

Special Educational Needs Information - Our 'School Offer' September 2014

How does the School know if children need extra help?

We operate a policy of early intervention and aim to quickly identify those children who are falling behind age-related expectations using a variety of assessments to measure attainment and progress. Any concerns are promptly discussed with parents.

In line with the Special Educational Needs and Disability (SEND) Code of Practice 2014, a child has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

What should I do if I think my child may have Special Educational Needs?

Parents/carers should speak to the Class Teacher in the first instance.

How will school support my child?

All staff follow the school's SEN policy, which can be found on the school website.

Having identified a difficulty, the class teacher will use a variety of strategies to improve progress such as differentiating tasks, arranging extra support or talking to parents about extra practice at home. If progress continues to be slow, intervention/support maybe recommended by the Special Needs Co-ordinator (SENCO), such as a specific programme of work. This will be recorded on a Provision Map (PM). Provision Maps are documents used for recording targets and progress and are reviewed termly. If progress continues to be slow, further, more specialist assessments, may be required in order to help discern specific needs and to therefore allow for more precise planning. Parents will always be consulted before assessments are carried out. The school will continue to follow the assess plan, do, review cycle and all targets and progress will continue to be recorded on a PM.

The class teacher, supported by the Special Needs Co-ordinator (SENCO), will ensure that all staff working with a child with SEN are trained to deliver the planned programme and work to achieve the best possible progress.

The SENCO is responsible for co-ordinating all the support for children with SEND, for developing the School's SEN policy and to monitor the progress of children with SEND. The impact of interventions are monitored through regular meetings and tracking of children's progress. The SENCO will ensure that parents/carers of children with SEND are:

- involved in supporting their child's learning;
- kept informed about the support their child is getting;
- involved in reviewing progress.

The SENCO will liaise with other people who may be coming in to school to help support the children's learning e.g. the Speech and Language Therapist, the Educational Psychologist and will update the School's SEND register (a system to ensure that all of the SEND needs of children in School are known) and ensure that current records of these children's progress and needs are kept.

The Head Teacher is responsible for the day to day management of all aspects of the School, and this includes the overall support for children with SEND. The Head Teacher makes sure that the Schools Governing Body is kept informed about any progress/concerns in the School relating to SEND.

The school has a Governor, Julia Humphrey, who is responsible for overseeing SEND provision in the School and for ensuring the Governing Body is kept informed of any SEND issues.

How will I know how well my child is doing and how will I be involved in discussions about my child's education?

The School operates an open door policy and encourages parents to raise concerns about any aspect of school life with the class teacher. The class teacher is responsible for writing provision maps for the children with SEND in his/her class, and for sharing and reviewing these with parents/carers each term before planning for the next term. This is in addition to the termly reporting to parents cycle.

What support will there be for my child's overall wellbeing?

The self-esteem and social and personal development of all our children is of paramount importance within the school. Partnership between parents and school is crucial and support is discussed agreed on an individual basis.

We believe that children have the right to learn in an environment in which they feel safe, secure and respected, where clear expectations of behaviour are set, reflected in our behaviour policy, to ensure all children feel safe and can learn how to interact with peers and adults appropriately.

Attendance is monitored regularly and action taken to prevent unauthorised absence.

What specialist services and expertise are available to children at the school?

Our SENCO Debby Andrews is a specialist teacher for children with Dyslexia and is also qualified to carry out assessments. We have close links with Chenderit School and access their Parent Support Advisor. The School uses the Educational Psychology Service, Speech and Language Service and Autism Outreach Service available within the county. Other specialists are accessed when the need arises, for example, Occupational Therapists, GP's and other specialist teachers . If more than two specialist services are involved, the School may co-ordinate a multi-agency approach. This will necessitate a meeting between the parents and SENCO to complete a Common Assessment Form (CAF).

What training have the staff supporting children with SEND had or are having?

Training and development for SEND is an integral part of school practise. All staff receive training to improve the teaching and learning of children, including those with SEND, so that they have the necessary skills and knowledge to meet the children's range of needs.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class,

The SENCO ensures that she is kept up to date and attends all relevant training as well as supporting class teachers in planning for children with SEND.

How will the school help me to support my child's learning?

The class teacher and SENCO are available to discuss your child's progress or any questions you have about supporting your child's learning. Additionally Northamptonshire has a Parent Partnership Service which is an impartial information, advice and support service for parents, carers, young people (0-25) and professionals. It can be found at www.npps.info

How will my child be included in activities outside the classroom including school trips?

We always seek to enable the involvement of every child in all aspects of the curriculum, including activities outside the classroom. Risk assessments are completed, as appropriate, for example for off-site trips. Reasonable adjustments are made dependent on a child's needs.

How accessible is the school environment?

We value and respect diversity in our setting and do our best to meet the needs of all our children. We have an Accessibility Plan in place and make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

If your child is joining Chacombe or moving on from the school, the SENCO will discuss the specific needs of your child with the SENCO from the other school. Arrangements will be made for your child to visit the new setting to ensure a smooth transition from one placement to another and all records will be passed on promptly.

When moving classes within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Provision Maps will be shared with the new teacher.

When children transfer to Secondary School:

- The SENCO will discuss specific needs of your child with the SENCO of their secondary school.*
- Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.*
- The SENCO will arrange for your child to visit his/her new school and staff from the new school will visit your child at Chacombe School.*
- Other strategies specific to the needs of individual children can be deployed.*

How are the school's resources allocated and matched to children's special educational needs?

We allocate resources to meet the identified needs of each pupil. We seek to ensure value for money, so all resources including staff resources (e.g. Teaching Assistants supporting children) are costed and evaluated and changes made as required.

How is the decision made about how much support my child will receive?

The SENCO, in consultation with the Headteacher and teachers, decides what additional appropriate provision to put in place following progress meetings. All extra provision is monitored for impact and outcomes are defined at the start of any support.

The SENCO oversees all additional support and updates are shared with the SEND Governor.

Who can I contact for further information?

Parents/carers are always encouraged to talk to their child's class teacher in the first instance. Further information and support can be obtained from the school's SENCO, who has access to a range of agencies. You can find out about the LA's Local Offer by following this link:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/local-offer/>