



# Leigh St Peters CE Primary School

## THE SEN INFORMATION REPORT:

**Date of Offer:** Autumn Term 2016

**Review Date:** Annually

**Member of staff responsible:** Inclusion Manager

### **Special Educational Needs Information**

At Leigh St Peters CE School Primary School we strive to support **all** children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Inclusion Manager (SENCO): Ms Kerry Newton

### **Roles & Responsibilities of the special Needs Co-ordinator (SENCO).**

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact us.

### **Children and Families Bill 2013**

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

## **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with Special Education Needs as well as the options available to support families who need additional help to care for their child."

## **What will it do?**

The framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

# **LEIGH ST PETER'S CE PRIMARY SCHOOL LOCAL OFFER**

## **1. How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?**

- All pupils are tracked in literacy and numeracy within FS, KS1 and KS2. In Early Years children are constantly observed and their progress monitored within the three prime areas and the specific areas. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support.
- An intervention programme is additional support for children. This can be in a number of different areas of the curriculum. They are generally run in small groups or 1-1.
- These interventions may be daily or two or three times a week. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- If your child is new to our school then progress will be discussed with the previous school or nursery.
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo or Headteacher and your child's needs can then be discussed.
- Some children will make good progress and come off the SEN register.

## **2. How will school staff support my child?**

- The class teacher with the support of the SENCo and other professionals will oversee and plan the education programme. This plan will outline those adults involved with your child and be drawn up in partnership with you.
- The class teacher or SENCo will explain this to you.
- The SENCo provides a written report annually to the Governing body and will liaise / report when requested.
- School evaluates the effectiveness of interventions and uses its internal tracking system to monitor the progress of your child.
- An internal tracking system is a simple way of monitoring your child's progress. These trackers are updated every half term by the class teacher.

## **3. How will the curriculum be matched to my child's needs?**

- Each class teacher will ensure that the work your child receives is at an appropriate level for their ability.
- This will ensure that your child can complete any tasks set and will build on their prior learning.
- You will be invited to discuss your child's progress on a regular basis, any concerns you might have can be addressed by making an additional appointment to meet with the class teacher or SENCo.
- The school will carefully monitor, assess and track the progress of your child throughout the year. This information will be shared with you and subsequent class teachers.
- Your child's targets will be regularly updated and reviewed with you and any other professionals involved with your child. This process will inform future steps and progress being made. This will give you an opportunity to discuss any concerns and help you to support your child at home.
- School offers an open door policy and regular news letters are available to all parents. If necessary class teacher, Pastoral managers or SENCo will speak to parents about any specific incidents, or learning opportunities.

- Parents can access the school website where an overview of support is available. Children who have special educational needs will have targets shared on parents evening and advice will be given from the class teacher on how you can support your child in meeting these targets. Targets will be regularly reviewed and progress monitored so new targets can be set.
- At parents evening you will be given the opportunity to plan and discuss the next steps in your child's education. If necessary an appointment can be made with the school SENCo to discuss any concerns you may have. If your child needs to have assessment or support from any additional agencies a follow up meeting will be arranged and you will be kept fully informed about the support and any ways in which you can support your child.
- School will keep you informed of any parent workshops available.

#### **4. What support will there be for my child's overall wellbeing?**

- Your child will be supported across all areas of their school life, whether emotionally, physically or socially.
- If your child has any medical needs these will be discussed on an individual basis with the support and direction of the pastoral manager.
- The school operates a positive behaviour policy with clear sanctions and rewards, this increases attendance and reduces exclusions. All children are valued as individuals and are encouraged to value and respect others.
- SEAL is part of the school curriculum and takes place weekly throughout the school. School liaises closely with school nurse to ensure staffs are up to date with any relevant training.
- There is a number of trained staff who deals with the administration of medicines and any personal care needs.
- Nurture base programmes of support can be available for identified children as part of an intervention which is needs based.
- Elklan – speech and language programme is followed in Nursery to develop language ready for communication, understanding and the pre-requisites for reading, writing and spelling. This programme is followed up in Reception as an intervention if needed.
- School has a positive behaviour policy and regularly rewards children in celebration assemblies. Parents are regularly informed of any concerns around behaviour. If these concerns persist behaviour plan will be drawn up with both parent and child. Some pupils require the additional support of a home school diary to ensure consistency between home and school. The expertise of outside agencies e.g. Tess or behaviour support (specialist behaviour dept.) support staff, pupils and parents in meeting your child's individual needs.
- Your child will be present when setting the behaviour plan targets and rewards and incentives will be discussed with your child.

#### **5. What specialist services and expertise are available at or accessed by the school?**

- School is able to access specialist services and expertise through regular meetings with our TESS teacher Kathryn Smart and & Psychologist Dr. Becky Simpson.
- Gateway
- Higher Level Teaching Assistant support
- Outreach from special schools
- Advice and support for the LA and out SEN officer

#### **Specialist Services:**

*Special School Outreach  
TESS (Cognition & Learning Support)  
ASD support*

*TESS Behaviour support*  
*Speech and Language Service*  
*Educational Psychologist Service*  
*CAMHS (Child and Adolescent Mental Health Service)*  
*Counselling from TESS*  
*Parents in Partnership (Support for families of children who have special educational needs)*  
*Children's Centres*  
*Attendance support from Pastoral Team*  
*School Nurse (Health and Wellbeing)*  
*Gateway services*  
*ASD Pathway team*  
*Community Paediatrician*  
*EMAS – Children with English as an additional language*  
*Travellers Team*  
*Social care*

## **6. What training are the staff supporting children and young people with SEND had or having?**

- Staffs are trained through regular INSET days and training accessed via TESS Team. Specialist services are often brought in and on other occasions in-house specialism is used
- The SENCo regularly attends local authority briefings, which include legal updates and sharing good practise. This can then be shared amongst other staff during weekly meetings.
- In-house training takes place using specialist services
- School nurse provides advice for staff around current needs of individual children
- Teaching Assistants have had training in behaviour support from our Educational psychologist, in house SEN training & support from TESS/EP services
- A number of staff is trained in paediatric first aid. These are regularly updated

## **7. How will my child be included in activities outside the classroom including school trips?**

- Our school offers an inclusive trips and activities policy in line with current educational policy. There will be a full risk assessment carried out before any planned educational visit. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards.
- Regular meetings with parents take place before trips and residential. Letters detailing the trip and what your child may need are sent to parents well in advance. Risk Assessments are carried out in line with local authority guidance.
- School provides a daily breakfast club to ensure the pupils are ready to start the day and able to complete reading and homework.
- There are a wide range of afterschool clubs for the children including yoga, sports, craft and construction – this is available for all children.

## **8. How accessible is the school?**

- Please see our disability accessibility plan.
- School complies with all disability requirements.
- School has disabled changing, toilet facilities and shower room.
- The school uses interpreters where the parents first language is not English
- School will use interpreters if necessary to communicate with parents and carers.
- School grounds and gates are secure and equipment is accessible for all children.
- School SEND policy.

## **9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?**

- You and your child will be invited to look around the school and meet all the staff.
- School induction day sessions
- All children before starting in nursery are invited for a stay & play session before they start in nursery
- If your child is starting in Reception they are invited to stay & play (INSPIRE sessions) in the summer term before they are due to start
- Before children move to the next key stage they will meet their new teacher and spend time in their new class
- Contact previous settings / schools to gather information about needs.
- SENCo & pastoral staff will attend transition days/meetings to share information with SENCo of the child's senior school, which they are transferring to.
- All year six children attend induction days at their new school during the summer term
- If necessary for your child we will contact specialist services and arrange a TAC if necessary.
- Your child's records will be passed to the next stage of education.
- SEAL programme supports children in their transition to their new school or key stage. Topics include New Beginnings and Going for Goals.

## **10. How are the school's resources allocated and matched to a child's or young person's special needs?**

- The school's SEN budget is allocated to meet the needs of the children on the SEN register.
- The SEN budget is used to ensure that school staff are qualified and trained to support children with various aspects of SEN. e.g. Dyslexia, ASD, ADHD etc. Where appropriate specialist support or resources will be purchased to meet individual needs.
- At times our children may have the opportunity to access targeted interventions. Some of these include Rapid Phonics programme, Rapid Maths, Rapid Reading and aspects Maths Recovery.
- Early years support through TESS and Early years team

## **11. How is the decision made about what type and how much support my child receives?**

- In school we adopt a graduated response to meeting need. Your child's progress is tracked and monitored regularly from this information additional support / interventions are considered. You will always be kept informed of your child's progress.
- TAC (Team around the Child) meetings
- Cohort/assessment reviews
- IEP/GEP reviews
- IBP reviews
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support / provision. The outcome of any intervention will be evaluated for impact.
- We will review with you the impact of interventions and if appropriate access further support from services.
- We regularly update provision mapping to ensure your child's individual needs are being met.
- Regular assessment monitors the effectiveness of the interventions.

## **12. How are parents involved in the school? How can I be involved?**

- We have an open door policy; staff are available to meet with when necessary.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold parent workshops at times throughout the year.
- We hold termly parents evenings / mornings for you to talk to your child's teacher about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- The school has a website with information that is regularly updated.

## **13. Who can I contact for further information?**

- Your first point of contact would be your child's class teacher.
- Also available would be;
- The Head, Deputy Headteacher (SENCo) and Assistant Headteachers.
- You may also wish to speak to any outreach providers, teaching assistants, Pastoral manager, learning mentors, sports coaches working with your child.
- The Local Offer can be found on the Local Education Authority Website and School Website

### **13.1** Other support services you might wish to contact are

- Parent partnership
- CAMHS
- Gateway
- Barnardos
- Children's Centres
- Careline
- GP
- School Nurse
- Local SEN Officer

## **Glossary of Abbreviations**

<b>KS1</b>	<b>Key Stage One</b>
<b>KS2</b>	<b>Key Stage Two</b>
<b>SENCo</b>	<b>Special Educational Needs Co-ordinator</b>
<b>TESS</b>	<b>Targeted Education Support Service</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>IBP</b>	<b>Individual Behaviour Plan</b>
<b>GBP</b>	<b>Group Behaviour Plan</b>
<b>TAC</b>	<b>Team around the Child</b>
<b>CAMHS</b>	<b>Child and Adolescent Mental Health Service</b>
<b>SEAL</b>	<b>Social and Emotional Aspects of Learning</b>