

Staveley Primary School
Local Offer for Children with Special Educational Needs and/or Disabilities

Staveley C.E. Primary School

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Headteacher: Mr M Foxwell

"Committed to developing every child's full potential"



All Cumbria County Council schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The information below details to offer within the school and ways in which parents and children may access the support required.

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

School based information	People	Summary of responsibilities
<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/subject teacher (s/he is recommended as the first point of contact if you have any concerns).</p>	<p>S/he 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 SENDCo as necessary. • Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least twice a year and planning for the next term. • 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><i>Class Teachers can be contacted by speaking to them at the end of a school day or by telephoning the school to arrange an appointment.</i></p> <p>SENDCO-Hilary Loy</p>

The Special Educational Needs Co-Ordinator (SENDCo)

S/he is responsible for:

- 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:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are progressing
 - involved in planning ahead for them.
- 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 record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) 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 your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Individual Education Plans (IEP) that specifies the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by asking the class teacher to arrange for them to contact you or by telephoning the school to make an appointment.

<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</p>	<p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A child may receive support from a number of adults and a conversation with the class teacher or SENDCo will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. For children who travelling on Local Authority transport, this dialogue is often made through the home/school book, which gives information on your child's learning during the day and advice for strategies and activities you may want to use.</p>
<p>Head teacher</p>	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p><i>Contacted by telephoning the school for an appointment.</i></p>
<p>SEND Governor</p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • 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. <p><i>Contacted by writing to the SEN Governor via the school office.</i></p>

B. 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.
- Staff who visit from outside agencies such as the Speech and Language therapy.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and /or disabilities in this school?			
<p>Class teacher input via good/outstanding classroom teaching.</p> <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 (most often) a Learning Support assistant who has received training to run these groups. <p>These are often called Intervention groups.</p> <p><i>(Stage of SEND Code of Practice: Children who have been identified by the class teacher as needing some extra support in school.)</i></p>	<ul style="list-style-type: none"> • 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. <p>Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.</p>		All children in school receive this.
	<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 a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • S/he will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/teacher will run these small group sessions using the teacher's plans, or a recommended programme. 		Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups. They have been identified by the class teacher as needing some extra support in school.

<p>Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support</p> <p><i>Stage of SEN Code of Practice:</i> Children who have been identified by the class teacher/SENDCO as needing some extra 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 Outside agencies such as the Speech and Language therapy. 	<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: <ul style="list-style-type: none"> 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 or sensory circuit A group or individual work with outside professional The school may suggest that your child also 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>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>
<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 teacher/SENDCO as needing a</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, Cumbria County Council web site: www.cumbria.gov.uk 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, they will ask the school to continue with the support it provides. After the reports have all been sent in the Local Authority will decide if your child’s 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Need more than 20 hours of support in school

<p>particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.</p> <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 service. • Outside agencies such as the Speech and Language therapy, Occupational therapy service, Physiotherapy and/or CAMH 	<p>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 EHC Plan. If this is not the case, they will ask the school to continue with the support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • 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. 	
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<p>How will we support your child with identified special needs starting at school?</p>		
<ul style="list-style-type: none"> • If your child has been allocated a place in our Reception class via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. • 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 • Your child’s key person may make a home visit and also visit your child if they are attending another provision; this will automatically happen if your child is starting in the school Nursery or is new to the school and starting in our Reception class. • We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAC meeting • If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group. • The class teacher will arrange an early meeting with you to review your child’s learning, following the settling in period. • The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you. 		

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

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENDCo or Head Teacher
 - 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?

- 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 SENDCo.
- The teacher will discuss your child's progress with you at our parents' evenings when you will be informed of your child's progress and any additional support being given.
- 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. These groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - To discuss how we could work together, to support your child at home/school.

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

- The school budget, received from Cumbria, includes money for supporting children with SEN.
- 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 the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEN in the school, including
 - the children receiving 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.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.

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

A. Directly funded by the school

- Learning Support Assistants (LSA)
- Family Support Worker
- 1:1 or small group teachers or Teaching Assistants (TA)

B. Paid for centrally by the Local Authority but delivered in school

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- School Nurse
- Riding for the Disabled
- Barnardos

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

D. Voluntary agencies

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

- The SENDCo'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, such as ASD, dyslexia etc.
- 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, to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.
- Specialist training for staff in the designated special provision, including a post graduate qualification for the SENDCo.

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Teachers identify SEN children on their planning.
- 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.
- 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.

How will we measure the progress of your child in school? And how will I know about this?

- 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 and numeracy 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, 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 levels'.
- 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, in Year 6 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 Action and School Action Plus will have an IEP which will be reviewed with your involvement, twice a year and the plan for the next term made.
- 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 SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of term and end of year 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 SENDCo (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 SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEPs will be reviewed with your involvement twice a year.
- 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.

In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The IEP will include ideas for how you can support your child at home, following the discussion with you.
- We will be happy to consider any ideas in order to support your child.

How have we made this school physically accessible to children with SEND?

- Most of the school is accessible to children with physical disability.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.
- The staff working in the specialised provision are highly trained in these areas.

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 SENDCo and ensure s/he 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 all 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 SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

IEP	Individual Education 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
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCo	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder