



SEND Local Offer: September 2015

SENCO: Catherine Cowper. Class 2 Teacher

Headteacher: Sue Relph

Brockton C.E. Primary school is a small rural school with pupils ranging from 4 to 11 years old. There are currently three classes within our school which includes pupils from reception, Key Stage 1 and Key Stage 2.

Children come to us with different needs and every child is an individual, with differing abilities. We are careful to match the work to each child's capabilities; always seeking to help them reach their full potential in every aspect. We look out for early signs of difficulties of any kind which might impede their progress. We are also aware that some more able children have their own particular needs.

We are an inclusive school and encourage all pupils to achieve their potential through focussed support and targeted intervention programmes.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

Our SEND Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

The areas that our provision for pupils with SEND covers:-

Communication and Interaction Speech, language and communication needs. Autism Spectrum Disorder	Cognition & Learning General/moderate learning difficulties Specific learning difficulties – e.g Dyslexia, Dyscalculia , Dyspraxia	Social, Mental and Emotional Health	Sensory and/or Physical Hearing impaired Vision impaired Physical difficulties
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DECISIONS ABOUT WHETHER A STUDENT HAS SEN

How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting special educational need in line with the Code of Practice.

At Brockton C.E. Primary School children are identified as having SEN through a variety of ways including the following:

- Liaison with previous school/setting.
- Observations by the class teacher and other members of staff.
- Baseline assessment, internal assessment procedures including observations.
- Foundation Stage Profiles.
- Assessing Pupil Progress through APP, P- scale tracking – monitored carefully.
- Pupil progress measured for each child on a termly basis.
- Conversations with staff following concerns raised.
- Parental concerns.
- Identification through involvement with CAF/MAP meetings.

How is the decision made about how much individual support pupils will receive?

- Each term there is a meeting between each class teacher and the head teacher and SENCO to ensure that all children are making good progress.
- The decision is usually made with
 - The Class Teacher
 - Teaching Assistants
 - SENCO
 - Head teacher
 - Parents/Carers
 - Other professionals who are involved with the child.
- Parents and professionals will meet to discuss the individual's needs; share strategies used and ensure provision is put in place.
- Parents receive copies of reports, Provision Maps and Individual Education, Health and Care Plans (EHCPs).
- Advice also is given to parents as to how to support their child in the home.
- Adult support will be decided on the child's individual needs.

How does the school support pupils with special educational needs?

Class teacher input via good/outstanding classroom teaching

- The teacher will have the highest possible expectations for your child and all children 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.

Specific small group work (Intervention Groups)

- This group may be run in the classroom or outside.
- Run by a teacher (or most often) a teaching assistant who has training to run these groups.
- 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 close the gap between your child and their peers.
- He/she will plan group sessions for your child with targets to help your child to make more progress.
- A teaching assistant/teacher (or outside professional (e.g. a speech and language therapist)) will run these small group sessions using the teacher's plans or a recommended programme.

Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational Therapy or Education Psychologist

- If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom 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 changing some aspects of teaching to support them better.
 - 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.
- 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.

How does the school support pupils with special educational needs?

Specified Individual Support - Statement of Special Educational Needs or an Education, Health and Care Plan

- 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, [http://www.shropshire.gov.uk/special-educational-needs-\(sen\)/](http://www.shropshire.gov.uk/special-educational-needs-(sen)/)
- 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), some 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, they will ask the school to continue with the support at 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 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the support at 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 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.

The SEN Governor is involved via the regular, termly meetings in the school to hold the SENCO to account.

What mechanisms are in place for supporting pupils' overall wellbeing?

- We operate an open door policy whereby parents/carers can speak to a key teacher before/after school.
- For the children's first week at School, they attend for mornings only to enable them to settle more easily into the new environment.
- School also maintains pastoral records in class where teachers/teaching assistants and other staff can comment when required.
- The School manages the administration of medicines by means of a specifically locked resource. You are asked to complete a parent's consent proforma giving details of administration.
- To support this process school has appointed 3 first aiders who are available at all break times. Furthermore training is provided which is continually updated as required.
- Brockton C.E. Primary is an inclusive school with an outstanding reputation for managing behaviour. The school has excellent support systems in place for addressing behaviour issues.
- Inappropriate behaviours are addressed immediately and strategies agreed with parents.
- We adhere to a comprehensive behaviour policy which is available to parents and are happy to talk through strategies as the need arises. The policy is transparent and is made known to all children.
- All staff encourages a 'can do' attitude and scaffolds this in a variety of ways.
- We have a strong team of teaching assistants who provide support to children with social, emotional and communication difficulties as required.
- Certain individuals may have tailor made programmes as required.
- As far as attendance is concerned, a process of first day contact is made by the office staff. Close liaison is maintained with parents through telephone calls, emails, letters or home visits.
- The views of children are obtained via the school council representatives – two members per year group, as well as through regular questionnaires and surveys.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

How will parents know how their child is doing?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Level given in reading, writing and mathematics.
- 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 the results are the results that are published nationally.
- Children assessed to require SEN Support will have a Personalised Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of Special Educational Need (SEN)/Education, Health and Care Plan (EHCP) 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.
- Teacher/parent meetings are held for all children in the Autumn and Summer terms.
- Parents will know what progress their child is making via the Annual School report, issued in the Spring Term.
- A range of ways will be used to keep you informed, which may include:
 - Phone calls home
 - Letters/certificates sent home
 - Additional meetings as required
 - Reports

How are parents involved in discussions about planning for their child's education?

- 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. Due to our open door policy this makes this accessible to parents and staff.
- The SENCO (or Head teacher) 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.
- Personalised Plans 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 are children able to contribute their views?

Children's Views:

- For children who have a statement or EHCP, their views are asked for and are recorded.
- Children complete questionnaires about their learning and school.
- Children are able to contribute their views and particularly given their individual involvement in school through each class school councillor.

PROVISIONS, RESOURCES & SERVICES	How is learning and development provision matched to individual pupils' needs?	<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. • 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. • Differentiation, not just in terms of learning but also social and emotional and behaviour is built into all lessons and is given a high profile at all times. This helps individual children in providing them with scaffolding for their learning and so children know who they can talk to about any issues. • Specific resources and strategies will be used to support you child individually and in groups.
	How are the school's resources allocated and matched to pupils' SEN?	<ul style="list-style-type: none"> • The school budget received from the local authority includes money for supporting children with special educational needs. • The schools SEN budget is allocated for resources and training and is used to support pupils with statements or EHC Plans. • The Head teacher 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 school. • The Head teacher 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. • The Headteacher and SENCO decide what resources/training and support is needed. • All resources/ training and support are reviewed regularly and changes made as needed.
	What specialist services and expertise are available at the school or accessed by the school?	<ul style="list-style-type: none"> • Training has been accessed in relation to Autism Spectrum Disorder, Dyslexia and ADHD. • School has appointed 3 First Aiders and staff have received Epipen and epilepsy training when needed. • School accesses support, as required, from: <ul style="list-style-type: none"> - Learning Support Advisory Team - Educational Psychologist Service - Occupational Therapy Service - Speech and Language Therapy Service • School access other specialist services such as health, therapy and social care as required and through its involvement in Common Assessment Framework (CAF), Multi Agency Pathway (MAP), Child In Need (CIN) and Child Protection (CP) meetings.

PROVISIONS, RESOURCES & SERVICES	<p>How accessible is the school environment? (N.B. every school must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<ul style="list-style-type: none"> • The school building is wheelchair accessible. • The school has appropriate disabled changing and toilet facilities. • We ensure that equipment used is accessible to all children regardless of their needs. • Consistency across classrooms – a common approach to enable children to settle easily whichever classroom they are in. • See Accessibility Plan on website.
	<p>How are pupils included in activities outside the classroom including trips?</p>	<ul style="list-style-type: none"> • All children with SEND are able to access all of the schools activities. • The school will assist individual children on a needs led basis. • Parents are involved in planning activities and trips following meetings in school to help plan to consider what reasonable adjustments are necessary.

STAFF TRAINING	<p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (N.B. Under the SEN Code of Practice legislation, schools need to offer high quality professional development and training to the work force.)</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 development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. • All staff have received training in dyslexia. • 2 teaching assistant's have received training to support maths teaching and learning. • The SENCO has the National Award for Special Educational Needs Coordination. • Staff receive SEND training depending on what is required for individual pupils.
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TRANSITIONS

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?

At Brockton C.E. Primary School we recognise that 'moving on' can be difficult for a child with special educational needs and we 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 schools SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure all records about your child are passed on as soon as possible.
- Extra transition days are made for Year 6 transferring to secondary schools.
- Staff from the secondary school visit in the summer term to meet with the class teacher and/or SENCO to ensure all relevant information is shared with the new school.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and all pupil profiles and personalised plans will be shared with the new teacher.