

Barlborough Primary School

School Offer for Children with Special Educational Needs and Disabilities (SEND)

At Barlborough Primary School, our approach to meeting the needs of pupils with Special Educational Needs is 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, taking into account the view of children and their families.

Under the new "Children and Families Act 2014" The Local Authority is required is require by law to publish its "Local Offer". This simply aims to put as much information about available services into one place to make it clear and accessible to all children and their families. This "Offer" is available on the Derbyshire County Council website at Derbyshire Local Offer. This can be viewed at <http://localoffer.derbyshire.gov.uk/>

1. 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)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>Class Teacher</p>	<p>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 in lessons etc..) and discussing amendments with the Special Educational Needs Co-ordinator (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. 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>Special Educational Needs Co-ordinator - Jodie Stewart</p>	<p>Is responsible for:</p> <ul style="list-style-type: none">• day to day responsibility for the operation of the SEND policy and co-ordinating specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans, working closely with staff, parents and other agencies and ensuring that all children get a consistent, high quality response to meeting their needs in school. <p>Ensuring that you are:</p> <ul style="list-style-type: none">• involved in supporting your child's learning• kept informed about the support your child is getting• involved in reviewing how they are doing• liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.• making sure that there are accurate records of your child's progress and needs.• providing specialist support for teachers and support staff in school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential.
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	<p>Teaching Assistants (TAs)</p>	<p>A teaching assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities. Their duties may include:</p> <ul style="list-style-type: none"> • Supporting the child in class (sometimes on their own and sometimes in a group). • Delivering specific intervention work as specified by the class teacher. • Liaising with external agencies. • Pastoral and personal care support. • Recording and reporting on the child's progress in lessons to the teacher and SENDCO. • Attending Annual Reviews.
	<p>Headteacher Mrs Towndrow- Birds</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Day to day management of all aspects of the school, this includes the support for children with SEND and/or disabilities. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	<p>SEND Governor Vernon Sanderson</p>	<p>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.

		<ul style="list-style-type: none">• Making sure that the necessary support is made for any child who attends the school who has SEND 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.
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2. 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 such as the Autism Spectrum Disorder (ASD) Outreach Team, Education Psychologist or Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

What are the different types of support available for children with SEN and /or disabilities in this school?

Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p>Class teacher input via high quality class room teaching.</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. • 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.</p>
<p>Specific small group work. This group may be : Run in the classroom or outside. Run by a teacher or a Teaching Assistant</p>	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> • He/ She will plan group sessions for your child with targets to help your child to make more progress. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention</p>

<p>who has had training to run these groups.</p> <p>These are often called Intervention groups by schools</p>	<ul style="list-style-type: none"> • A Teaching Assistant/teacher or outside agency will run these small group sessions using the teacher's plans, or a recommended programme. 	<p>groups may be identified as SEND Support, previously called School Action Plus, which means they have been identified by the class teacher as needing significant extra support in school, with further support being provided by external agencies.</p>
<p>Specialist support run by outside agencies</p> <p>Local Authority central services such as the Educational Psychology Service, Autism Spectrum Disorder Outreach Team, SSEN or Behaviour Support -- Outside agencies such as the Speech and Language Therapy (SALT)</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups are identified as SEND Support, previously called School Action Plus, which means they have been identified by the class teacher/SENDCo as needing some extra specialist support in</p>

<p>Service, Occupational Therapy, Physiotherapy, Hearing Impairment Service and School Health Team.</p>	<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 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>school from a professional outside the school.</p>
<p>Specified Individual support 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</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, on the Derbyshire County Council website www.derbyshire.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 	<p>Children whose learning needs are Severe, complex and lifelong Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school.</p>

<p>from the resources already delegated to the school.</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).</i></p>	<p>outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEND Support.</p> <ul style="list-style-type: none"> • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need significantly more support in school to make good progress. If this is the case they will write an EHC Plan (Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the SEND support, and also set up a meeting in school, to ensure your child makes as much progress as possible. • The EHC Plan (Statement) will outline the number of hours of individual/small group support your child will receive from the LA. It will also detail 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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3. How will we support your child with their identified Special Educational Need or Disability, when starting at our 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) or Team around the Family (TAF) meeting may be held to discuss your child's needs; sharing strategies used, and ensuring that provision is put in place before your child starts.
- We may suggest adaptations to the settling in period to help your child to settle more easily.
- Visits to your child's previous setting may be made to facilitate a successful transition.
- Children may be invited to spend extra transition time in our school, to help them to become more familiar with our school setting, and the staff they will be working with.

Every child is an individual, and their own needs are always put first.

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

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCO or head teacher. The SENDCO at Barlborough Primary School is Jodie Stewart.

We will work with you to help sort out any worries or problems and will consult with you about decisions that may affect your child. We will make you aware of additional support your child may be receiving; this could be during parents' evenings or arranged meetings.

5. How will the school let me know if they have any concerns about my child's learning in school?

When a teacher, or parent, raises concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO. A decision whether to make special educational provision will be based on all of the information gathered from within school, and other agencies if already involved, about your child.

As a school, we 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 they are then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group, and this is something that would be discussed at Parent's Evening or before, if needed.

After intervention outside the classroom has taken place and your child is still not making expected progress the school will discuss with you:

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning
- how school and home can work together, to support your child.

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

The school budget, received from Derbyshire LA, includes money for supporting children with SEND.

The Headteacher and the SENDCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

Then a decision is made about what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

7. What sort of outside agency support may be available to help my child?

We work with a range of outside agencies to secure specialist expertise. These include:

- SSEN (Support Service for Special Educational Needs)
- Educational Psychologist
- Family Support Worker (Multi Agency Team - MAT)
- Speech and Language Therapy
- Behaviour Support Service
- Health Visitors/School Nurse
- Autism Outreach Service
- Professional training for staff to deliver medical interventions
- School Nurse/Doctor
- Children and Adolescents Mental Health Team (CAMHS)
- Hearing Impairment Service
- Physical Impairment Service
- Visual Impairment Service

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

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by the SENDCO to meet the needs of children in school or those known to be coming into school.

- 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 and dyslexia.
- 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 e.g. from SSEN and medical /health training to support staff in implementing care plans.
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9. How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?

All class teachers deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. We review and, where necessary, improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

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.

10. 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.

Their progress is reviewed formally every term with an assessment being carried out in Reading, Writing, and Maths, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.

- At the end of each Key Stage (the end of year 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with an EHC Plan (Statement of SEN) 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. This is done by tracking their progress within class and any intervention groups they may be part of. The head teacher also tracks and monitors all children within school so progress and attainment can be closely followed throughout their time at Barlborough Primary School.

A range of ways will be used to keep you informed, which may include:

- Letters/certificates sent home
- Additional meetings as required
- Reports
- Annual Reviews (where your child has a statement/EHC Plan)

11. What support do we have for you as a parent of a child with SEN and/or disability?

- Your child's class teacher is available for you to talk to regularly. By doing this, we are aware of what they are doing at home, and we can tell you about what they 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 successes 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 shared with you, by the professional 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.
- Homework will be adjusted appropriately to meet your child's individual needs.
- If it has been agreed that it will be useful for you and your child, a home/school contact book may be used as a tool to support home/school liaison.

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

The new building is accessible to children with physical disability.

There is an Accessibility Plan in place in order to improve access to the school. As a school, we ensure that equipment used is accessible to all children regardless of their needs.

13. How will we support your child when they are leaving this school? Or moving on to another class?

At Barlborough Primary School we have transition sessions during the summer term, enabling children to meet the new teacher/teaching assistants and hear about the following year's curriculum. If appropriate, SEND children maybe accompanied to the secondary School by a member of the support staff for a planned programme of additional induction. SENDCOs liaise and records are passed on.

When moving classes in school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. We have a transition week in the summer term, where all children move up to their new class. This gives them the opportunity to become familiar with their new setting and the teacher, as well as any new children within the year group. If your child would benefit from visiting their new class on further occasions, then this would be arranged with the class teachers involved.

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 also make sure that all records about your child are passed on as soon as possible.