

# Seagrave Village Primary School Local Offer

November 2020



## Seagrave Village Primary School

### Special Educational Needs and Inclusion Information Report/Local Offer

**To be read in conjunction with the Special Educational Needs and Inclusion Policy**

#### OUR VISION

At Seagrave Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. Listening to the views, wishes and feelings of the child and the parents is paramount. We understand the importance of the child and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

#### Key Roles and Responsibilities:

**The SENDco** has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018) The SENDCO is a member of the leadership team and is also the designated teacher for Looked After Children (LAC). The SENDCO is Mrs K Litchfield. ([office@seagrave.bepschools.org](mailto:office@seagrave.bepschools.org))

**SEND Governor:** The SEND governor is Mrs A Heathcote, who is one of our co-opted governors. She has responsibility for monitoring policy implementation and liaising between the SENDco and the Governing Body.

**Designated Safeguarding Lead (DSL)** The Head Teacher, Mrs K Litchfield

**Deputy Designated Safeguarding Lead (DSL)** Deputy Head Mrs M Chafer

**Deputy Designated Safeguarding Lead (DSL)** Business Manager Mrs K Bint

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## **Special Educational and Disability Needs (SEND) Current Changes**

The changes in the Children and Families Bill affect the way children with Special Educational Needs and Disability (SEND) are supported in schools. The new approach begins in September 2014 and places pupils at the center of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and Care Plans (EHCP) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra support, although schools in Leicestershire will also use the SEND Support Plan, which is aimed at young people with special educational needs and/or a disability who still require a person centred and holistic approach to meeting needs but, do not have the complex difficulties requiring the complex arrangements required under an Education, Health and Care Plan. These children will have long term special educational needs, supported by advice from external agencies such as Psychology Service or the Specialist teaching Service.

## **Seagrave Village Primary School Local Offer**

Seagrave Village Primary school is a mainstream school. We are an inclusive school that welcomes and celebrates diversity. All staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children. We recognise that our children may have a variety of needs and those needs may change and require a range of provision and access to other services.

Some children need increased support to access learning because:

1. They have a significantly greater difficulty in learning than the majority of children of the same age.
2. They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

## **How are pupils identified and assessed for special educational needs?**

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Class teacher or SENDCo visit to feeder pre-school to observe your child and speak to their key worker.
- Information from other services who have worked with your child, for example a speech and language therapist.

- This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns, we may ask other professionals to give advice and support.
- Teachers will be aware that a child may have additional needs if they are demonstrating a lack of progress, poor test scores, a change in behaviour or if the child or parent asks for help.
- If you are concerned about your child's progress in school then initially please make an appointment with the class teacher, who will know your child well.
- 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 Head of Teaching and Learning/SENDCo or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

### **Roles of Key Members of Staff**

#### **The Special Educational Needs Coordinator – Mrs K Litchfield SENDCo in training – Mrs U Saleh**

##### **Responsible for:**

- Coordinating all the support for children with special educational needs or disabilities (SEND) 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
- 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 SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Allocating appropriate support and resources as appropriate.

#### **Head teacher – Mrs K Litchfield**

#### **Deputy Head Teacher – Mrs M Chafer**

##### **Responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met (by delegating responsibility to class teachers)
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

#### **SEND Governor – Mrs A Heathcote**

##### **Responsible for:**

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

### **How do we identify children with special educational needs?**

All staff working with pupils at Seagrave care about their well-being and progress. If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge, or that they are not making the progress that is expected, they will bring this to the attention initially of the class teacher, who will ensure through 'Quality First Teaching' that the child is

given every opportunity to progress. Concerns about a child will be raised with the SENDCo and the parent at this point. After a period of in class support, should the child still be experiencing significant difficulties and not making expected progress then this will be further discussed with the SENDCo and parent and a decision taken jointly as to whether the child should require a higher level of intervention and help. A variety of measures can be used at this point, including spelling tests, reading age, maths results and more specialist testing.

- In other cases; parents, previous schools or settings or outside agencies such as Speech and Language Therapy bring a child's specific needs to our attention.

### **How do we know how effective our arrangements and provision for children with Special Educational Needs are?**

- Pupils at Seagrave are considered on an individual basis and their specific needs matched up to appropriate support and intervention.
- Pupil progress meetings take place each term.
- Children's progress is monitored on a termly basis when their normal assessments take place. In addition to this when a child takes part in a specific intervention programme, their entry and exit levels are measured.
- The governors receive a SEND report each year and updates through termly meetings.
- Provision is altered and adapted as necessary to meet the individual needs of children.

### **How will I know how my child is doing and how will school help me to support my child's learning?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in English and Maths.
- If your child is not reaching current National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called
- 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 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 are the results that are published nationally.
- Children on our SEND register have a SEND Support Plan, a Statement of Educational Need or an Education, Health and Welfare Plan. These are reviewed with your involvement, every term and the plan for the next term
- made.
- SEND Support Plans often outline what support parents can give to assure their child's progress.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also monitor that your child is making good progress
- Reinforcement of key skills at home is very valuable in helping children with SEND to make progress.
- The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or if you are requested to attend a meeting.
- The SENDCo may meet with you to discuss how to support your child. You may be asked to attend a meeting to discuss strategies to use if there are problems with your child's behaviour/emotional needs.

### **What is the schools' approach to individual learning?**

- Teachers know the profile of their class and individual needs and learning activities are planned to match children's learning needs. Pupils have individual targets to work towards.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has some support from a Learning Support Assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialized support is available.
- Specialist staff work with children as required.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged.
- We ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

### **How is the curriculum matched to my child's needs?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers 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.

### **How is the decision made about the type and the amount of support my child will receive?**

The type of support needed by your child will depend on their level of need. It can include:

Class teacher input - Quality First Teaching. For your child this would mean:

1. That the teacher had the highest possible expectations for your child and all pupils in their class.
2. That all teaching is based on building on what your child already knows, can do and can understand.
3. At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
4. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
5. Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
6. 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.
7. It may also involve group work with in a smaller group of children. This group, often called intervention groups by schools, may be run in the classroom or outside and run by a teacher or most often a Learning Support Assistant who has had training to run these groups.

If a child has been identified by the SENDCO as needing some extra specialist support in school, then outside professionals may become involved in supporting your child (with your involvement and approval) This may be from:

- Local Authority services such as Autism Outreach or Specialist Teaching Service, Educational Psychologist, Occupational Therapist, Physiotherapist
- Outside agencies such as the Speech and Language Therapy (SALT) Service.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  1. 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.
  2. Support to set better targets which will include their specific expertise.
  3. A group run by school staff under the guidance of the outside professional e.g. a social skills group.
  4. A group or individual work with outside professional.
  5. The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through 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 or SENDCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a Statement of Special Educational Needs/EHCP), which cannot be provided from the budget available to the school.

Your child will also need support from professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

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 which sets out the amount of support that will be provided for your child.

The Statement or EHCP 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. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

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

- We seek to ensure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip/to after school activities if this ensures access.
- Extracurricular school clubs are available to all pupils and if possible adjustments will be made to support the participation of vulnerable pupils.
- Health and safety audits will be conducted as and when appropriate.

## **How will the school help to develop my child's emotional and social development?**

### **Support we can provide in school may include:**

- Circle Time and R Time activities
- Social skills and friendship groups
- Behaviour programmes including rewards and sanctions.
- A named adult in school
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school. If your child has significant medical needs, you will need to speak to the head teacher to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.
- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class teacher will speak to the head teacher.

## **How will I be able to raise any concerns that I may have?**

If you are concerned about your child's progress in school then initially please make an appointment with the class teacher, who will know your child well. 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 SEND Governor.

## **What specialist services and expertise are available or accessed by the school? What training have staff supporting SEND had/are having?**

The SENDCo and headteacher ensure that all staff have the skills they require to support pupils.

- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as epilepsy, asthma and epi-pen training.
- Specific training to support identified needs as necessary, depending on the current needs of pupils.

## **How accessible is Seagrave both indoors and outdoors?**

The school building is Victorian and has narrow corridors. There is an upstairs area that is not accessible by wheelchair due to the nature of the building.

All classrooms are on the ground floor and the building is accessible by ramps.  
There is a disabled toilet on the ground floor.

We have an accessibility plan.

## **How will my child's views be listened to?**

- Children review their own progress against targets with the teacher.
- Children take part in setting their own targets and in reflect and review of their targets and their work.
- We have a school council which all pupils have the opportunity to volunteer for.
- Circle times give pupils the opportunity to express their thoughts and feelings.

## **What should I do if I have a complaint?**

- Wherever possible we seek to discuss and come to agreement about children's education.
- The SENDCo, Deputy Head Teacher, Head teacher and SEND Governor can be contacted to discuss concerns.
- The School's Complaints Policy is accessible through the school website.



### **Who else has a role in my child's education?**

We see a child's education as a wide partnership including parents, the child, school and all its staff and other outside services as necessary.

### **What other support services are there who might help me and provide me with information and advice?**

Support from other services may be accessed as appropriate, for example;

- Educational Psychology Service
- Specialist Teaching Service including the Hearing Impaired Team, Visually Impaired Team and Autism Outreach
- Speech and Language Therapy
- School nurse
- Ashmount Special School Outreach Services
- Early years services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Social Services
- Paediatricians

### **How will Seagrave prepare and support my child to transfer to a new setting at their next stage of education?**

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between the SENDCo, the Foundation Stage teacher and Key Stage 3 teachers. This may involve multi-agency meetings to support the transition. Early Years Teachers visit the home setting, transition arrangements are in place for each year group in Key Stage 1 and between Key Stage 1 and 2, and Year 6 teachers meet with the Transition Heads in Key Stage 3 settings.
- Good transfer of all SEND information.
- Previous schools contacted for information sharing.
- Flexible entry to Early Years Foundation Stage class in Reception if identified as necessary.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- Extra sessions are built in for pupils with higher needs and teachers and support workers are invited into Seagrave to meet with pupils.
- New schools are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups).

### **Where can I find the local authorities Local Offer?**

Please access the Local Authority Website and locate the Special Educational Needs Assessment service (SENA).

#### **Leicestershire Local Offer**

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

**The Family Information Service is another useful site on the Local Authority Website.**

<https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/family-information-directory>