



SEN Local Offer – 2019-2020

1) 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 Class Teacher;	The Special Educational Needs Coordinator (SENDCO) <i>Mrs L Parfitt</i>	The Headteacher <i>Mr C Partridge</i>	The SEND Governor <i>Mr M Gould</i>
<p>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 Special Education Needs/Disabilities Coordinator (SENDCO) know as necessary.</p> <p>Writing Pupil Progress targets/ Individual Learning Plans (ILPs) / Individual Behaviour Plans (IBPs), and sharing and reviewing these with parents at least once each term and planning for the next term.</p> <p>Personalised teaching and learning for your child as identified on school's provision map.</p> <p>Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</p>	<p>Developing and reviewing the school's SEND policy</p> <p>Coordinating all the support for children with special educational needs or disabilities (SEND)</p> <p>Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</p> <p>Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.</p> <p>Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.</p>	<p>The day to day management of all aspects of the school, this includes the support for children with SEND.</p> <p>The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.</p> <p>The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.</p>	<p>Making sure that the necessary support is given for any child who attends the school, who has SEND.</p>

2) What are the different types of support available for children with SEND in our school?

St Paul's Junior School aims to make appropriate provision for children recognised within the four broad areas of SEND need. (Specific areas of provision can be seen in our Provision Maps which are available on our website)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties.
- Sensory and or physical needs.

Class teacher input via excellent targeted classroom teaching. (Quality First Teaching)

For your child this may mean;

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built 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 SENDCO) 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 a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Group Work Intervention which may be;

- Run within the classroom or another area in the school
- Run by a trained teacher or teaching assistant (TA)

Specialist intervention advised and/or run by outside agencies e.g .Speech and Language therapy

- This means they have been identified by the SENDCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
- Outside agencies such as the Education Psychology Service (EPS), Speech, Language and Communication Team, Speech and Language Therapy, Advisory Teachers.
- What could happen:
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 as to the ways your child is given support.

Specified Individual Support

- This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups
- The school (or you) can request that Local Authority Services 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 request has been made to the 'Panel of Professionals' (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, they will ask the school to continue with the current support .

- After the reports have all been sent in, the ‘Panel of Professionals’ will decide if your child’s needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).

3) 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. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCO). This can be done via a phone call, through one of our drop in Coffee Mornings or by making an appointment to meet face to face.
- The school SEND Governor can also be contacted for support.

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

If your child is identified as not making progress, your child’s class teacher (alongside the SENDCO, if appropriate) will discuss this with you either at parents evening or at an agreed time. They will;

- listen to any concerns you may have
- plan any additional support your child may need

5) How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Somerset LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources 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 SENDCO 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.
- At St Paul’s we identify the needs of our pupils on a school provision map which are reviewed regularly and changes made as needed.
- Children on the SEN register or we are concerned about their progress are supported by an Individual Learning Plan (ILP) which is written by the child and key adults working with the child and details the provision that will be put in place to support them with an aim to accelerate progress.

6) Who are the other people providing services to children with SEND in this school?

Within School;	Local Authority Provision Delivered in School;	Health Provision Delivered in School;
Teaching Assistants supporting the learning of children within the classroom environment, this could be with individuals or small groups. Teaching Assistants leading learning outside the classroom in an alternative room.	Attendance Officer Speech, Language and Communication Outreach Team.	Speech and Language Therapy Occupational Therapy Physiotherapy

<p>Emotional Literacy Support Assistants (ELSA) we have two specially trained ELSAs within our school that help children with social and emotional development.</p> <p>School Counsellor.</p> <p>Matilda – our school dog can be used with our children.</p> <p>Volunteers – we have a number of volunteers from the charity ‘Beanstalk’ who support reading in the school. We also have volunteers who work with other pupils on their literacy skills.</p> <p>Parent and Family Support Advisor (PFSA) may provide support for some families.</p>	<p>Educational Psychology Service</p> <p>Visual or Hearing Advisory Teachers</p> <p>Learning Support Team</p>	<p>CAMHs</p>
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7) How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCO’S job is to support the class teacher in planning for children with SEND. This may include advice, learning strategies, specific teaching programmes or methods identified by specialists from other agencies who work with your child in or out of school. New approaches to supporting your child will be planned and evaluated with you.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

8) 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.
- Support staff, under the direction of the class teacher, can adapt 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.

9) 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 in reading, writing and numeracy.
- 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 may have an ILP / IBP /personal targets which will be reviewed, and a future plan made.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child’s education.

10) What support do we have for you as a parent of a child with 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.

- Homework may 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.
- 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 SENDCO holds regular coffee mornings during the year for parents to come along and meet with each other and discuss any concerns with her.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have and can attend parents evening appointments if requested.

11) How is St Paul's CE VC Junior School accessible to children with SEND?

- There is an accessibility plan available on our website. There are ramps and lifts around the school to ensure that its is accessible where possible.
- There is a disabled toilet, shower area and changing facilities.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible to all children, including those with SEND, in discussion with the SENDCO and headteacher.
- Access to medical interventions will be supported on an individual basis, with an appropriate Care Plan and Risk Assessment audit and planning.

12) How will we support your child when they are leaving this school? OR moving onto 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;	When moving classes in school:	In Year 6:
<p>We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</p> <p>We will make sure that all records about your child are passed on as soon as possible.</p>	<p>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. ILP/IBP s will be shared with the new teacher.</p> <p>Additional visits will be made to the classroom prior to 'All change Day' if this is necessary and would benefit your child.</p>	<p>The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school and if required a School Entry Plan meeting will be held which you will be invited to.</p> <p>Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.</p> <p>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.</p>

