

St Bega’s C of E Primary School

SEN Offer

Type of school: Primary Specialist Provision on site: None

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:**

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| School Based Information | Staff | Summary of Responsibilities |
| Who are the best people to  talk to in this school about my child’s difficulties with learning/ Special Educational Needs (SEN)? | SENCO – Mrs Liz Stellmacher  Class teachers and Teaching Assistants | **The SENCO is responsible for:**  Coordinating all the support for children with special educational needs (SEN) and developing the school’s SEN 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 via the staff who are working directly with your child   + 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 e.g. Speech and Language Therapy, Educational Psychology etc.  Updating the school’s SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and along with the class teacher and school’s assessment  coordinator ensuring that there are detailed records of your child’s progress and  needs. |

Class Teachers

Head Teacher – Mrs Liz Stellmacher

SEN Governor – Mrs Salli Pilcher

To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.

Ensuring that all staff working with your child in school are supported to deliver 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.

**Class Teachers are responsible for:**

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) and letting the SENCO know as necessary.

Ensuring that the school’s SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.

**The Head teacher is responsible for:**

The day to day management of all aspects of the school, this includes the support for children with SEN.

The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

**The SEN Governor is responsible for:**

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

**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 literacy advisory teachers or specialist teachers for children with ASC.**

**Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychology etc.**

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|  | **Types of support provided also** **showing the stage of the Code of Practice (the document that schools use to plan their SEN input) 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 in this school? | **Class teacher input via targeted** **classroom teaching.** | Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.  Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases.  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 kinesthetic learning and personalised teaching and learning approaches. It will also include personalised pupil targets.  Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. | All children in school should be getting this as a part of outstanding classroom practice when needed. |

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|  | **Specific group work with in a** **smaller group of children. This group may be** **run in the classroom or outside.**  **Run by a teacher or higher/Senior level teaching assistant who has had training to run these groups.** | 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 help them make the best possible progress.  A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions either in a small group or within the classroom setting. Although planned for and delivered by the teaching assistant, they are the responsibility of the class teacher who over sees the strategies and objectives being delivered. | Any child who has specific gaps in their understanding of a subject/area of learning.  These children now have needs that would be best met with strategies that are above and beyond what is being taught within the class. |
| **Individual support that is used for** **strategies and targets specifically personalised to your child. Run in the classroom or outside. Run by a teacher or higher level teaching assistant who** **has had training to run these groups.** | Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to class room 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 if you consent to an Individual Education Plan (IEP) which details learning targets that are specific for your child. These targets are |  |

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|  |  | above and beyond what s found in everyday classroom teaching and need a personalised approach for your child.  When your child is placed on an IEP they are written into the schools SEN register that is overseen and managed by the SENCO.  The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. |  |
| **Specialist groups run by or in**  **partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups**  **AND/OR Individual support using the same agencies** | You may also 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 and be able to support them better in school.  The specialist professional will work with your child to understand their needs and make recommendations, which may include:  o 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  o Support to set skilled targets which will include their specific expertise for teachers to implement  o A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit | Children with specific barriers to learning that cannot be overcome through Teaching and intervention groups. |

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|  |  | o A group or individual work with outside professional |  |
| **Specified Individual support** for your child of more than 6 hours in school.  ***This is usually provided via a Statement of Special Educational Needs an Education, Health and Care Plan (EHCP) which will be issued form September 2014.*** This means your child will have been identified by the class teacher/SENCO as needing a **particularly high level of individual or small group teaching (more** **than 6 hours a week**), which cannot be provided from the budget available to the school.  Usually your child will also need specialist support in school from a professional outside the school. This may be from:  Improvement Services for ASC or Sensory Service ( for students with a hearing or visual need) | 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 detail about this in the Cumbria County Council Local Offer. <http://www.cumbria.gov.uk/childrensservices> 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 provide evidence outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support that they are already providing.  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 more than 6 hours of support in school to make good progress. If this is the case they will write an Educational Health Plan. If this is not the  case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in | Children whose learning needs are:  Severe, complex and lifelong  Need more than  20 hours of support in school |

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|  | Outside agencies such as the  Speech and Language therapy  (SALT) Service. | place to ensure your child makes as much progress as possible.  The draft Educational Health Plan will outline 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. You will be asked to approve the plan and also have a say as to what the funding that your child has been allocated will be used for e.g. support in school, from outside agencies etc.  Again more information about this process can be found on the County Council Website/Local  Offer. |  |
| 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 initially speak to your child’s Teacher. The concerns may need referring if your child is still not making progress, to the SENCO Mrs Liz Stellmacher. If you continue to feel that your child is still not making progress you should speak to the Head teacher, Mrs Liz Stellmacher, or the school SEN Governor, Mrs Salli Pilcher, who will liaise with the appropriate staff members. | | |
| How will the school let me know  if they have any concerns about my child’s learning in school? | When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher must raise this with the SENCO  At St Bega’s C of E Primary School this usually takes place on a needs basis and staff are quick to pass on any concerns regarding pupil’s t0 the SENCO.  At St Bega’s C of E Primary School, there are regular class reviews, meetings between the Head or Deputy and class teachers to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.  At St Bega’s C of E Primary School the class teachers have responsibility for monitoring their own class data to ensure good progress is being made by al pupils. Again this could be a way your child is identified as needing further support.  If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. | | |

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|  | o To listen to any concerns you may have too  o To plan any additional support your child may receive  o To discuss with you any referrals to outside professionals to support your child’s learning |
| How is extra support allocated to children and how do they move between the different levels? | The school budget, received from Cumbria County Council, includes some money for supporting children with  SEN.  The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.  The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including  o the children getting extra support already  o the children needing extra support  o the children who have been identified as not making as much progress as would be expected and  decide what resources/training and support is needed.  All resources/training and support are reviewed regularly and changes made as needed.  All extra interventions and support is then documented in the school’s provision map. |

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| Who are the other people providing services to children with an SEN in this school? | A. Directly funded by the school | Learning support teachers  Teaching Assistants  Higher Level TAs |
| B. Paid for centrally by the Local Authority but delivered in school | 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).  School Improvement Services – Specialists for ASC, Literacy, Early  Years etc. |

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|  | | C. Provided and paid for  by the Health Service but delivered in school | School Nurse  Occupational Therapy  Specialist Nurses for medical conditions such as epilepsy, diabetes etc. |
| How are the teachers in school supported to work with children with an SEN and what training do they have? | The SENCO’s job is to support the teachers in planning for children with SEN.  The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues such as ASD, dyslexia etc.  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 specialists for autism etc. | | |
| How will the teaching be adapted for my child with learning needs (SEN)? | Teachers plan lessons according to the specific needs of all groups of children in their class.  Support staff will support with your child’s learning in the classroom.  Specific resources and strategies will be used to support your child individually and/or in groups.  Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.  Children with statements or EHC Plans will have some work planned specifically for them by their learning support assistant. | | |
| How will we measure the progress of your child in school? | Your child’s progress is continually monitored by all staff members.  Progress is reviewed formally every half term and recorded using Milestones.  If your child is pre national curriculum, your child will be assessed using another scale of levels that assess attainment up to the national curriculum. The levels are called ‘P levels’.  If your child is performing at two national curriculum levels below where they should be, they will be assessed using a tool called PIVATS.  The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. For the next three years pupils who have a statement will have these changed to EHC Plans during their annual review. | | |

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|  | The SENCO 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? | We would like you to talk to your child’s teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.  The SENCO 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 SENCO or class teacher 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 as needed to your child’s individual needs. |
| How have we made St Bega’s C of E Primary School accessible to children with SEN? (Including after school clubs etc.) | We ensure that equipment used is accessible to all children regardless of their needs.  We provide emotional support through ‘time out’, ‘worry boxes’, ‘nurture groups’ etc.  Key words and literacy resources are used across the school to support learning.  Learning spaces are adapted to suit the needs of the child is necessary or appropriate.  We sign post to appropriate groups after school such as PE, dyslexia clubs etc. |
| How will we support your child when they are leaving this school or moving to another Year? | We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible.  If your child is moving child to another school:  o 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.  o We will make sure that all records about your child are passed on as soon as possible.  When moving years in school:  o Information about your child will be shared with their new teachers  o If your child would be helped by a personalised plan for moving to another year, we will put this in place. |

How will we support your child if they are moving to our school?

If your child is transferring or entering our school:

o We will contact the previous SENCO and ensure we know about any special arrangements or support that need to be made for your child.

o We will make sure that we receive all records about your child from their previous setting.

o We will arrange transition visits if necessary to ensure that your child is confident with their move.

o We will provide transfer photo books if necessary for pupils to familiarise themselves with the school.

o We will meet with you to discuss any concerns that you may have and also to gain information to make your child’s transition a happy one.

o If necessary we will visit the setting that your child is transferring from.

o A home visit is offered on request.