



## **Special Educational Needs Local Offer**

### **Contents:**

1. What kinds of Special Educational Needs can be met at our school?
2. How do we identify and assess the needs of children?
3. How do we assess and provide for children with SEN in our school?
4. How will we support a child with special educational needs with emotional and social development?
5. Who are the best people to talk to in our school about your child's difficulties with learning/SEN or disability?
6. How are our staff supported and trained where needed to meet the needs of your child?
7. How do we make sure your child with SEN can access the building, resources and equipment?
8. How will we involve you in your child's progress, provision in school and how you might help at home?
9. Who will listen to your child and make sure their views are considered?
10. What should you do if you have concerns about how your child is supported?
11. What support is available for you as a parent of child with SEN?
12. How will parents, carers and children with SEN be supported during transition times?
13. What else is available locally for your child with SEN?



## 1. What kinds of Special Educational Needs can be met at our school?

As a primary mainstream school, we cater for a range of needs and abilities. Therefore, we have a duty in relation to identifying and supporting all pupils with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.

### Barriers to learning include:

- Communication and Interaction - *speech and language difficulties or Autism Spectrum*
- Cognition and Learning - *general learning difficulties both moderate and severe, and including, for example, dyslexia*
- Social Emotional and Mental Health - *difficulties such as ADHD or attachment disorder*
- Sensory and Physical - *problems with sight or hearing, or other physical disabilities*

Alternatively, your child may have a different less common disability or medical condition that causes a barrier to learning.

## 2. How do we identify and assess the needs of children?

Where a need is already identified, we will aim to gather information from you, the parents/carers, other professionals and previous settings before they start their time with us. We regularly review progress, talk to parents/carers and children, and make observations on how your child is doing in class. These all help us to see any difficulties your child might have and would generally lead to informal chats first with all involved before a more formal process is started where needed. More details can be found in the school SEN policy.

### Identifying and Assessing Dyslexia

As we are a Nottinghamshire County Council School, we no longer screen for Dyslexia using a test. Instead, we follow the guidance and advice of Alan Mercer, and aim to build a student portfolio. A student portfolio is a collection of evidence from a range of sources. We aim to be able to access and meet the children's needs irrespective of a diagnosis.



## **What should I do if I think my child has special educational needs?**

If you feel your child may need some extra support in school please talk to their teacher about your concerns or you can arrange to see the SENCo directly to discuss your child's needs. We strive to have open and honest relationships with our parents and would hope that you feel confident in talking to us about the support you feel your child needs.

## **How does the school know if a child may need extra help?**

### **New arrivals**

When children are first admitted to the school they are given time to settle in. Information about learning needs is acquired from conversations with the child, the family and also previous school's records, if available. If Special Educational Needs are indicated the school usually undertakes some in-house assessments before developing a plan to address those needs.

### **Existing pupils**

At St. Edmund's C of E Primary School all teachers are teachers of pupils with Special Educational Needs (SEN). The school's system for regularly observing, assessing and recording the progress of all pupils is used to identify children who are not progressing satisfactorily and who may have additional needs. Early identification of pupils with SEN is a priority. All teachers, alongside parents and other staff are responsible for identifying pupils with SEN and, in collaboration with the Special Educational Needs Coordinator (SENCo), will ensure that those pupils requiring different or additional support are identified at an early stage.

We also use the following ways to identify whether or not a child may have special educational needs:

- Concerns raised by a parent
- Meeting with the child's nursery school/ previous school
- Concerns raised by the child's class teacher e.g. the child is performing below age expected levels
- Meeting with outside agencies e.g. a speech and language therapist
- Health diagnosis from a paediatrician
- Discussions at Pupil Progress Meetings

If a parent/carer has a concern about a pupil's learning they should discuss this, in the first instance, with the class teachers. If it is felt that further enquiry is needed, this can be raised through the teacher completing an SEN Concern form or the parent/carer may arrange a meeting with the SENCo. The SEN Concern Form gathers as much relevant information in one place as possible. A concern may be raised if:



- a pupil is significantly below Age-Related Expectation (ARE);
- their rate of progress is significantly limited
- there are significant problems with social interactions, emotional regulation or physical access to the curriculum.

The SENCo will investigate further by liaising with the child and parent/carer; making observations; looking in books and speaking to staff. The SENCo and teacher will then review the strategies and support currently in place to determine whether he or she has learning difficulties that call for special educational provision to be made. The possible outcomes of an SEN Concern Form are that staff will be supported to develop wider inclusive practice in the classroom or the pupil will begin to access SEN Support through a Wave 3 Pupil Support Plan (PSP) and targeted teaching. Any interventions are recorded and monitored and noted in the child's SEN record. Outcomes of support are monitored 6 times per year by the SENCo and the Senior Leadership Team to inform future practice.

### **3. How do we assess and provide for children with SEN in our school?**

#### **Within the whole class:**

The class teacher is the first, most important person in making sure each pupil has the right levels of work and support. Careful checking of progress leads to different approaches, supported work, and use of practical equipment where needed.

All children in school should be getting this as a part of excellent classroom practice when needed.

#### **Within a smaller group:**

We want all our children to learn how to be independent learners; but sometimes the teacher will find a specific or general gap in learning that needs some extra teaching in a small group in or outside the classroom. This will be with a Teaching Assistant or the teacher.

Sometimes the pupil's disability means that we need to provide a Teaching Assistant more often to help them to access what is happening in school. This may occasionally be on a 1:1 basis.

#### **Support from outside school**

In some cases, we need to work with professionals from outside the school. These may be from the Local Authority or from Health. We would always talk to you first before talking to any of these professionals. More information about this kind of professional support is in the School SEN policy.



### **What if your child has a more complex, long term need or disability?**

For a very small number of children assessment and provision may be provided through an Education, Health and Care Plan (EHCP). The following steps will lead to this:

- The school or the parent asks the Local Authority to consider whether there it is necessary to formally assess your child's needs
- Information is gathered by the LA from parents/carers, school and any other agencies involved
- A decision is made by the Local Authority about whether an EHCP is needed or not

Either an EHCP is written with support and long/short term targets agreed or the Local Authority decide that the support already provided by our school is sufficient to meet the needs of your child

### **How do we know if we are doing the best we can for your child?**

- We review and track your child's progress regularly
- We talk to you and your child and listen to your views
- We take advice from and work with any professionals involved

### **How will we know if the support that's been put in place is working?**

We will carry out careful tracking of data related to academic, social, emotional, wellbeing, speaking and listening outcomes. The school will consider the views of teaching and non-teaching staff, parents, carers and pupils.

Effective provision would be evidenced through:

- Progress in all areas of learning, self-esteem and skills levels.
- Feedback from pupils, parents, staff, governors, LA and Ofsted inspections.
- Observed effective use of resources.
- Continued review and assessment resulting in improved practice and innovative initiatives for the benefit of pupils and staff.
- Recognising and valuing all forms of achievement including personal development and well-being.
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In addition, the SENCo will regularly look at the effectiveness of resources, strategies and intervention programmes to ensure that they are having a positive impact on children's progress. Adaptations to the provision available in school will constantly be under review and take on board current research and recommendations.



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SENCo: Mrs Victoria Chandler

The SENCo reports to the school governors three times a year on the school's SEN profile, data relating to updates of the SEN register and on the progress made by pupils across the school compared to those with non-SEN. Reports do not refer to individual children and confidentiality is maintained at all times.

The governor responsible for SEN, Mr. Paul Smith, meets regularly with the SENCo. The governors and Head Teacher agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress. The governing body will report annually on the success of the policy.

#### **4. How will we support a child with special educational needs with their emotional and social development?**

At St. Edmund's C of E Primary School, we believe that all children should feel safe, have their basic needs met and be made to feel special in school, regardless of their individual needs. We therefore place a high importance on children's well-being and work to support this in many ways.

We want each child to make progress socially, emotionally and with their learning. We will always talk to parent/carers and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work support provided by our Lead Teaching Assistant and Pastoral Lead – Mrs Michelle Wright.

Examples of things covered within the ELSA group or 1:1 sessions are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. More information can be found in the ELSA leaflet.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Your child's class teacher is therefore your first point of contact if you have concerns about your child's well-being. If further support is required the class teacher liaises with the SENCo. This may mean involving outside agencies but we will seek parental consent before we make referrals to outside agencies.

We have a policy on the use of medicines in school and if your child needs a prescribed medicine, you will be asked to complete the relevant forms. Children with long term medical needs will have a Health Care Plan and if necessary, staff will be given training on how to best support a child



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## **5. Who are the best people to talk to in our school about your child's difficulties with learning/SEN or disability?**

As parents/carers know the child best, we want you to share any information and concerns you may have with us.

### **Class Teacher**

The first person to chat to is your child's class teacher as they are responsible for making the day to day provision and for making sure that the school's SEN policy is followed in their classroom.

### **SENCo**

Sometimes the class teacher will want to take your concerns to the school's SEN Coordinator, Mrs Victoria Chandler.

The SENCo is responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning and in reviewing progress. Contact with the SENCo can be made through the school office.

The class teacher, with support from the SENCo, will decide the action required to help a pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Different groupings.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.
- Implementing programmes supplied by other agencies e.g. the speech and language therapist (SALT), occupational therapist (OT) or for more complex cases, the Educational Psychologist.

### **Head Teacher**

If your child has a specific learning or physical disability, and you would like your child to come to our school, the best person to talk to initially is the Head teacher, Mr Nadeem Shah. He will work with you to make sure that we can meet your child's needs.

At St. Edmund's C of E Primary School, we have an expectation that every child receives quality first teaching throughout their educational experience. As part of this





expectation, we carefully consider our universal offer to ensure that we are able to differentiate between high incidence needs within the school and individual SEN.

## **6. How are our staff supported and trained to meet the needs of your child?**

Our teaching staff and support staff are trained in meeting the diverse educational and medical needs of children. The training they receive is ongoing. Staff will always follow guidance and advice from outside agency professionals. This is especially important when a child has a disability we may not have worked with before.

Through the monitoring and evaluating of our provision the SENCo, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend courses will feedback on courses attended through staff meetings. Particular support is given to Newly Qualified Teachers and other new members of staff. Special Needs is included within all school training. In addition, staff attend training organised by the Local Authority and other agencies.

The focus for continuing professional development (CPD) will be driven by the school's SEN profile of needs against audited and monitored staff training needs and will be set within the annual SEN action plan.

If the SENCo feels that a child needs more specialist expertise, they will make an application for further advice through the Schools and Families Support Service (SFSS).

## **7. How do we make sure your child with SEN can access activities inside and outside the classroom, including going on school trips?**

At St. Edmund's C of E Primary School we believe that inclusion and a sense of belonging is essential in promoting a child's development and prepares them for life in a diverse world, promoting tolerance and respect.

Every child is included in every aspect of the curriculum and we aim for all children to be included on school trips and activities. We will provide the necessary support to make sure this can happen. A risk assessment is carried out before any off-site activity to ensure everyone will be safe. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.





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Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every child's needs
- Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service team to assess needs and provide advice and/or equipment.

#### **8. How will we involve you in your child's progress, provision in school and how you might help at home?**

At St. Edmund's C of E Primary School, we firmly believe in developing a strong partnership with parents and carers as this will enable all children and young people, including those with SEND to achieve their potential. The school recognises that parents have a unique insight into their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you on 01623 646624.

As we want parents to feel fully involved in every stage, we will schedule regular review meetings throughout the year to share information. This may be done through:

- Regular more formal contact to discuss progress including parent's evenings, additional review meetings and written school reports
- Informal chats or phone contact and an invitation to come into school if needed if something arises between more formal meetings
- Sharing ideas about how you can help your child at home

#### **9. Who will listen to your child and make sure their views are considered?**

Pupil voice is truly valued at St. Edmund's C of E Primary School. This means that every effort will be made to elicit the opinions and desires of children with SEND. Pupils may express their opinions in a variety of forms ranging from verbal responses to questions, to their responses to their environment. It is the policy of this school that we do our best to take these views into account. Pupils will be encouraged to participate in



the decision-making processes affecting them. They will have an opportunity to share their views about progress towards targets set and the support they would like prior to the meeting to which they will also be invited where appropriate.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. As pupils mature, they will be encouraged to take a greater role in developing their Wave 3 Pupil Support Plans as they endeavour to become more responsible for their actions.

### **10. What should you do if you have concerns about how your child is supported?**

Where appropriate, the first person to speak to is the class teacher. Occasionally you may need to speak to the SENCo directly – Victoria Chandler. We always try to resolve any concerns as soon as they are raised. Should it be difficult to resolve concerns, the more formal process outlined in our school's Complaints Policy should be followed.

### **11. What support is available for you as a parent of child with SEN?**

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school. The SENCO will give you information we have available in school but in addition, the LA Local Offer Website provides links to all of these organisations across the authority.

We offer an open-door policy. You are welcome to make an appointment to meet with your child's class teacher or the SENCo any time to discuss how your child is getting on. At review meetings, staff will share any tracking of progress to support conversations about next steps. In addition, we will offer advice and practical ideas for how you can support your child at home.

### **12. How are parents/carers and children with SEN supported during transition times?**

At St. Edmund's C of E Primary School, we endeavour to ensure transitions both within school and between schools are given due consideration and care to ensure that our pupils feel emotionally prepared for the changes ahead of them.



Children with SEN are considered within a framework that focuses on wider needs and judgements of vulnerability and further transition arrangements and opportunities will occur through the process that recognises this as a potential vulnerability. Other children may also present vulnerability at these junctures in their lives. In either case, pupils are given increased levels of support based on their level of need.

### **On entry**

- Wherever possible an induction process is initiated in the term prior to arrival to support transfer for all pupils starting school. Parent and carers are given an admissions pack and encouraged to look on the school website to support them in enabling their child to settle into school routines.
- For children with identified or unconfirmed SEND, the SENCo meets with parents to allow concerns to be raised and solutions to any perceived challenges to be established prior to entry and a Wave 3 Pupil Support Plan set up.
- If pupils are transferring from another setting, the previous school will be contacted and records will be requested immediately. A meeting will be arranged with parents to identify and minimise any concerns.

### **Between schools and key stages:**

- The transition programme in place for all pupils provides a number of opportunities for pupils and parents to visit and also meet staff in the new school.
- Pupils with SEND access enhanced transition activities including phased admission to FS2 and personalised transition booklets. Parents and carers are involved in this process as much as possible.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCo from both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **Transitions within school**

We recognise the negative impacts that transitions can have on children and will endeavour to minimise these impacts. To minimise the amount of changes a child will experience, whenever possible children will remain in their class groups. Therefore, the children will only experience the change of classroom and adults. If this is not possible then careful consideration will be given to the groupings of children to ensure that



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children remain in friendship groups. This is made easier as we are a one class per year-group school.

Class teams will spend time getting to know the children in their new classes prior to the start of the year. Class teachers and Teaching Assistants will meet to handover paperwork and discuss individual children before the children visit their new class. If the children have a Wave 3 Pupil Support Plan in place, this will be shared with the new team. Children may be provided with a transition book to take home and share with their parents, containing photographs of the classroom, their class teacher and teaching assistants.

### **13. What else is available locally for your child with SEN?**

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in our Local Authority area on the LA website Local Offer.

#### **Specialist services that the school can access:**

We have access to a very wide range of specialist services as follows

- Schools and Families Support Service (SFSS)
- CAMHS
- Educational Psychologists
- Occupational Therapists
- Physiotherapy
- School Nursing Team, Paediatricians and GPs
- Social Care teams
- Small Steps Team
- Early Help Unit
- Speech and Language Therapists
- Sensory Support Services
- Ethnic Minority and Traveller Achievement Service