

Special Educational Needs and Disabilities - The Local Offer at Pensans Primary School

An Outline:

What is the Local Offer?

The [Children and Families Bill](#) will become enacted in 2014. Local authorities will then be required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. A further key role for the Local Offer will be to inform the joint commissioning for children and young people with SEN and disabilities by setting out in a single place what is available locally.

What will change and why

Originally introduced some 30 years ago, the concept and definition of special educational needs (SEN) will remain. However, familiar terms and procedures such as 'school action', 'school action plus' and 'statement' will be replaced by the Local Offer, Education, Health and Care Plans and the option of personal budgets. One of the key intentions of these changes is to improve parental accessibility, choice and control in a system which can be seen as being overly complex and time consuming. The small proportion of children with special educational needs who currently have a statement will have a single assessment and an Education, Health and Care Plan. Those whose needs are met through school action and school action plus will form a single broad group of children whose special educational needs will be met through the Local Offer. So, the Local Offer will be very important in providing information and advice to parents about what arrangements, services and provision they might expect to be normally available to meet SEN in children and young people whose needs do not require an Education, Health and Care Plan.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Special Educational Needs Co-ordinator (SENCo)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND

Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.

- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in Pensans?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Inclusive Dyslexia Friendly Schools status.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

Stage of 2014 SEN Code of Practice: School SEN Support

which means they have been identified by the class teacher and SENCO as needing some extra support in school that is additional and different to the whole class provision.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- Relevant interventions.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise

- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional
- The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching for more than 17 units, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to complete a parental contribution form outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School SEN Support.

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 17 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 17 hours of support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Cornwall LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with a SEN in this school?

Directly funded by the school:

- Class Learning Coaches
- Safeguarding Officer

- Literacy Intervention TAs (including reading, phonics, writing and speaking and listening)
- Maths Intervention TAs
- 1:1 Tutors for Writing and Maths
- Emotional Literacy support workers
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Educational Psychology Service

Outside agencies:

- ASD Team
- Sensory Service for children with visual or hearing needs
- Behaviour Support
- Dyslexia Service
- Speech and Language Therapy (provided by Health under community work)
- Outreach support from a special school

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific

children in their class e.g from the ASD Outreach service, Dyslexia Service and SALT.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P Scales'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at School SEN Support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made as a part of the graduated approach and the assess, plan, do, review cycle.

- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Pensans School accessible to children with SEND?

- Early Years Foundation Stage is accessible to children with physical disability via an elevator from the main school and via ground level outside doors. The rest of the school is on the same level with wide doorways. The playground can be accessed via sloped pathways.
- We ensure that equipment used is accessible to all children regardless of their needs.

- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
 - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6:
 - The Class Teachers will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.