



# SEND – LOCAL OFFER

## SCHOOL INFORMATION

### ST GEORGE'S LOWER SCHOOL

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# SEND – Local Offer

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## School Information

### **Special Educational Needs and Disabilities (SEND): an overview of current legislation.**

The Children and Families Act, becomes law and will be implemented from September 2014, This will result in changes to the way you and your child will receive support from your local council, health and social care services and nurseries, schools or colleges:

### **Statements of special educational needs and Learning Difficulty Assessments**

These are being replaced with a single Education, Health and Care (EHC) plan: this will place much more emphasis on the child or young person's personal goals and will describe the support a child will receive in order to achieve these. The plan will replace the need for multiple documents from different organisations. It will ensure that all the information about the child or young person is held in the same place so that all of the professionals involved in your child's support are fully aware of all of their needs and aspirations, and plan together for how to meet them.

What the EHC plan template for Central Bedfordshire will actually look like is being drafted with parents and professionals in the light of the changes outlined in the Children and Families Act: sample documents will be available in September 2014 at <http://www.centralbedfordshire.gov.uk/localoffer>

All children and young people who currently have a statement of SEN will move across to the EHC plans over the next three years. This will usually be at a time of transition for your child (for example when the child or young person changes school or goes to college), but as a parent/carer you can request an EHC Plan earlier if you wish.

Once your child has an EHC plan, you may choose to apply for a personal budget if you wish. A Personal Budget is designed to give you and your child more control over certain aspects of the support your child needs. A personal budget is a payment that is made to allow you to source and fund some of the services your child needs yourself. The amount you may be given, and how it could be spent, is something that would be agreed with the council. Details of eligibility for personal budgets will be available from September 2014 at <http://www.centralbedfordshire.gov.uk/localoffer>. A Personal

Budget is not compulsory, and parents are able to decide whether they wish to fund some of their child's support in this way or not.

## **SEN support (School Action and School Action Plus)**

For children with less complex needs, School Action and School Action Plus (or Early Years Action and Early Years Action Plus in the early years) has been removed from the new SEND Code of Practice.

All children and young people are entitled to good quality teaching, differentiated according to their needs. For children and young people in Central Bedfordshire for whom there is deemed to be an additional need, there will continue to be a graduated response and guidance for all education providers. The new guidance will be called stage 1 and stage 2, with stage 3 being the trigger for a formal request for a statutory EHC Plan through the process of statutory assessment.

The graduated response guidance is being drafted at the moment in the light of national guidance and will be available from September 2014 at <http://www.centralbedfordshire.gov.uk/localoffer>. In the meantime, you can see the current guidance with regard to SA and SA+ at; [http://www.centralbedfordshire.gov.uk/Images/Guidance\\_on\\_SEN\\_tcm6-34405.pdf](http://www.centralbedfordshire.gov.uk/Images/Guidance_on_SEN_tcm6-34405.pdf) or for early years at [http://www.centralbedfordshire.gov.uk/Images/SEN\\_Early\\_Years\\_tcm6-34407.pdf](http://www.centralbedfordshire.gov.uk/Images/SEN_Early_Years_tcm6-34407.pdf)

## **Local Offer**

The 'Local Offer' provides information on the services and specialist provision on offer to children and young people with special educational needs and disabilities, informing parents and carers in one centralised directory. The Local Offer for Central Bedfordshire can be found at <http://www.centralbedfordshire.gov.uk/localoffer>

The information below sets out information on what is available and what we do at our school/college/setting

### **At St George's Lower School, this means:**

Scroll down to find out more information about:

- The Schools Ethos and Values
- How do we involve parents?

- What are Special Educational Needs and Disabilities?
- How do I know if my child has Special Educational Needs?
- What is the SEND Local Offer?
- How is extra support allocated to children and how do they move between the different levels?
- **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?**
- What are the different types of support available for children with SEND at St. George's?
- Examples of Interventions from our school provision map
- How are the teachers in school support children with an SEND and what training do they have?
- How will we measure the progress of your child in school?

### **The School Ethos and Values**

At St George's we aim to provide the very best care and education for all our children. We strive to promote a positive and supportive, fully inclusive environment, meeting individual needs. We have high expectations for all our children and work in partnership with parents. Together we ensure all children make progress and become part of our community.

### **How do we involve parents?**

Parents are key to a successful education and at St. George's we endeavour to work closely with you and your child. There is a meet and greet with a member of staff at the start and end of each day. There are regular parents' evenings and parents are able to access the school's online reporting system to see how their child is progressing. In Year R there are regular "Watch me Learn" sessions where parents and carers can become involved in the learning goals for that week. This has proved very successful so we have rolled it out to include Key Stages 1 and 2, who will hold termly "Keep Watching" sessions, where parents and carers can participate in hands on sessions together with their child. We work closely with parents in supporting their child, we believe that your child's education is a partnership between, the child, the teachers and the parents. Therefore we aim to keep communication channels open at all times. We operate a home/school book and meet with you regularly to discuss targets and progress. If you have any concerns then it is important that you arrange for a meeting with your child's class teacher, so that any concerns can be talked through as soon as possible.

### **What are Special Educational Needs and Disabilities?**

Children are defined as having Special Educational Needs if they have a learning difficulty, which requires special educational provision.

Some children have needs or disabilities that affect their ability to learn. For example:

- Behavioural, emotional and social
- Reading and writing
- Understanding things
- Concentrating
- Physical needs or impairments

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of their peers
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of Local Authority
- Are under compulsory school age and fall within the definition above or would do so if special education provision was not made for

### **How do I know if my child has Special Educational Needs?**

Children's needs are identified from:

- Information from parents/carers
- Information from your doctor or health visitor
- Information arising from the child's pre-school experience
- Baseline assessments showing what they know, understand and can do
- Progress against Early Learning Goals and National Curriculum benchmarks
- Regular monitoring and tracking of progress
- Assessment
- Information and assessments from other professionals
- Standardised assessments and specific assessments related to the learning need
- Observations of the child in different settings and their response to change

### **What is the SEND Local Offer?**

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'.

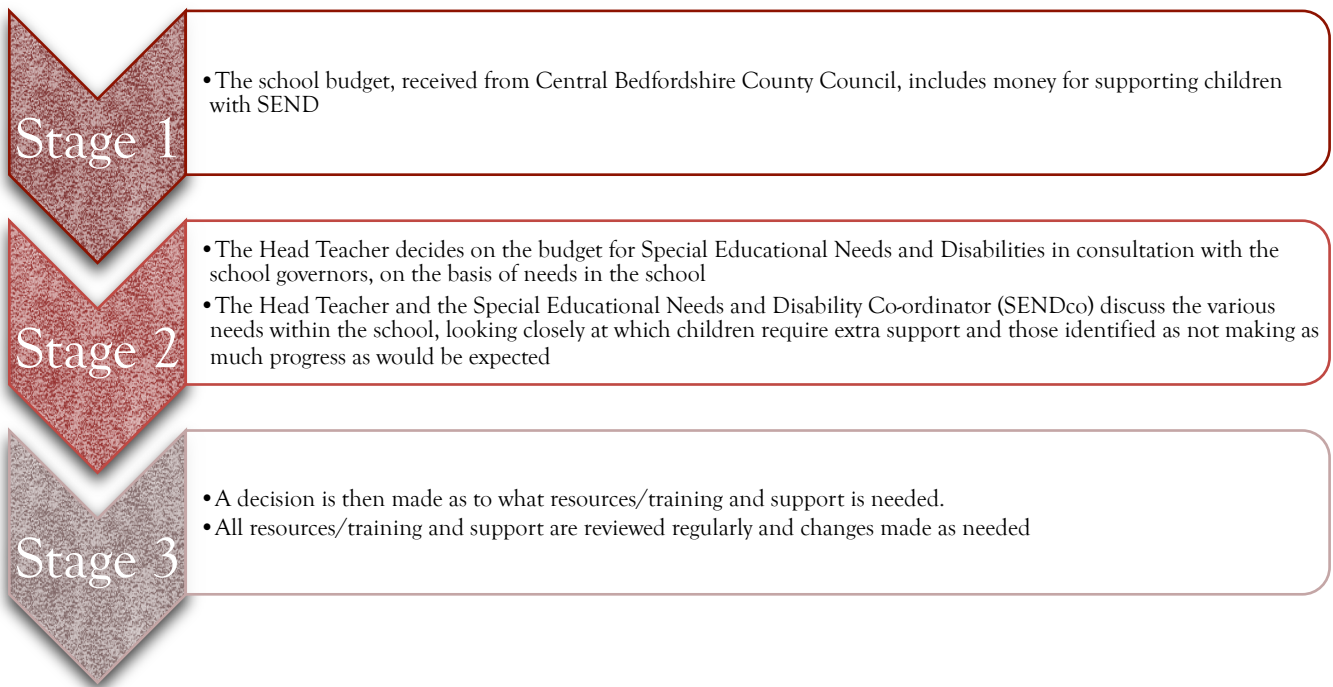
Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have Special Educational Needs (SEN). The

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 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 evidence base for improving progress and securing better outcomes, at school and local level

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



### Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

Initially it is a good idea to talk to your child's class teacher or Key Worker, they are the people who are working with your child every day and they will have a good

understanding of your child's ability, targets and needs. If additional support is required then the person to speak to is:

The SENDco (Mrs Grant): (Fully Qualified and Accredited)

Responsible for:

- 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 (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

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

The Head Teacher (Miss Rawlings) has responsibilities for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDco and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Governor: Mr. S. Tikin has responsibilities for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### **What are the different types of support available for children with SEND at St. George's?**

Quality First Teaching

For your child this means:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand and that regular assessments of how they are doing are undertaken.

- There are times when children require some additional support and if this occurs then the school use “Keep-Up not catch-up” interventions. This might include additional support for phonics, literacy or maths; these interventions are run by either a teacher or a teaching assistant and might only occur for a few days or weeks.

Previously known as School Action Now called **Stage 1**.

- Sometimes a child requires slightly more than a quick “Keep-Up” intervention and so specific strategies, which may be suggested by the SENDco or outside staff, are put in place to support your child’s learning.
- Specific group work with a smaller group of children, or one-to-one work when required, a teacher or a teaching assistant carries this out. We pride ourselves at St. George’s with the level of training that our teaching Assistants receive which enables interventions to be led at a consistently high level.
- Parental involvement, your class teacher, and/ or the SENDco will talk to you about the additional support being put in place and suggest ways that you can help support your child at home.

Previously known as School Action Plus Now called Stage 2.

Sometimes it might be necessary to seek specialist support in school from a professional outside the school. This may be from the Local Authority, Outside Agencies such as the Speech and Language Therapy (SALT), or the school’s Educational psychologist.

For your child this would mean:

- The class teacher or SENDco will have identified your child (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 or the local Child Development Centre. 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, this may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching or resources to support them better.
- Support to set specific targets based around their area of expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.



- Group, or individual work with an outside professional.

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 was known as a Statement and is to be succeeded by an Education, Health and Care Plan (EHC). This is usually provided via a Statement of Special Educational Needs, and from September 2014 will be changed to an Education, Health and Care Plan (EHC). This means your child will have been identified by: yourself, the class teacher, the SENDCO, or an outside professional agency 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.

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 detailed information about your child, including information from you and your child), 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. The Educational, Health and Care Plan enable agencies, parents/carers and the child to work together. If granted then the ECHP (the Statement) will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used including what strategies must be put in place. It will also have long and short-term goals for your child.

Examples of Interventions from our current school provision map

- One-to-one phonics
- One-to-one or small group "Colourful Semantics", which aids sentence structure and vocabulary building
- "I CAN" Talk Boost programme to encourage listening skills and turn taking.
- Jigsaw - Small Group Social Skills
- Small social skills groups, undertaking animal care, cooking and games.
- Rapid Maths and Concept Maths, focusing on weaknesses within number and using and applying maths
- Rapid Writing to build comprehension skills

- Verbal and non-verbal reasoning skills
- Handwriting groups
- Additional phonics one –to-one.
- Additional reading one-to-one.

### **How are the teachers in school supported 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 SEND needs, this might involve:
  - Using different resources
  - Planning additional and differentiated activities
  - or
  - Using additional adult support.
- The school places great emphasis on Continued Professional Development for both teachers and Teaching Assistants with training designed to improve learning experience of all children. This includes whole school training on SEND issues which are sometimes run by outside agencies and might focus on the needs of specific children in their class e.g. from the Jigsaw Support services.

Range of provision:

- Currently the school has wheelchair access throughout the school, except for the dining hall, if required meals can be taken with friends at the tabled area situated by the library.
- There is a disabled toilet available.
- Pupils with SEND needs are encouraged to participate in all school activities including the after school and lunchtime clubs.
- The school has strong links with a range of external professionals to support children with SEND.

### **How will we measure the progress of your child in school?**

- His/her class teacher continually monitors your child's progress. For example half termly phonics checks, and maths assessments.
- His/her progress is reviewed formally every term.
- In Year R the children are monitored and assessed using the Early Learning Goals as set out in the Early Years Foundation Stage curriculum.
- 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 one 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 requiring some additional support are placed on a provision map, indicating the additional support needed.
- If a child requires additional support then a discussion takes place with the class teacher, the pupil and the parents or carers and an Individual Achievement Plan (IAP) or an Individual Behavioural Plan (IBP) is drawn up. These are reviewed each term.
- Details of the interventions that have been put in place for your child are sent out on the Intervention Sheet that accompanies each report from school.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

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 to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. If necessary we will arrange a *slow* transition over a period of weeks.
  - We will make sure that all records about your child are passed on as soon as possible and that there is continuity maintained with any external agencies.
  - This year our children entering Year R had the opportunity to participate in 6 move up sessions in the summer term before joining the school in September.
- When moving classes in school:
  - Information will be passed on to the new class teacher, and in most cases, a planning meeting will take place with the new teacher. All IAPs or IBPs will be shared with the new teacher.
  - If resources such as books etc. would help your child by supporting them in their understanding and emotional needs when moving on then it will be made for them.