Flimby Primary School

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

All Cumbrian maintained 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.

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

School based information	People	Summary of responsibilities
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?	**Class Teacher**	**He/ She is responsible for:** • Ensuring that all children have access to quality teaching first 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 and discussing amendments with the SENDCo as necessary. • 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. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

	Liz Humes
	SENDCo
		She 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 getting
		  • involved in reviewing how they are doing
		  • part of planning ahead for them.
		• Liaising with all the other people who may be coming into school to help support your child's learning.
		• Updating the school's SEND record of need and making sure that there are excellent records of your child's progress and needs.
		• To provide 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 Learning Journeys • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
	Learning Support Assistant (LSA)	A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed in the first instance to the staff members named above. Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback.
	Executive Headteacher Tanya Peers	**She is responsible for:** • 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 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.
	SEND Governor Ann Farish	**She is responsible for:** • 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.

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 .

	Types of support provided -also showing the stage of the Code of Practice 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?	**Class teacher input through quality teaching first.**	• 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. • 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.	All children in school receive this.
	Specific small group work. This group may be • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has had training to run these groups. These are often called Intervention groups by schools. *(SEN Support)*	• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap 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) 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 may be at the stage of the SEND Code of Practice called *SEN Support* which means they have been identified by the class teacher as needing some extra support in school.

	Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational Therapy groups **AND/OR Individual support** This means they have been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school.	• If your child has been identified as needing more specialist input instead of or in addition to quality first teaching and intervention groups, a referral will be completed, with parental consent, to request support from external agencies. • 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 proceed with the referral • The specialist professional will work with your child to understand their needs and make recommendations.	Children with specific barriers to learning that cannot be overcome through whole class 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/SENDCo as needing a **particularly high level of individual and small group teaching**, which cannot be provided from the resources already delegated to the school. • Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school.	• The school (or you) can request that the Local Authority carry out a SEND Early Help 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, on the Cumbria County Council web site: Families Information | Education, Health and Care (EHC) Needs Assessment Requests • After the school have sent in the request to the Local Authority they will decide whether they think your child's needs, seem complex enough to need a full Education, Health and Care Plan Needs Assessment. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with SEN Support. • The EHCP will outline the amount of funding and/or 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, individual programmes or small groups including your child.	Children whose learning needs are: • Severe, complex and lifelong

How will we support your child with identified special needs when starting school?	• 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 through the Early Help process to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • We may suggest adaptations to the settling to help your child to settle more easily.
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 SENDCo or Headteacher. • If you are still not happy you can speak to the school SEN Governor.
How will the school let me know if they have any concerns about my child's learning in school?	• When concerns are raised about a child's progress (teacher or parent), and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo. • Teachers also have meetings every term 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 and will inform you. • If your child is still not making expected progress the school will discuss with you: o any concerns you may have o any further interventions or referrals to outside professionals to support your child's learning o how school and home can work together, to support your child.
How will the school let me know if they have any concerns about my own child's behaviour or any bullying in school?	• The class teacher will notify you if there have been any incidents regarding behaviour. These are recorded on CPOMS. • The school staff follow a Graduated Response for dealing with escalating behavioural needs. • Any incidents of bullying are dealt with quickly by informing parents, recording on CPOMS and monitoring frequency of incidents. • Children will be offered support with our ELSA or through a ESBD programme.
How is extra support allocated to children and how do they move between the different levels?	• The school budget, received from Cumberland LA, includes money for supporting children with SEN and/or Disabilities. • The Headteacher 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 Headteacher and the SENDCo discuss all the information they have about SEN in the school, they then decide what resources/training and support is needed.

<table>
<tr><td rowspan="3">Who are the other people providing services to children with SEN in this school?</td><td>A. Directly funded by the school</td><td>• Learning Support Assistants
• Higher Level Teaching Assistant
• ELSA</td></tr>
<tr><td>B. Paid for centrally by the Local Authority but delivered in school</td><td>• Autism Outreach Service
• Educational Psychology Service
• Sensory Service for children with visual or hearing needs
• Speech and Language Therapy (provided by Health but paid for by the Local Authority).
• Occupational Therapy
• Physiotherapy
• Professional training for school staff to deliver medical interventions
• Parent Partnership Service (to support families through the SEND processes and procedures).
• Specialist Teachers</td></tr>
<tr><td>C. Provided and paid for by the Health Service</td><td>• School Nurse
• Children and Adolescents Mental Health Team (CAMHS)
• Paediatrician
• ADHD Referral Pathway</td></tr>
<tr><td>How are the adults in school helped to work with children with a SEND and what training do they have?</td><td colspan="2">• The SENDCo’s job is to support the class teacher in planning for children with SEND.
• 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.
• 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.
• We have staff that are trained in Autism Education Framework, Price Behaviour, LEGO Therapy, Reciprocal Reading and Phonics Fast Track Tutoring. We have an ELSA (Emotional Literacy Support Assistant). We also have staff experienced in delivering specific speech and language packages.</td></tr>
<tr><td>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</td><td colspan="2">• 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.
• We follow a Guided Practice Model for teaching and lessons are scaffolded for all learners through this method. (I do, we do, you do)
• 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</td></tr>
</table>

	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. • In Early Years your child's achievements will be assessed against the Early years foundation stage (EYFS) statutory framework or the Early Years Developmental Journal. • In Key Stage 1 and Key Stage 2 progress is reviewed formally every term using NFER assessments. A score in Reading, Writing, Spelling, Punctuation and Grammar and Maths is shared; as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • At the end of Key Stage 2 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. • The progress of children with an 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 work and in any group that they take part in.
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 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. • 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:** If you child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.
How have we made this school physically accessible to children with SEND?	• We ensure that equipment used is accessible to all children regardless of their needs. • We have access ramps at each end of the building. • Our building is old and structural adjustments are sometimes not possible. • We have an adjustable changing bed

How will we support your child when they are leaving this school? OR moving on to another class?	• If your child is moving to another school:
	  ○ We will contact the new school's SENDCo and ensure he/she 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 most cases, a planning meeting will take place 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 if suitable.
	• In Year 6
	  ○ The SENDCo will set up meetings to discuss the specific needs of your child with the SENDCo of their secondary school and provide a Transition Plan.
	  ○ 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.

GLOSSARY OF TERMS	
EHA	Early Help Assessment
ELSA	Emotional Literacy Support Assistant
ISP	Individual Support Plan
ILJ	Individual Learning Journey
SEN Support	Individual or group Intervention
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHCP	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCo	Special Educational Needs and/or Disabilities Coordinator
ADHD	Attention Deficit Hyperactivity Disorder

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