

Lakefield Church of England Primary School

Local Offer for Children with Special Educational Needs

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL

| School based information | People | Summary of responsibilities |
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| <p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p> | <p>Class Teacher</p> | <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • 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, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering 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. |
| | <p>The SENCO</p> | <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, 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: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing |

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| | | <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. |
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B. HOW DO WE IDENTIFY CHILDREN WITH SEND OR IN NEED OF SUPPORT?

- Standardised testing takes place (e.g. reading ages, spelling ages, writing progress rates, reading progress rates, mathematics progress rates, Dyslexia testing, YARC (York Assessment for Reading Comprehension), SENT (Sandwell Early Numeracy Test) and others are required.

| Assessment of need by test | People | Summary of responsibilities |
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| How do we identify children with SEND or in need of support? | Class Teacher | He/ She is responsible for: <ul style="list-style-type: none"> • Reading ages (NFER-NGRT) • Spelling ages (SWST - Single Word Spelling Test) • Age appropriate mathematics test (e.g. PIM – Progress in Maths) • Age appropriate English test (e.g. PIE – Progress in English) |
| | The SENCO | He/ She is responsible for: <ul style="list-style-type: none"> • Observation of the child(ren) • Dyslexia testing • YARC testing • SEN testing • Other testing as required • Arranging intervention(s) from the LA or commissioning service |

C. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

| | Types of support provided -also showing the stage of the Code of Practice children will be at when receiving this input. | What would this mean for your child? | Who can get this kind of support? |
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| <p>What are the different types of support available for children with SEN and /or disabilities in this school?</p> | <p>Class teacher input via good/outstanding classroom teaching.</p> | <ul style="list-style-type: none"> • Quality first teaching. • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. | <p>All children in school receive this.</p> |

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| | <p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or a Teaching Assistant who has had training to run these groups. <p>These are often called Intervention groups by the school.</p> | <ul style="list-style-type: none"> • 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 close the gap between your child and their peers. • He/ She will plan group sessions for your child with targets, set by the class teacher, to help your child to make more progress. • A Teaching Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme. | <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups will be those identified, by the class teacher, as needing support.</p> |
| | <p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational Therapy groups</p> <p>AND/OR Individual support</p> <p>This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school.</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) | <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way 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 better. • 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 | <p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p> |

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| | <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service. | <p>changing some aspects of teaching to support them better</p> <ul style="list-style-type: none"> • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit • A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. | |
| | <p>Specified Individual support</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class SENCO as needing a particularly high level of individual and small group teaching and a statutory assessment has been undertaken by the Local Authority.</p> <p>The funding for this element will be provided by the Local Authority as it cannot be provided from the resources already delegated to the school.</p> | <ul style="list-style-type: none"> • 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 and you can find more details about this in the Local Authority (LA) based Local Offer, on the Gloucestershire County Council website. • 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 write a report outlining your child's needs. If they do not think your child needs this the school will be asked to continue with the level of support currently being provided. | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong |

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| | <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • 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, Occupational therapy service, Physiotherapy and/or CYPs (Children and Young Person Service) | <ul style="list-style-type: none"> • 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 support than can be reasonably provided from the delegated SEND budget. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the current support plan. • The Statement or 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 goals 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. | |
| <p>How will we support your child with identified special needs when starting school?</p> | <ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • We may suggest adaptations to the settling in period to help your child to settle more easily. | | |
| <p>How can I let the school know I am concerned about my child's progress in school?</p> | <ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher/key worker 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. • If you are still not happy you can speak to the Headteacher. • If you are still not happy you can speak to the school SEN Governor. | | |
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| <p>How will the school let me know if they have any concerns about my child's learning in school?</p> | <ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you: <ul style="list-style-type: none"> ○ any concerns you may have ○ any further interventions or referrals to outside professionals to support your child's learning ○ how school and home can work together, to support your child. |
| <p>How is extra support allocated to children and how do they move between the different levels?</p> | <ul style="list-style-type: none"> • The school budget, received from Gloucestershire LA, includes money for supporting children with SEN. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Headteacher and the SENCO discuss all the information they have about SEN in the school, including: <ul style="list-style-type: none"> ○ 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. They then decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. |

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| <p>Who are the other people providing services to children with SEN in this school?</p> | <p>A. Directly funded by the school</p> | <ul style="list-style-type: none"> • Counselling • Family Support Worker (on outreach from another setting) • Additional Educational Psychology input to provide a higher level of service to the school (as required) • Additional Educational Psychology Service as required) • Behaviour advice service (PRS – Pupil Referral Service – as required) • Outreach support available from specialist support schools |
| | <p>B. Paid for centrally by the Local Authority</p> | <ul style="list-style-type: none"> • Advisory Teaching Service • Educational Psychology Service |

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| | <p>but delivered in school</p> | <ul style="list-style-type: none"> • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures). |
| | <p>C. Provided and paid for by the Health Service but delivered in school or on outreach.</p> | <ul style="list-style-type: none"> • School Nurse • Children and Young People Service (CYPS) |
| | <p>D. Voluntary agencies</p> | <ul style="list-style-type: none"> • National Autistic Society • MENCAP • Dyslexia Association |
| <p>How are the adults in school helped to work with children with a SEND and what training do they have?</p> | <ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • 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 Outreach services, Advisory Teachers Service etc. | |
| <p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p> | <ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted 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. | |

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| | <ul style="list-style-type: none"> • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. |
| <p>How will we measure the progress of your child in school? And how will I know about this?</p> | <ul style="list-style-type: none"> • 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, Maths and Science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above 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. • The progress of children with a statement of SEN/ 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. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school book ○ Letters/certificates sent home ○ Additional meetings as required ○ Reports |

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- 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. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- 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 have we made this school physically accessible to children with SEND?

- The school is accessible to children with physical disability.
- We ensure that equipment used is accessible to all children regardless of their needs.

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

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's 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.
 - If your child would be helped by a book to support them understand moving on then it will be made for them if suitable.
- In Year 6
 - The SENCO will attend Transition meetings to discuss the specific needs of your child.
 - Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - If appropriate your child may visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

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| IEP | Individual Education Plan |
| PLP | Personal Learning Plan |
| S | Statement stage of the SEN Code of Practice |
| SA/SA+ | School Action stage of the SEN Code of Practice |
| SA+ | School Action Plus stage of the SEN Code of Practice |
| SEN | Special Educational Needs |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHC plan | Education, Health, Care Plan |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENCO | Special Educational Needs Coordinator |
| ASD | Autistic Spectrum Disorder |