

Special Educational Needs and Disabilities

Our Local Offer

The changes in the Children and Families Bill 2014 affect the way children with special educational needs and/or disabilities (SEND) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning.

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 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 (EHCP) will replace Statements of Special Educational Needs. New assessments for additional educational needs will follow the EHCP 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.

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.

Tornedale Infant School is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education. We uphold children's right to education and recognise the diverse educational needs within our

community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children 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. We 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.

Responsibilities in School

Class teacher:

Responsible for:

- Monitoring the progress of your child and planning and delivering any additional help your child may need (this may be targeted work, additional support, intervention groups) and informing the SENCO as necessary.
- Writing personalised targets, and sharing and reviewing these with parents at least once each term.
- 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 (Mrs Dagg):

Responsible for:

- Within the constraints of the school budget, 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 and Provision map (systems for ensuring all the SEND needs of pupils in this school are known and catered for), and making sure that there are excellent records of your child's progress and needs.
- Monitoring the quality of interventions and the progress made.
- 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.
- Providing accurate information and updates to the leadership team, Head teacher and Governors.
- Liaising with the SEND Governor.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Head Teacher (Mrs Almunshi):

Responsible for:

- The Head teacher is accountable to the Governing body and has overall management responsibility for the school, this includes the support for children with SEND.
- SEND is a delegated responsibility to the SENCO who is a member of the leadership team. It is the Head teacher's responsibility to monitor any delegated tasks, including the delegated responsibility of SEND.

SEND Governor (Mr Candy-Torn):

Responsible for:

- Liaising with the SENCO and providing feedback to the Governors.
- Making sure that the necessary support is made for any child who attends the school who has SEND.

INTERVENTION

How we support children to access the curriculum

- Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a teacher and a teaching assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged if required.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

We support literacy and numeracy

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall and interactive displays to support learning in all areas of the curriculum.

For children with specific learning needs activities include: reinforcement and pre-teaching in small groups, numeracy, handwriting, phonics and literacy intervention groups.

We support speech and language development

Teachers make sure their classes have lots of language support and activities. We provide a Speech and Language intervention group, and for children with specific speech and language needs, referrals to the Speech and Language Therapy (SALT) team are made. We have a good relationship with the speech and language unit at Woodfield Primary, and use their expertise for training and to support teaching.

We promote positive behaviour

Our behaviour policy describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class, class behaviour charts and individual reward cards are also used in each class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focussed on learning. Some children who find good behaviour a challenge may need additional help such as collecting points or smiley faces, which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.

We support children's emotional well being

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use circle time, involving the whole class, or friendship groups, involving a small group of children.

We support children's physical needs

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff if required. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting, fine motor skills or gross motor skills, either individually or in small groups.

Tornedale has stair lifts, ramps and toilets with disabled access and is therefore accessible to all.

We support children's medical needs

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children. There are a team of staff who are first aid trained. Medicines are stored safely in the school office, we are able to administer medicines to children as directed by parents/ carers.

We support children during unstructured parts of the day

Lunch and playtimes are staffed to ensure safe adult:child ratios. There is a range of equipment available, such as the rim trail, balls, bats, hoops, ropes etc. Specific interventions for children with additional needs include having a named member of staff for support and being guided to specific areas or activities.

We work in partnership with parents and carers

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs

We work in partnership with other agencies

Tornedale School works with Health Visitors, The Children's Centre, Intensive Family Support Services, Educational Psychologists, Physiotherapists, Occupational Health Therapists, School Nursing Team and the Autistic Spectrum Disorder team. We have good links with Woodfield Primary Speech and Language unit and Heatherwood Special School. We have an extensive knowledge of services to support children and families in the local community.

We monitor children's progress

We have a system to track and monitor all children's progress using Classroom Monitor. Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this. For particular children more in depth assessments may be required. Some of these can be carried out by our SENCO and some times we ask external agencies to carry these out. (This is particularly in the case for applying for a Statement of Special Educational Need or an Education, Health and Care Plan).

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What do I do if my child is identified as having a Special Educational Need?

If your child has been identified by the class teacher as needing some extra support in school, they will be set specific targets and will have access to additional support from either the teacher or teaching assistant, either as part of an intervention group, or within the class.

If your child is identified as requiring further support than this, outside agencies may become involved.

For your child this would mean:

- Your child will have been identified by the class teacher or 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 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, 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 outside professional.

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:

- 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.

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 current support offered.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or Education Health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support offered 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 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. The additional 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.
- 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.