



Thames View Infants School Offer: Part of the Inclusion Policy

At Thames View Infants we know that every child is an individual and therefore the educational needs of every child are different.

However, from time to time some children and their families require some extra help and support to help them continue to thrive. Some children need support for a specific area for a short period of time; others may need longer term, specialised support and interventions involving a range of professionals.

Thames View Infants strives to offer a personalised provision for all children regardless of their **starting points**. **It is important for us that this provision and support is offered in a "joined up"** way. Working with the child and their family, the class teacher, the SENCo (at the time Ros Clark) Inclusion Leader (Claire Smith) and the Parent Support Advisor (Fi Bashir) and key School Leaders will ensure that interventions and support are designed to meet the specific needs of the child at that time.

Ofsted (April 2014) states:

- *Achievement is outstanding because **all** groups of pupils make excellent progress. This includes the most able and those who are disabled or who have special educational needs.*
- *Achievement of **all** groups of pupils is consistently good or better because teaching is **outstanding**.*
- *They are **well supported** and encouraged to persevere and do their best during the range of activities they undertake.*

The following document describes the wide range of support that is on "offer" for all children at Thames View Infants – this includes those children who may be identified as having a Special Educational Need or Disability. This "Need" could be educational, medical, concerning their health either short or long term, emotional – effecting their social interactions or mental health, and or the need could be physical – any of these needs may be diagnosed and/or recognised as a disability. It is worth noting that many children do not have or need a formal diagnosis to be included in the schools register of SEND. Some children and their families need temporary or short term support to see them through a period of identified need due to one or more factors.

*This document and the information it contains is referred to as the **"School Offer"**. The Local Authority also have a version detailing what they offer to parents, carers, families and children. This is known as the **"Local Offer"** and is available on their [Website](#).*



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Thames View Infants offers many different forms of support to meet the individual needs of all our children. This includes:

- High ratio of Teaching Assistants working in classes
- Specialist Trained TA working across the school supporting Language Development
- Leaders within school (SENCO, Inclusion Leader/Deputy, Headteacher, Assistant Headteachers and Year Group Leaders have a high commitment to teaching in class to ensure that there is a shared knowledge of individual children, their needs, progress and attainment
- Teachers plan a range of differentiated activities within the class for each and every lesson
- Teachers plan a range of personalised learning opportunities for individuals
- Helping families to support learning and behaviour at home
- A range of after school clubs are offered to inspire and extend children's love of learning
- The role of Child and Family Professional to encourage and support families at Thames View Infants to work together, thrive and succeed.

Thames View Infants offers many different forms of support to meet the individual needs of children identified with a Special Education, Health, Emotional Need or Disability. This includes:

- Small group interventions supporting Literacy (Reading and Writing) and Numeracy
- Small group interventions covering a wide range of individual and identified needs:
 - Fine and gross motor support
 - Nurture groups (supporting social and emotional development)
 - Behaviour groups
 - Language groups
 - Lunch Club
- Targeted support in class from the teacher/TA
- Individual support for Reading from a specialist Reading Recovery Teacher (Ros Clark)

This support and the interventions detailed above are offered for short periods of time. They are **regularly reviewed and impact on the child's learning is assessed by school staff. Once reviewed** children can either continue with a different or adapted intervention or they may no longer need any further support.

If your child's class teacher believes that your child would benefit from any intervention or additional support they will discuss those needs with you as soon as they are identified. Often, additional support at home, extra reading, learning tricky words, writing sentences etc makes all the difference.

If you believe that your child would benefit from additional support in or out of class, please come and speak to your Class Teacher as soon as possible.



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In some cases, children may present with a Special Education, Health, Emotional Need or Disability that requires support from agencies and professionals outside of the school, if this is the case Thames View Infants offers the following:

- Referrals to a range of Professionals for example – Educational Psychologist, Speech and Language Therapist, Child and Adolescent Mental Health Service, Family Support, School Nurse. These are just a few of the professionals and agencies that the school work with from across the LA and the NHS – if you have any questions or require support in engaging agencies and professionals please come and speak to our:
 - Child and Family Professional- Fi Bashir
 - Special Educational Needs Co-ordinator - Suzy Waters
 - Inclusion Leader/Deputy Headteacher – Claire Smith
- Access to Common Assessment Framework (CAF) which, in many cases, is required to apply for some outside agency support and can help families that find themselves working across school and other supporting agencies to co-ordinate the provision and ensure that it is consistently delivered and effective
- **Support and advice during the process of identifying children's specific needs** – especially when these may be more long term
- Sign-posting and networking with other supporting agencies that work with families i.e. Parents and Carers of Autistic Children Together (PACT)
- Specific and targeted 1:1 support for children with complex learning, developmental, emotional or medical needs/disabilities
- Intensive, small group support for cohorts of children identified as having more complex needs such as ASD, Attachment Need (*this provision changes year on year, see the School Development Plan*).
- Making a request to the Local Authority for an Education, Health and Care Plan to ensure that the child receives specialist assessment and provision
- **To ensure that children's needs are met by consistently working in partnership with:**
 - Parents/carers
 - Local Authority Advisor teachers
 - Professionals and agencies



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Ofsted (April 2014) states:

- Pupils who speak English as an additional language, of African heritage, disabled pupils and those who have special educational needs make outstanding progress. This is the result of frequent close checking of their learning and progress and well-considered additional support by teachers, teaching assistants and other agencies*
- Pupils from across the ability range answer questions in well-constructed sentences because the school has placed a strong emphasis on improving their reading and speaking*
- Teachers know how well each pupil is doing through regular and accurate checks on learning and plan lessons in great detail. This ensures that the most able are suitably challenged*
- Teaching assistants and other members of support staff make an outstanding contribution to pupils' progress, especially for disabled pupils and those who have special educational needs. For example, teachers deploy additional adults well to ensure all pupils stay attentive and on task. Most are well trained and good at asking challenging questions which help pupils think hard*
- The range of lessons inspires pupils with a love of learning. The detailed planning for pupils of different abilities ensures that classrooms are inclusive and that all pupils are treated fairly and equally*
- The school is successful in promoting equality of opportunity, where discrimination of any kind is not tolerated. In 2013, at Key Stage 1, pupils eligible for additional government funding were well above the national average in all subjects. School information shows that, currently, these pupils are making as much progress as other pupils and the gap in attainment is narrowing*

If you have any questions about the provision for children with Special Educational , Health, or Emotional Needs or a Disability, please come and see Suzy Waters (SENCo) or Claire Smith (Inclusion Leader/Deputy). We will be happy to discuss the policies and procedures as well as the **provision. If you have specific questions about your child's needs, the first person** to talk to is always the class teacher, who, at school, knows your child best.

Children at Thames View Infants have a "love of learning" and make "outstanding progress" whatever their starting point, working together, in partnership with parents, can only serve to **improve our children's chances in life.**

Further information is available from:

Our [Thames View Infants Website](#) – [Policies](#) section: for the [SEN/Inclusion Policy](#) and other useful school documents.