



TALBOT PRIMARY SCHOOL

SCHOOL INFORMATION REPORT

Introduction

This is our SEN information page. It has all the information you need to participate fully in the education of your child which is a legal requirement:

- The Children and Families Bill requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- Schools are required to publish an SEN information report - Please do not hesitate to call us if there is any further information you require:

Tel : 01202 513981

Email: school@talbot.poole.sch.uk

Address : Talbot Primary School
Talbot Drive
Wallisdown
Poole
Dorset
BH12 5ED

What can the school do for my child?

We believe that every child is different and therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

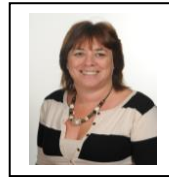
FIND OUT MORE BY CLICKING THROUGH THE QUESTIONS TO HELP YOU NAVIGATE THROUGH OUR INFORMATION:

Who are the SEN staff?

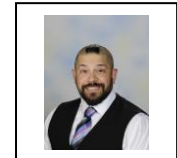
Louise McDonald – SENCo (Special Educational Needs Co-Ordinator)



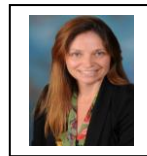
Tracy McDonald – Pastoral Care Worker



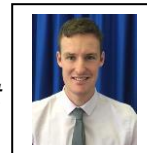
Anett Degiorgio and Alan Pearson – Speech & Language Teaching Assistants



Ariete Gregory – Inclusion Team



Chris Brown – Pupil Engagement and Welfare Officer



Who should I talk to if I need to know about my child's SEN?

- It is always advisable to speak to your child's class teacher first, as they know your child the best. Their **quality first teaching** will support your child with any need they might have, and it is likely that they will have sought advice from their colleagues to ensure they are aware of different approaches to suit your child's learning.
- If further support is needed, then a meeting can be arranged with the school SENCo, class teacher and yourself. This discussion will give you the opportunity to give your opinions, listen to our views and ask any questions. Most importantly, your child's needs will be discussed and how they may be met. These meetings can be arranged via the school office.
- Should any concerns arise, other than academic, our Pastoral Care team are available to support both child and family with any concerns you may have.
- We pride ourselves on building positive relationships with our parents and want to work closely with you. We are open and honest with parents and hope that you are able to do the same with us.



What is the best way of contacting the school about my child's SEN?



- Any meetings that are required with members of our team can be arranged via the school office (Tel no: 01202 513981).

If I am concerned about my child, what should I do?

- First and foremost, talk to us! Communication is key, we can only help if we know what is happening. As mentioned above, a meeting is simple to arrange with both the teacher and the SEN team, and we will endeavour to support you and your child in any way we can.
- The school website offers information and signposting for Parents and Carers who would like to find out more about workshops, courses and links to the BCP Local Offer: [Talbot Primary School - Special Educational Needs](#)
- Often through these meetings, we may direct you to other organisations both within, and out of school, that we feel may be appropriate to support your child further.
- If you feel that you require further support within school, each year team has a year leader who is available to discuss your child's academic progress.
- If you are still concerned, then you are welcome to seek further advice from our senior management team, which can be arranged through the school office.

If the school is concerned about my child, what will they do?

- When the class teacher has a concern about a child, they will try a range of techniques and approaches that are all within quality first teaching.
- If these approaches are unsuccessful, they will liaise with the SEN team for further advice and support. If required, they have a checklist they can complete so that a follow up observation can be made by the SENCo, observing the key areas for concern.
- Following this observation there will be a discussion between the teacher and SENCo. If the needs of the child cannot be met through class teaching, then a decision may be made to put your child on the school's SEN register.
- Termly SEND Plan review meetings will ensure that outcomes are monitored and reviewed appropriately, with support discussed and assessed to ensure it is beneficial to your child.
- There may be a TA (Teaching Assistant) working with your child either individually or as part of a group, as part of class practice.

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- We will also liaise with other outreach contacts, as they can provide further expertise that can support our teaching of your child.

How do we decide what extra support my child needs?

- When your child requires additional support, there will have been observations and discussions between the teacher, teaching assistants and SENCo.
- Through these conversations, the needs of your child will have been identified, and any possible intervention planned in order to meet these needs.
- We also liaise with outside agencies with a wider set of skills from different schools, who can offer advice and support as needed. These individuals can also be available for meetings and discussions with parents as required.
- We will always discuss what we are doing with your child at parent's meetings, and often suggest ways you can support us by following up at home, what we do in school. This is always greatly appreciated and will only further benefit your child.

What extra support do we offer?

- Your child's teacher will make every effort to ensure your child is able to access their learning in class. Additional resources are readily available in the classroom, if required, such as word mats, visual timetables or a multitude of other visual or sensory items.
- Dialogue between teaching staff and the SEN team is excellent at our school, we are frequently in classrooms to offer further advice, to give your child the maximum possibility to achieve their full potential.
- Our SENCo will complete observations in class, and if further support is required based on these observations, then a SEN Plan can be formed. This is a document that will be created by the teacher and yourself with guidance from the SENCo as required. It will state a clear aspirational outcome with short term targets to focus on your child's support and progress.
- This SEN plan will continue with your child for as long as they need it, and will be reviewed every term with the class teacher.
- Should your child require further specialist guidance, then we can access the expertise of a variety of different professionals, who provide excellent support both in and out of school.

How will teaching be adapted for my child?

- Children may have a different preferred style of learning (Visual, Auditory & Kinaesthetic), which develops as they continue their journey through school.

We endeavour to adapt and accommodate these different styles to ensure your child can maximise their potential in all areas. Support provided may include:

Different resources on their desks such as word banks, individualised spelling dictionaries, pencil grips, writing slopes, and other suggested items that can support progress.

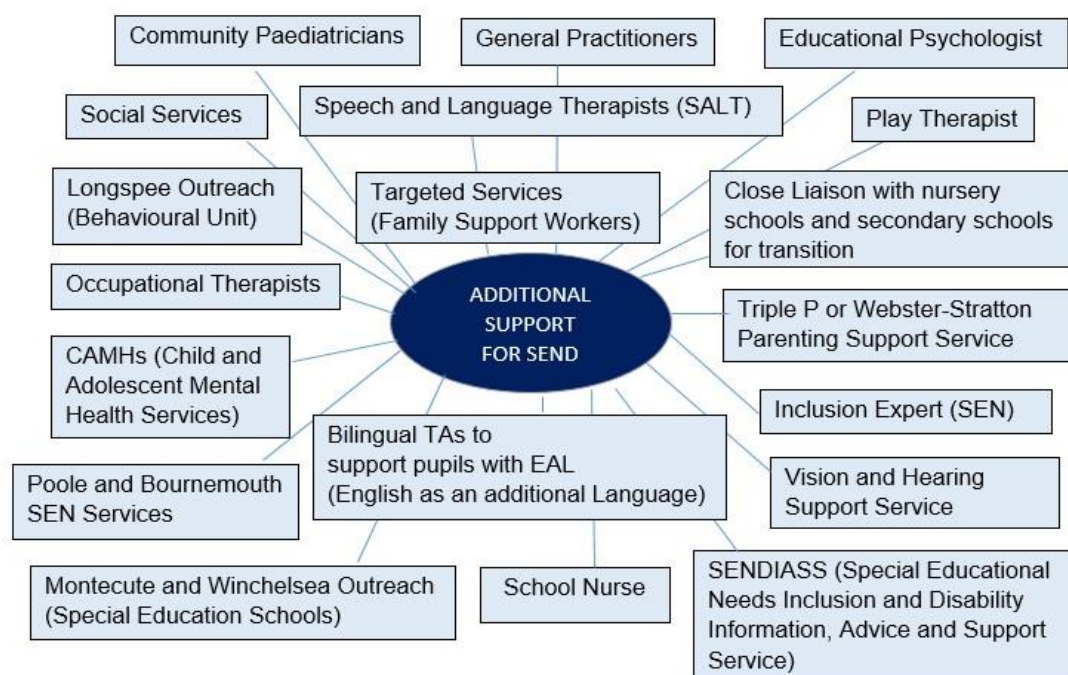
Adults giving further time and support with tasks to aid understanding during the lesson.

Physical changes required within the classroom and specialised equipment as necessary.

The more we know about your child the better we can adapt our teaching to their needs, therefore we actively encourage any insight you can give us.



What services from the Local Authority are involved with the school? What other providers are also involved with the school?

- We are extremely fortunate to be able to access a range of professionals, through the use of our SEN budget, who support us with our children's learning. As shown below:



- As these additional services work with a variety of schools, some referrals to these services can take longer than others. Any involvement with this support will always be with your prior knowledge and consent.

How do you know if my child is making progress?

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- Every child in the school is monitored for their progress through a range of processes such as observation, feedback, assessment and book scrutiny.
 - In addition, if your child is on our SEN register, they will have additional support systems to monitor their progress, such as the SEN plan. This means we will gain greater clarity on how your child is doing, as we hold meetings termly to assess how much progress has been made towards their individual outcomes.
 - If any additional intervention is required for your child to close gaps in knowledge, we complete both an entry and exit assessment which allows us to see their progress over the intervention period. This applies to both academic and social support, and is specific to the intervention given.



How will you support my child's social and emotional development?

- We are very fortunate to have an excellent, compassionate and highly trained Pastoral Care team, to support your child with a wide range of issues.
- Depending on what support your child needs, we are able to offer a number of different interventions, 1-1 support and group work that can help to guide and encourage so that your child can gain in confidence, self-esteem and most importantly, independence.
- Some of the interventions that may be offered are shown below:
- In addition to these interventions, our pastoral care team are on hand to support your child with any more immediate concerns, that might come from home such as bereavement, divorce or any other worries your child might have.

Will my child be encouraged to mix with all children at Talbot?

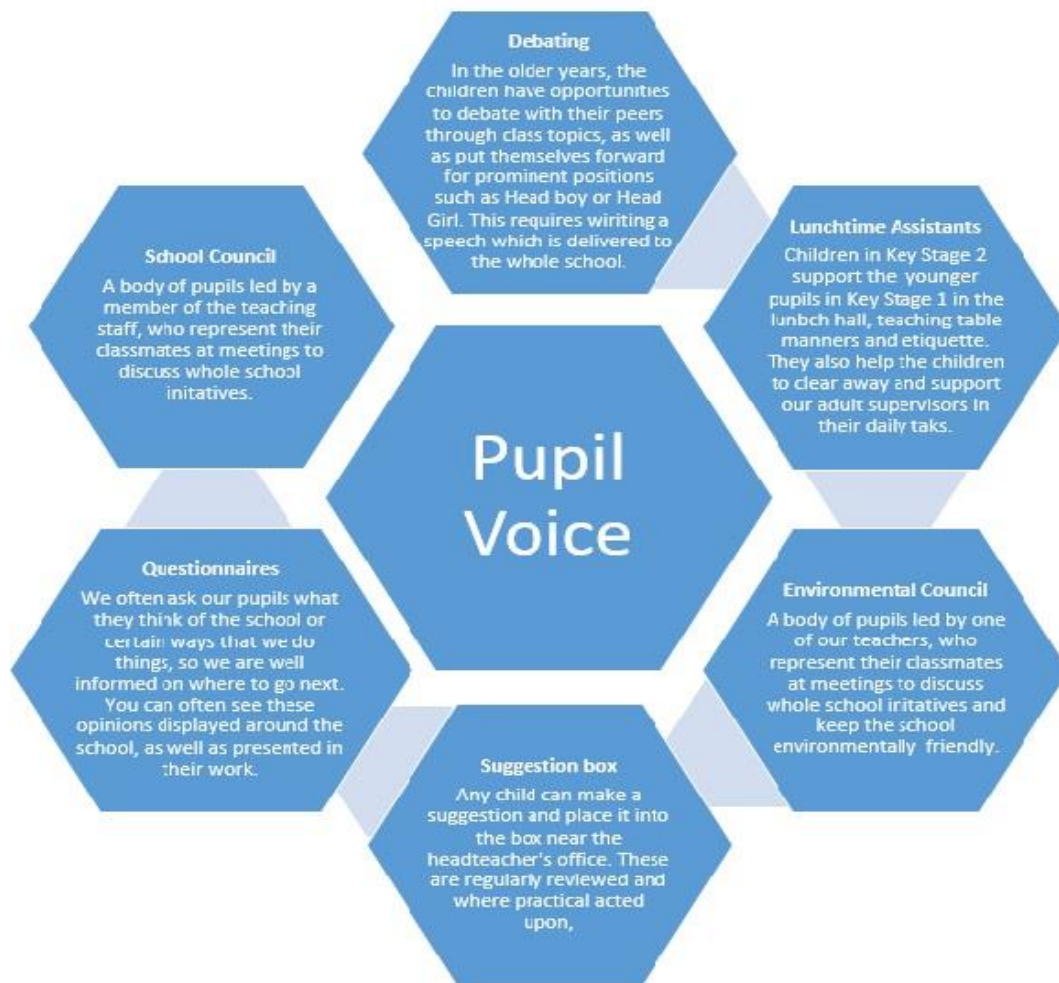
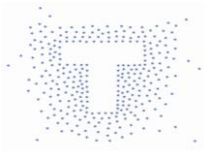
- We have a varied catchment with children from a range of backgrounds and situations. We pride ourselves on providing the same opportunities and start in life, encouraging all children to socialise and work with everyone across school.
- Children share playtimes and lunchtimes with one another, and mix in Key Stage groups on the playground.
- There are a range of clubs, both after school and at lunch, which nurture and develop an interest in a wide range of sports and activities.
- Reward time is on Friday afternoons (Golden Time), all children may choose their activity and will mix with all the year groups across the school.
- We host a number of different themed weeks across the academic year, such as Anti-Bullying Week and Sports Week.



How will you support my child when they join, leave or move between classes?

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- Transitions in a child's life are key moments in their education, and as such, we look to support them in every way possible.
 - When a child joins our school, we insist that both the children and families look around the school in order to familiarise themselves with the surroundings and us as a team. That way, everyone can ask anything they wish and start their time here with positive purpose and engagement.
 - As the children move through the school, we ensure that each move from year to year is well planned and supported. All the children have a transition day with their new teacher and classmates in the summer term, as well as an open evening for parents to also meet their child's new teacher.
 - Any children with SEN needs can often have a social story, which helps guide them through the transition process. These stories can be discussed over the summer term then go home with the children over the summer holidays to remind and allay any concerns they may have over the upcoming year.
 - In Year 6, we begin to prepare for progression to Secondary School. The Year 6 leader and Pastoral Team liaise with the Year 7 leaders and Pastoral Teams from the different secondary schools in Bournemouth and Poole. Any information or paperwork we have accrued for your child during their time at Talbot will transfer with them to enable teachers at their new school to plan effectively to meet their day to day needs and to support them in formal assessments. In addition, your child will have a transition day at their new school, in order to acclimatise to their new surroundings, and some schools have even offered an additional day for their new SEN pupils.
 - If you have any other concerns, then you can arrange a meeting with a member of staff at your child's new school.

How do you find out and record my child's opinions?

- We highly value your child's opinion at school, as it is key to their success at Talbot. If they feel they are being listened to and supported, then it will lead to them reaching their full potential.
- Your child has a clear voice within their classroom, which will be listened to by the adults in that class. In addition, there are many other adults across the school who can talk to your child and use their opinion to inform future decisions for the school environment. Opportunities for children to share their views include those shown below:



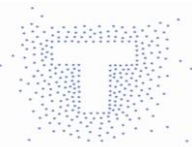

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- The pastoral team is always on hand to listen to any children who need to talk, and provide support and advice for a variety of needs; running an open door policy at any time during the day.
 - The children can also attend meetings at school about their progress, and are included in this process to ensure they understand how they might best achieve for the future.
 - If your child has a SEN need, their opinions will be sought prior to those meetings in order to ensure those plans are fully informed and productive for future reference.

What support is there for me as a parent?

- We pride ourselves on providing a very welcoming and inclusive environment for all our families, which includes family support around a child.
- An open door policy in our Inclusion Base means you are welcome to come and talk to our Pastoral Care Team, who can provide advice and support for any concerns you may have. They are experienced and well trained in many different areas, however, if they need additional advice as to how best to support you, they can access this through their links with other professionals.
- We host coffee mornings for parents to share time with staff and fellow care givers, and provide an opportunity to air views and opinions.
- Drop-in sessions for parents, with a particular focus for each. These can vary from behavioural difficulties to challenges with sleep.
- Strong links with children's services, for both Bournemouth and Poole. They can provide more individual guidance for the whole family, and allocate a worker who will liaise with families directly.
- Academic workshops for parents, in order to support them with helping their children for subjects like phonics or reading. These are held within year groups, as well as whole school for wider topics.
- Academic training courses are sometimes offered to parents.

How accessible is the school environment at Talbot?

- Our school site is wheelchair accessible with ramps and clear markings as well as disabled toilets situated around the school. These are large enough to also be used as a changing facility.
- In the Reception Base, there is a changing room to accommodate the needs of those children who have toileting needs.
- There is a lift to enable children with physical disability to access the upper floor.

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- The swimming pool has a disabled changing facility with fitted shower, as well as a winch to lift people in and out of the pool if required.
 - Markings are used for raised surfaces in and out of the school, as clear indication of this change for those who are visually impaired.
 - Enlarged font is available in school, for those that require it.
 - Clear access is provided for assistance dogs on school site, and accommodated for school events and daily routine.
 - The school has a disabled parking space available.
 - **Please see any further details regarding accessibility, in the policies section of our school website, in our accessibility plan.**

Complaints:

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues firstly to the class teacher, then if not resolved then with the SENco. The Complaints Policy can be found on the school website; this information can be found under the Policy section.

Reviewed September 2023