Farrington Gurney Church of England Primary School

*‘Inspiring Learning Together’*

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| 1. **Organisation name** |
| Farrington Gurney Church of England Primary School  Church lane,  Farrington Gurney  BS39 6TY  01761 452419  **www.farringtongurneyschool.co.uk** |
| 1. **What service do you provide (Breakfast, After School…)** |
| Breakfast Club every morning 8:00 until 8:40.  We have a variety of free after school clubs run by the school staff. |
| 1. **Who is your named Special Educational Needs and Disability contact?**  * **Is there someone in your organisation parents can talk to?** |
| Ms Heather Mason is our contact person |
| 1. **How do you aim to meet the unique needs of the child? Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND).** |
| **At our school we believe that:**  \* The first purpose of the school is to promote learning  \* The atmosphere which best supports children, and indeed adults, as learners is happy, secure and caring  \* ‘Childhood’ is a stage of life in its own right and children are entitled to the support and encouragement which will enable them to develop as people  \* Open and trusting relationships between children, teachers and parents provide a secure framework within which children feel happy and successful  \* Teamwork and co-operation between governors, parents and staff is a necessary precondition of providing the curriculum and ethos to which we believe children are entitled  \* Parents have a crucial role to play in the education of their children and can contribute in a number of ways to ensure that their child’s time in school is a purposeful, happy and successful experience  \* Praise and reward, not punishment and criticism, are most effective in ensuring good behaviour  \* We place a high value on the basic moral standards of honesty, respect and  consideration for others  \* Children should learn to take responsibility for their actions  \* It is our moral duty to help those less fortunate and weaker than ourselves  \* All children, whatever their capabilities, are of equal worth.  \* We have a comprehensive SEND policy on our web site |
| 1. **How do you promote positive relationships and ensure good, ongoing communication with families?** |
| The school has an open door policy and all parents can come and see the teachers or the Head.  There is a weekly newsletter which informs the parents of what is happening at school.  Each class provides a newsletter termly to inform the parents about the class.  The website contains information about the school. |
| 1. **How do you find out what matters to the child and their family?** |
| There are regular questionnaires to ensure the parent’s voice is heard.  There are parent teacher consultations evenings 3 times a year.  If a child has SEND needs meetings are set up regularly to review progress and look at the one page profile. |
| 1. **How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?** |
| We have published our SEND local offer on our website which explains what we can offer at our school**.**  Transition times are carefully planned and the child is fully supported.  The reception teacher and teaching assistant visit local playgroups and nursery schools to get to know the children. They are invited to the school for three sessions in the summer term before they start school.  Children moving to secondary school have planned transition work and days to visit. |
| 1. **How do you provide an enabling environment for all children? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?** |
| Although we have a split site which means that wheelchair access is impossible we try very hard to make our environment pleasant and accessible. We have different zones for playing in, which include quiet areas and noisy ones. The older children become play leaders and support the younger children in their play. We have use of the village hall and play park to enhance our environment  We have an allotment across the road form the school and all children are encouraged to plant and grow in their class plot. |
| 1. **What qualities, skills and experience do you (and your staff) have to support a child’s unique needs?** |
| We have highly qualified staffs who are dedicated to support the child in all phases of their learning.  We work within a Network of supportive schools in the Norton Radstock area and can call upon other outside agencies to support us with a child’s unique needs. |
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