetings. Communication channels should be kept open, and the SSC TiC and/or SSC Teacher are available after school for telephone conversations if needed.

Parents are asked to support their child's educational and therapy goals by following SSC staff's advice. Small amounts of reading and speech/language targets are sent home on a regular basis. It is beneficial if parents can incorporate these into their child's evening routine to enhance their child's learning.

We want to offer your child as much support as we can during their time in the Robins class. In order to do this, it is important that we all work together so that they can reach their full potential. Here are some ways that you can help your child benefit fully from their time in the SSC:

- Contact us immediately to discuss any concerns you might have, but we want to hear about successes too
- Check your child's book bag and home-school link book EVERY day
- Attend your child's Annual Review and parents evenings
- Check that your child has the right equipment in school i.e., PE kit, reading books etc
- Support your child's language by working on any speech and language therapy activities we send home - children need a lot of practise to consolidate their learning.
- Read your child's reading book with them

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