

## SEN and Local Offer

### **Special Educational Needs**

Changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

Sheep Dip Lane Primary is well placed to adopt these changes and looks forward to working further with pupils and parents/carers to ensure fully inclusive access to our education.

### **The Local Offer:**

In 2012 the former Children's Minister Sarah Teather explained that:

“The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment”.

“It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs”.

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

## **Sheep Dip Lane Primary Local Offer**

Sheep Dip Lane Primary has a supportive approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and we are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We endeavour to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

At Sheep Dip Lane Primary we uphold children's rights to education and recognise the diverse educational needs within our community. We acknowledge those needs may change and require a range of provision and believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children may need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age;
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. Staff monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

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

***How does Sheep Dip Lane Primary identify additional needs for my child?***

***What are the different types of support available for children with SEND at Sheep Dip Lane Primary?***

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

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

### **Class/subject teacher:**

Responsible for:

- Checking the progress of your child and identifying, planning and delivering any additional help your child may need (for example, small group work or specific intervention) and letting the Inclusion Manager (behavioural support) and SENCO know as necessary.
- Writing an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) and sharing and reviewing these with parents or carers at least once each term. As a direct reflection from working in partnership with our parents we at Sheep Dip believe that children are key in determining their next steps. We have therefore developed a child friendly IEP which is used in the classrooms

to support the child. Each child will decide upon their own ways to meet their target.

- Ensuring that all staff working with your child in school are able 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.

### **The SENCO (Miss Scargill):**

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/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.
- 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 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.
- Co-ordinating external support for children with SEND and overseeing the support received for children from our internal Cygnet Trained staff (specifically for children diagnosed with an Autistic Spectrum Condition).
- Ensuring that you as parents and carers are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.

### **Head Teacher (Mrs Parish):**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

### **SEND Governor (Mrs Thomas):**

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 SEN at Sheep Dip Lane Primary?**

#### **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.
- At times the teacher may direct the class based Learning Support Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning or using support mechanisms such as a writing posture board, wobbly cushion or visual timetable, and nurture practises such as individualised timetables. Specific group work with in a smaller group of children may also be evident in your child's classroom.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps 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 part of excellent classroom, practice when needed.

### **School/Early Action:**

Some children identified for intervention activities may be at the School/Early Action stage of the SEN Code of Practice. This means they have been identified by the class teacher as needing some extra support in school. These may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Learning Support Assistant who has had training to run these groups.
- Be based on a specific learning area where gaps have been identified by the class teacher.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.

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

### **School/Early Action Plus**

This means your child has been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. Specialist groups may be run by outside agencies. Outside agencies working in partnership with Sheep Dip Lane are:

- Speech and Language therapy,
- Occupational Therapy (for pupils with fine and gross motor needs or additional touch, movement, smell, taste, sight, hearing or balance needs),

- Physiotherapy,
- Children and Adults Mental Health Service (CAMHS – identifying and assessing ADHD and mental health concerns),
- Educational Psychology,
- The Local Authority ASD, Visual Impairment and Hearing Impairment Team's (SPED),
- Long Toft Primary Learning Centre (PLC),
- We also work alongside Special School's when identifying the needs of a child.

For your child this would mean:

- Your child will have been identified by the class teacher and SENCO (or you will have raised your own concerns) 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 will 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 and be able to support them in a beneficial way 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 an outside professional in or out of school.

The school may suggest that your child needs some 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 a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a Statement of Special Educational Needs), which cannot be provided from the budget available to the school. Usually your child will also need support from professional outside the school. This may be from:

- Speech and Language therapy,
- Occupational Therapy (for pupils with fine and gross motor needs or additional touch, movement, smell, taste, sight, hearing or balance needs),
- Physiotherapy,

- Children and Adults Mental Health Service (CAMHS – identifying and assessing ADHD and mental health concerns),
- Educational Psychology,
- The Local Authority ASD, Visual Impairment and Hearing Impairment Team's (SPED),
- Long Toft Primary Learning Centre (PLC),
- We also work alongside Special School's when identifying the needs of a child.

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 the professionals involved with your child to write a report 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 Action Plus.

The Statement or ECHP 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 goals for your child. An adult will be identified in school to be your child's key worker. This adult may be used to support your child with whole class learning, run individual programmers 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 a specified number of hours 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. Your class teacher will then discuss these concerns with the SENCO and/or Head Teacher. A plan will be created with yourself and your child which will be carefully monitored and tracked.
- 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 Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

### **How will the school identify any additional needs my child may have and how will they let me know about this?**

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.

- Plan any additional support your child may receive.
- Children join our school at three years of age as an Early Riser. Children are monitored closely within Foundation Stage and your child's class teacher may speak with you regarding any concerns they have. You also have the opportunity to discuss concerns about your children during their home visit or induction session into school.
- If your child transfers into our school then we will contact their previous school to discuss additional needs. Transition sessions also take place where necessary in order to support your child transferring from one school to another. The SENCO may also visit your child in their previous school before transferring.
- Children are monitored closely and gaps are identified from teacher analysis. This would then be discussed with the SENCO, Inclusion Manager or Head Teacher to identify additional provision that can be accessed to support your child. This will always be discussed with yourselves.