



Vision Statement: Enriching Lives

Policy written by: B Gleaves

<u>Dates</u>				
Written	Autumn 2014			
Reviewed		Autumn 15		
Amended				
Next Review	Autumn 2015	Autumn 16		

CRADLEY C OF E VA PRIMARY SCHOOL

LOCAL OFFER

FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

1. Cradley Special Education Needs Co-ordinator (SENCo): Mrs B Gleaves
Cradley Special Educational Needs Link Governor: Mrs E Copp

Cradley Primary School believes that **all** pupils should be respected and valued and strives to ensure that all pupils:

- 1.1 Have a wide and balanced curriculum which is differentiated to meet individual needs
- 1.2 Can learn and make progress according to their individual developmental trends
- 1.3 Are assessed using appropriate assessment tools and guidelines
- 1.4 Have equal access to resources, provision and interventions as needed

All teachers are teachers of SEN pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom. Many steps are taken to support children through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Educational Needs Co-ordinator (SENCo) is responsible for overseeing the management of provision and or support for identified pupils with SEN. The SENCo will liaise with staff to monitor the progress of SEN pupils and to discuss further interventions where progress is slower than expected. There is regular contact with a wide range of external agencies that are able to give more specialised advice.

Our Local Offer is written to provide parents/carers with information about how we support children with SEN. We have answered some commonly asked questions:

	Questions	Cradley's Response
1	How does the school identify children with SEN and what should I do if I think my child may have SEN?	1.1 We receive information from pupils' previous schools 1.2 Progress of all pupils is monitored regularly by class teachers and the Head Teacher, so that pupils not making expected progress are quickly identified. This will then be discussed with parents/carers and the pupil. 1.3 If parents/carers have concerns they should first make an

		<p>appointment with the class teacher who will then liaise with the SENCo as appropriate. We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope they are able to be the same with us.</p> <p>1.4 Health diagnosis through paediatrician.</p>
2	How will the child be supported?	<p>2.1 Cradley School has a range of interventions in place which may be used when a need is identified.</p> <p>2.2 Parents/carers will be informed of the planned support.</p> <p>2.3 If the pupil meets the criteria for special educational needs or disabilities, an IEP will be created detailing targets, ways of meeting the targets and success criteria. A copy of this will be provided to parents/carers.</p> <p>2.4 The progress of children receiving additional support will be monitored to ensure that the provision is having the desired impact</p> <p>2.5 Governors will receive a report from the SENCo on the progress of pupils with SEN.</p>
3	How will the curriculum be matched to my child's needs?	<p>3.1 Differentiation is planned for groups and individuals according to their need. Typically this might mean that in a lesson there would be three different levels of work set for the class. However, on occasion this may be individually differentiated.</p> <p>3.2 There may be a TA (Teaching Assistant) working to support your child or a small group.</p>
4	How will both you and I know how my child is doing and how will you help me support their learning?	<p>4.1 We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.</p> <p>4.2 We measure children's progress against National expectations and age related expectations. Their progress is tracked from entry to Year 6 by our assessment co-ordinator.</p> <p>4.3 Annual reports and twice yearly Parents' Evenings give all parents/carers regular feedback on their child's up to date academic levels and any behavioural, emotional or social difficulties.</p> <p>4.4 IEPs (Individual Education Plans), IBPs (Individual Behaviour Plans) and PSPs (Personal Support Plans) are used to set targets and review progress, which are shared with parents/carers. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child <i>will</i> achieve the targets by the time it is reviewed.</p> <p>4.5 When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home; this may be a phone call or a meeting. Pupil's views may be obtained</p>

		<p>when appropriate; they may attend part of all of any meeting.</p> <p>4.6 If your child has complex SEND (Special Educational Needs and Disabilities), they may have a Statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written for the Educational Health Care Plan (EHCP).</p>
5	What support will there be for my child's overall well-being?	<p>5.1 The well-being of all pupils is our primary concern. They are supported with their social and emotional development throughout the school day, through the curriculum and extra curriculum activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly.</p> <p>5.2 Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. This could be arranged through a Common Assessment Framework (CAF) which provides a forum to discuss all kinds of needs and then access agencies for support.</p> <p>5.3 Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.</p> <p>5.4 We regularly monitor attendance. Absence and lateness are recorded. We support pupils returning to school after absence and take the necessary actions to prevent unauthorised absence. Good attendance is rewarded.</p> <p>5.5 Relevant staff are trained to support medical needs and in some cases all staff receive training.</p> <p>5.6 Pupils' views are sought through School Council, regular Student Questionnaires and other forums.</p>
6	What specialist services and expertise are available or accessed by the school?	<p>6.1 All external partners we work with are vetted in terms of safe-guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>6.2 Educational outside agencies include: Educational Psychology (EP); Behaviour Support (BS); Learning and Language Support (LLS); outreach services including ASD; English as an Additional Language (EAL) and Gypsy, Roma and Traveller service (GRT).</p> <p>6.3 Specialist health services such as Speech and Language Therapy (SaLT); Physical and Sensory Support service (PSS) which includes Hearing Impaired Service (HI) and Visually Impaired service (VI); Occupational Therapy (OT); Physio Therapy (PT); Child and Adolescent Mental Health (CAMHS) and other health professionals.</p> <p>6.4 We work with Social Services, Herefordshire Family Support and Community Police.</p>

		6.5 Multi Agency Group meetings are attended by the SENCo and/or Head Teacher, where groups of professionals gather to offer services and advice.
7	What training have the staff supporting children with SEN?	<p>7.1 We regularly invest time and money in training our staff to improve provision for all students, to develop enhanced skills and knowledge.</p> <p>7.2 Our Special Education Needs Co-ordinator (SENCo) is a qualified and experienced teacher who holds the National Qualification in Special Educational Needs, as well as receiving on-going SEN training in specific areas.</p> <p>7.3 All our teachers hold qualified teacher status and all staff members, including TAs (Teaching Assistants) and HLTAs (Higher Level Teaching Assistants), receive regular training to best support our pupils with SEN, for example in numeracy and phonics programmes.</p>
8	How will my child be included in activities outside the classroom including school trips?	<p>8.1 Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>8.2 Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate, parents/carers are consulted and involved in planning.</p>
9	How accessible is Cradley School?	<p>9.1 Cradley School is a new building (rebuilt in 2004) and is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.</p> <p>9.2 We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act of 2010.</p> <p>9.3 Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.</p> <p>9.4 We monitor the languages spoken by families in our setting and would make use of translation sites via our website and would endeavour to arrange for a translator to attend meetings if necessary. We liaise with the EAL team.</p>
10	How will the school prepare and support my child to join the school or to transfer to the next stage of education?	<p>10.1 We have an induction programme in place for welcoming all new learners to our school. We encourage all new children to visit the school prior to starting, when they will be shown around the school.</p> <p>10.2 All children are assessed on entry.</p> <p>10.3 We have excellent relationships with our feeder schools; we share information to support pupils' learning and well being at transition. We ensure that all relevant paperwork is passed on and all needs are discussed and understood.</p> <p>10.4 Our main feeder school JMHS (John Masefield High School) run a programme specifically tailored to aid transition for the more vulnerable pupils.</p>

		<p>10.5 As a church school we fully support pupils wishing to transfer to Bishops of Hereford, our C of E High School.</p> <p>10.6 If your child has a Statement of Special Needs, then the year 5 reviews will be used as a transition meeting and staff from both schools will be invited to attend.</p>
11	How are the school's resources allocated and matched to children's special educational needs?	<p>11.1 Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</p> <p>11.2 We seek to ensure a 'value for money' service; therefore all interventions are costed and evaluated.</p> <p>11.3 We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.</p>
12	What range of interventions is available at Cradley School?	<p>12.1 Communication and Interaction: A Chance to Talk; Read, Write Inc; Group Reading; Sentence Building; Toe by Toe; Quest; Early Literacy Support (ELS); Further Literacy Support (FLS).</p> <p>12.2 Cognition and Learning: Power of 1; Power of 2; Plus 1; Plus 2; Perform with Time; Spring Board; Pre-teaching; Post-teaching; Superstars and their Oxford Products.</p> <p>12.3 Social, Mental and Emotional health: Buddy system; Behaviour Reward Charts; Social Stories; Anger Management sessions; Time Out; Self Esteem groups.</p> <p>12.4 Sensory and Physical: Pindora's Box; Whizzer; Astro Balance Board; Write from the Start; writing slopes; sitting cushions; pencil grips; cross lateral exercise groups</p>
13	How is the decision made about what type and how much support my child will receive?	<p>13.1 Quality first inclusive practice is clearly defined in our setting and we expect all staff to deliver this.</p> <p>13.2 Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Link Governor.</p>
14	How are parents involved in the school?	<p>We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.</p> <p>14 We encourage parents/carers to contact their child's class teacher to discuss any issues, making appointments first to ensure quality time.</p> <p>15 Parents are invited to become involved in school life through a number of means, e.g. FOCS (Friends of Cradley School), hearing children read, helping with sewing projects, accompanying class trips and attending events throughout the school year.</p> <p>16 We host parent focus groups to model our approaches to learning in various subjects, such as maths, phonics and Internet Safety, giving parents the confidence to support their child's learning at home.</p>

		17 Our Governing Body includes Parent Governors/representatives.
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher through appointment. For children with SEN, further information and support can be obtained from the SENCo.
15	Who should I contact if I am considering whether my child should join the school?	Contact the school office to arrange to meet the Head Teacher, Mr Greaves, who would discuss how the school could meet your child's needs.
16	How is the local offer reviewed?	This local offer will be reviewed annually to reflect the changing needs of the children. Contributions from parents/carers are welcome.

Services available through Herefordshire Council can be found in their 'Local Offer' at: <https://www.herefordshire.gov.uk/education-and-learning/local-offer/about-the-local-offer>