

## St Andrew's C.E Primary School - SEN Local Offer

<b>Type of School:</b>	Voluntary Aided
<b>Specialist Provision on site:</b>	None

### People Who Support Children with Special Educational needs / Difficulties with Learning in This School

<b>School Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>Who are the best people to talk to in this school about my child's difficulties with learning / special educational needs (SEN)?</p>	<ul style="list-style-type: none"> <li>• The class teacher</li> </ul>	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day provision for teaching and learning for your child and for ensuring they make progress to the best of their ability.</li> <li>• Ensuring all staff working with a child in school are supported to deliver the planned work for that child so they can achieve the best possible progress.</li> <li>• Ensuring that the school's SEN policy is implemented in their classroom.</li> <li>• Ensuring that parents are:               <ol style="list-style-type: none"> <li>1. Involved in supporting their child's learning</li> <li>2. Kept informed about the support their child is getting</li> <li>3. Involved in reviewing how they are doing</li> <li>4. Part of planning ahead for them</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>• The Special Educational Needs Co-ordinator (SENCO) – Mrs Jan Hunter</li> <li>• The Head Teacher – Mr Simon Charnock</li> </ul>	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> <li>• Co-ordinating all the support for children with SEN and developing the school’s SEN policy to make sure all children get a high quality response to meeting their needs in school.</li> <li>• Ensuring that class teachers make sure that parents are: <ul style="list-style-type: none"> <li>5. Involved in supporting their child’s learning</li> <li>6. Kept informed about the support their child is getting</li> <li>7. Involved in reviewing how they are doing</li> <li>8. Part of planning ahead for them</li> </ul> </li> <li>• Liaising with all the other people who may come into school to help their child’s learning – e.g. Speech and Language Therapy, Educational Psychology.</li> <li>• Updating the school’s SEN register which ensures that all the children in school with SEN are recognised and making sure that there are excellent records kept of their progress and needs.</li> <li>• Providing specialist support for teachers and staff in school so all children can achieve the best possible progress.</li> </ul> <p>The Head Teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including support and provision for children with SEN.</li> <li>• Ensuring the Governing Body is kept up to date regarding any issues in</li> </ul>
--	---	--

	<ul style="list-style-type: none"> <li>The Governor with responsibility for SEN – Mr. C. Higson</li> </ul>	<p>school which relate to SEN.</p> <p>The Governor for SEN is responsible for making sure that the necessary support is made for any child who attends the school who has SEN.</p>
--	--	--

### **How Could My Child Get help In School?**

**Children in this school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:**

- Other staff in school**
- Staff who will visit school from educational support services such as Ladywood Outreach**
- Staff who will visit school from outside agencies such as Speech and Language Therapy**

	<b>Types of Support Provided</b>	<b>What Would This Mean For a Child?</b>	<b>Who Can get This Kind of Support?</b>
What are the different types of support available for children with SEN in this school?	The class teacher through excellent targeted classroom teaching – Quality First Teaching.	<ul style="list-style-type: none"> <li>The teacher has the highest possible expectations for all children in their class.</li> <li>The teacher ensures that all teaching is based on building on what a child already knows and can understand.</li> <li>The teacher puts into place different ways of teaching so all children are fully involved in learning. This may involve strategies such as using practical</li> </ul>	All children in school will receive this input as part of expected excellent classroom practice.

	<p>Specific group work in a smaller group of children. This group may be run inside or outside of the classroom and by either the teacher or another member of staff with the required training. (Intervention groups)</p> <p>Specialist groups run by outside agencies, for example, Ladywood Outreach, Speech and Language Therapy.</p>	<p>equipment.</p> <ul style="list-style-type: none"> <li>• The teacher puts into practice specific strategies which may be suggested by the SENCO or other agency staff to support children to learn.</li> <li>• The class teacher will carefully check a child's progress and if gaps are identified, will ensure they receive this extra support to help them make the best possible progress.</li> <li>• The teacher will work with the adult running the group to carefully plan the sessions to address the gaps in learning and to ensure the child makes the required progress.</li> <li>• A child will be identified as needing more specialist input in addition to the provision noted above – they may be identified by the class teacher or SENCO or parent or other adult in school.</li> </ul>	<p>Any child who has specific gaps in their understanding of an area of learning.</p> <p>Children with specific barriers to learning which cannot be overcome through quality first teaching and intervention groups.</p>
--	---	--	---

- |  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• The parent will be invited to a meeting to discuss their child's progress and future provision.</li><li>• The parent may be asked for permission for the school to refer the child to a more specialist agency such as Educational Psychology. This will help both the school and the parent to better understand the child's needs and to support them better in school.</li><li>• The specialist professional will work with the child to understand their needs and will make recommendations – these may include:<ul style="list-style-type: none"><li>❖ Making changes to the way the child is supported in class</li><li>❖ Using their expertise to set appropriate targets for the child</li><li>❖ The setting up of a specialist group – for example, a social skills group</li><li>❖ Individual work with the child by the specialist professional</li></ul></li><li>• The school may also suggest agreed individual support for a child within the classroom as appropriate to the child's</li></ul> |  |
|--|--|--|--|

	<p>Specified Individual Support</p>	<p>needs.</p> <ul style="list-style-type: none"><li>• The school or parent can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process leading to an Education and Health Care Plan for the child. (formerly known as a Statement of Educational Needs)</li><li>• If the Local Authority agree that an Education and Health Care Plan is appropriate for a child, then the parent and all professionals will be invited to submit reports detailing the child's needs.</li><li>• If the Local Authority are then in agreement that the child's needs are severe, complex and lifelong, and that they will require more than 20 hours of individual support in school, a meeting will be called where all agencies, the school and the parents meet to draw up and agree the Education and Health care Plan. This is to help ensure the child makes as much progress as possible. The plan will outline short and long term targets for the child and the number of hours of support the child will receive from the Local</li></ul>	<p>Children whose learning needs are severe, complex and lifelong and those needing more than 20 hours of individual support in school.</p>
--	-------------------------------------	---	---

		<p>Authority.</p> <ul style="list-style-type: none"> <li>The extra hours of support may be used to have an additional adult provide support for the child in the classroom, to run individual learning programmes or to support small groups including the child.</li> </ul>	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>If a parent has concerns about their child's progress, they should speak with the class teacher. This does not have to wait until the termly Parents' Evening; an appointment to see the class teacher can be made through the school office at any time of the year.</li> <li>If the parent is not satisfied that the concerns are being addressed and feel that their child is still not making progress, then an appointment should be made to speak to the SENCO.</li> <li>If the parent is still not satisfied, then an appointment should be made to speak with the Head Teacher and failing that, the Governor for SEN.</li> </ul>		
<p>How will the school let parents know if they have concerns about a child's learning in school?</p>	<ul style="list-style-type: none"> <li>If a child is not making progress to the best of their ability, they may be identified to take part in an intervention group which addresses their gaps in learning. This will be noted on the child's termly report and may be discussed at the termly Parents' evening.</li> <li>If an intervention does not support the child to make progress then the parent will be invited to attend a meeting in school with the class teacher in order to share concerns and plan additional support or referrals. The SENCO will provide support and advice also at this stage.</li> <li>Permission may be sought from the parent to refer the child to an outside agency – this may include Educational Psychology, Speech and Language, Ladywood Outreach. This will enable a specialist professional to guide and support the child's learning in school.</li> </ul>		
<p>How is extra support allocated to children and</p>	<ul style="list-style-type: none"> <li>The school budget includes money for supporting children with SEN.</li> </ul>		

<p>how do they move between different levels?</p>	<ul style="list-style-type: none"> <li>• The Head Teacher decides the budget allowance for SEN in consultation with the School Governors on the basis of needs identified in school.</li> <li>• The Head Teacher and the SENCO will share all the information they have regarding SEN in the school to inform the decision making with regard to the budget. They will also decide which resources are needed and what training will be needed for staff. This is reviewed termly or sooner if required.</li> </ul>
---	---

<p>Who are the other people / agencies providing services to children with SEN in this school?</p>	<p>Directly funded by school</p>	<ul style="list-style-type: none"> <li>• Teaching assistants</li> <li>• Speech and Language Therapy</li> <li>• Educational Psychology</li> <li>• Ladywood Outreach</li> <li>• Behaviour Support</li> </ul>
	<p>Funded by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> </ul>

<p>How are the teachers in school supported to work with children with SEN and what training have they had?</p>	<ul style="list-style-type: none"> <li>• It is part of the SENCO's responsibility to support teachers with planning for children with SEN.</li> <li>• Whole school training is provided when appropriate for specific SEN issues – for example, dyslexia, behaviour management, use of additional adults in the classroom.</li> </ul>
---	---



	<ul style="list-style-type: none"> <li>• Individual teachers and /or support staff attend training courses run by outside agencies that are relevant to the specific needs of children in their class.</li> <li>• The SENCO attends regular updates about changes in SEN provision.</li> </ul>
<p>How will teaching be adapted for a child with SEN?</p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons according to the specific needs of the children in their class and should ensure the needs of every child are met.</li> <li>• Support staff will support a child’s learning where appropriate.</li> <li>• Specific resources, strategies and teaching styles will be used to support a child’s learning both individually, in a group and as part of the whole class – as appropriate.</li> <li>• Planning and teaching will be adapted on a daily basis if needed, to ensure a child’s needs are met.</li> </ul>
<p>How will a child’s progress be measured in school?</p>	<ul style="list-style-type: none"> <li>• Every child’s progress is continually monitored by the class teacher and teaching assistant where appropriate.</li> <li>• Every child’s progress is reviewed formally each term by the class teacher, SENCO and Senior Leadership Team with a regard to what is expected of a child of that age. This information appears on the child’s termly report for parents.</li> <li>• A child working well below age expectation will have progress measured using “P levels”; these show progress using much smaller steps.</li> <li>• The progress of a child with Education and Health care Plan (or Statement) will also be formally reviewed each year or on a six monthly basis if the child is aged 5 or younger.</li> </ul>
<p>What support is available for parents of a child with SEN?</p>	<ul style="list-style-type: none"> <li>• Parents’ evenings are held twice yearly.</li> </ul>

	<ul style="list-style-type: none"> <li>• Further appointments can be made with the class teacher or SENCO at any time.</li> <li>• Progress reports are given to parents on a termly basis with targets for supporting their child at home.</li> <li>• Termly news letters are sent out with details of what children will be learning about and ideas for parents to use at home, including relevant websites.</li> <li>• Homework is differentiated to meet a child’s specific needs.</li> <li>• All information from meetings with other professionals will be shared with the parent and reports will be shared. Wherever it is possible, parents will be invited to attend these meetings.</li> <li>• When a child is assessed by someone from an outside agency – for example, Educational psychology or Behaviour Support, the parent will usually be given an opportunity to meet with that professional themselves. This will ensure the parent is supported at home also as far as it is possible.</li> </ul>
<p>How has this school been made accessible to a child with SEN?</p>	<p>.</p> <ul style="list-style-type: none"> <li>• All equipment used is accessible to all children regardless of their needs.</li> <li>• Health and Safety routines are reviewed regularly – for example, Risk Assessments, Evacuation Plans.</li> <li>• After school clubs are open to all children, with support provided as appropriate.</li> </ul>
<p>How will a child with SEN be supported when they leave this school?</p>	<p>Steps are taken to ensure transition for any child runs as smoothly as possible – this is particularly important for a child with SEN.</p> <p>If the child is moving to another school then:</p> <ul style="list-style-type: none"> <li>• All records are passed on as soon as possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where it is appropriate, the SENCO will be contacted to share relevant information.</li> </ul> <p>If the child is moving on to secondary school then:</p> <ul style="list-style-type: none"> <li>• All relevant information is shared with the Head of Year 7 in a transition meeting – the SENCO will also be present if required.</li> <li>• Where appropriate, extra transition visits will be put into place to help the child.</li> </ul>
--	---

<p>Who outside of school, can I turn to for advice and support?</p> <p>Agency</p> <p>Pupil and Student Services</p> <p>School Nurse Service</p> <p>For further information about the wide range of support for children with SEND and their families, please refer to the Bolton Authority Offer <a href="http://www.bolton.gov.uk">www.bolton.gov.uk</a></p>	<p>If a parent would like advice from professionals outside school, the local GP is a good point of contact. There are many agencies that can provide you with support, two of which are listed below.</p> <p>Offer support and advice to parents and carers on school admissions. Telephone number 01204 333143</p> <p>Offer in school support and advice for a child's health and well-being. Telephone number- 01204-463557 or 01204-696341</p>
---	--