



Local Offer for children with Special Educational Needs and Disability (SEND)

Updated January 2021.

At Park Lane Primary and Nursery School and New Road Primary and Nursery School we value, encourage, respect, kindness, responsibility, co-operation and pride. Our staff and children are Ready, Respectful and Safe. These values underpin our approach we do alongside our British Values and our school behaviour policy. We are a fully inclusive school committed to the best possible outcomes for all the children in our care. This documents aim is to give you information about how we support all our children, including those with special educational needs or disabilities. Practices are continually developed and modified to meet the changing needs of our children.

Roles and Responsibilities in relation to SEND

Your **child's class teacher** is responsible for:

- Monitoring the progress of all children and having high expectations for all children in their class.
- Providing Quality First Teaching which is carefully adapted to the needs of all children, to make sure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This could include small group work, working in a quieter environment or having a personalised curriculum.
- Discussing any initial concerns with you and informing the SENDCo (Special Educational Needs Co-ordinator) that this has happened.
- Making sure that you are informed about these targets and let you know how well your child is progressing.
- Making sure that the School's SEND Policy is followed.
- Making sure that all staff who support your child are aware of their strengths and weaknesses/difficulties
- Making sure that they are given feedback about how your child does when working with other adults (Support Plans and via VGAPs).

SENDCo (Mrs Frances Light-Rudland) is responsible for:

- Writing the school's SEND Policy and monitoring its delivery throughout the school.
- Working with the Executive Head Teacher and Executive Deputy Head Teacher and school SEND Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- Co-ordinating all SEND provision.
- Liaising with the Designated Teacher where a look after child has SEND.
- Advising on the graduated approach to providing SEND support.
- Making sure that parents/carers are invited to all reviews and meetings about your child.
- Making sure that you are told about any concerns that school have about your child.
- Contacting out of school experts and agencies on behalf of you and your child then working with them to support your child.
- Being a key point of contact with external agencies, especially the local authority and its supporting services.
- Making sure that your child's SEND needs are recorded in school. For this we have a SEND Register.

- Making sure that records are kept about the support given to your child and how effective it is.
- Supporting all members of staff so they can support your child as successfully as possible.
- Supporting you and your family as appropriate.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with potential next providers of education to ensure you and your child are informed about options and a smooth transition is planned.
- Ensuring that under the new legislation (2020) that provision of support in place for children with an EHCP. This is to ensure that we are meeting their needs either remotely or in school following reasonable adjustments and easements due to COVID-19 pandemic. Section M and MASG (risk assessments) are completed with parental input and consultation to ensure that coverage of outcomes in the child's EHCP are fulfilled as much as possible.

The **Executive Head Teacher** is responsible for:

- The day-to-day management of all areas of the Trust which includes the support given to children Special Educational Needs or Disabilities (SEND).
- Working closely with the SENDCo to delegate responsibilities and to make sure the needs of all children are met.
- Keeping the Governing Body informed about the provision for children with SEND

The **Governors with responsibility or SEND** are responsible for the following:

- monitoring the delivery of an up to date policy for children with Special Educational Needs or Disabilities (SEND)
- Liaising with the SENDCo to ensure the school has appropriate resources, and has made necessary changes so that the needs of all children in the school are met.
- monitoring the support provided for pupils with SEN by the school
- Keeping a general over-view of all of the above points by regular visits to school to talk to pupils and staff about the general provision for children with (SEND)

The **Local Governing Body** is responsible for:

- Approving and adopting the School SEND policy
- Ensuring that SEND remains a strategic priority in decision making at Trust Board level
- Consider the impact on pupils with SEND when making decisions / policy changes e.g. changes to behaviour and homework policies etc.
- monitoring the use of the SEND budget for the school

Children have special educational needs if they:

- Have a learning difficulty that calls for **additional and different provision** to be made for them.
- Have a significant greater difficult in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2014 Code of Practice)

Most children who have special educational needs or disabilities have **moderate learning needs** which means that their needs can be met in school by adapting the curriculum for them or by giving them extra resources. The resources may be time spent with other adults or it may be special

equipment or special programmes they can use without an adult. Some children, however, have **specific learning difficulties** and require more structured support both in school and from other agencies. Their curriculum will need to be adapted a lot more and they will probably follow their own activities and programmes in school. A very small number of children will need a higher level of support than school can provide from its own budget. It is then possible to ask the Local authority to help with a child's support. This is called applying for an **Education, Health and Care Plan** or (EHC Plan).

All schools have graduated approached with special educational needs and disability of children this means that they have clear systems and strategies in place to give support to children who have moderate learning needs. The child is **assessed**, support is **planned**, support is **carried out**, support is **reviewed** and the cycle continued. You and your child are an important part of the cycle. A child who doesn't make the progress we would expect then becomes a child with a **specific learning difficulty** and further assessments are made. The support given is more specific and usually involves outside experts. They will work with you, school staff and your child to maximise the support given to your child. They will be involved in any decision about applying for support from the local authority.

The four areas of special education needs or disability (SEND)

The new code of practice identified four types of needs and disability:

- Cognition and learning
- Speech language and communication
- Social emotional and mental health
- Sensory and physical.

Children with cognition and learning needs may be good at PE or creative activities but find it hard to read, write or do maths. They will learn at a slower pace than the classmates, even when work is made easier for them.

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, or they may find it difficult to understand what is being said to them or they do not understand or use this social rules of communication.

Children with social, emotional and mental health difficulties often have behaviour issues because they are unable to cope with a range of social and emotional situations. They may become withdrawn or isolated when they are worried or their behaviour may change and become disruptive. They may feel anxious or depressed which is why the behaviour changes.

Children with sensory and/or physical needs may require special arrangements made for them so they can attend school. They may have poor sight or poor hearing or be in a wheelchair or find it difficult to control the use of their body.

At Park Lane Primary and Nursery school and New Road Primary and Nursery School we do our very best to support children with special educational needs or disabilities (SEND) in the following ways:

Area of Need		Possible Additional Support
Cognition and Learning	Moderate learning needs	<p>Assessment:</p> <ul style="list-style-type: none"> • Usual class and school assessments • More specific assessments and observations carried out by the SENDCo • Individual targets given in area of need • Turn the individual meetings between child and class teacher to discuss progress and set up new targets • Involvement of child, parents and class teacher in supporting child • Progress monitored with senior team and class teachers every three weeks <p>Planning:</p> <ul style="list-style-type: none"> • Teachers plans show different activities plan for different levels of learning • A Childs individual learning needs to take into account and are identified in daily planning • Classroom activities involve a variety of teaching styles to support and preferred learning styles of all children • Special support is planned to target specific needs e.g. phonics, tricky word teaching, basic maths skills, comprehension. <p>Resources:</p> <ul style="list-style-type: none"> • Flexible use of adult support in the classroom • Main teaching of class teacher supported by advice from SENDCo • Tasks modified but basically the same as the rest of the class • Class teacher organises targeted support from a teaching assistant which may be in the classroom itself or nearby • Support from other agencies appropriate e.g. speech and language therapists, occupational therapists if appropriate • Table top resources, working walls showing key information, strategies to develop independent working <p>Curriculum teaching methods:</p> <ul style="list-style-type: none"> • Good quality teaching which focuses on a child's preferred way of working • Activities are planned at different levels with different expectations about pace and quantity of work • Planned small group or individual work to target specific needs which use small gradual steps to promote confidence and sense of achievement • Opportunities for pre-teaching or follow-up work to ensure child can access curriculum successfully • Use of teaching assistants to give targeted support, both in classroom and in extra support activities • Visual prompts and table top prompts available to support learning
	Specific learning needs	<p>Assessment:</p> <ul style="list-style-type: none"> • Usual class and school assessments • SENDCo involved in more detailed assessments and observations to identify what is stopping a child making progress

		<ul style="list-style-type: none"> • More specific assessments are made by inclusion teachers and teaching assistance before they work with identify children at the end of their support • When a child is chosen for specific intervention e.g. first class at number or reading recovery, more formal before and after assessments are made to measure the impact of the support • One-to-one work with teaching assistance if appropriate • Additional assessments as part of a referral process to specialist teachers (if appropriate) • More in-depth assessment and support from more specialised professionals • Involvement of child, parents and class teacher in setting, monitoring and supporting targets <p>• Planning:</p> <ul style="list-style-type: none"> • Teachers plans for different activities planned for different levels of learning • A Childs individual learning needs are taken into account and are identified in daily planning • Classroom activities involve variety of teaching styles to support the preferred learning style of all children • Special support is planned to target specific needs e.g. phonics, teaching tricky words, basic maths skills, comprehension <p>Resources:</p> <ul style="list-style-type: none"> • Usual classroom resources plus fiddle toys, scribble pads, move and sit cushion is, sloped writing boards, weighted rulers and pencils, a defenders • Use of handheld devices and laptops to help with recording work • Carrying out program of exercise provided by external professionals • Advice from educational psychologists (EP) or specialist teachers or medical professionals if appropriate • Increased small group or individual support given - usually short bursts of support for four times a week for several weeks - to try and kickstart progress back in the classroom <p>Curriculum and teaching methods:</p> <ul style="list-style-type: none"> • Good quality teaching which focuses on a Childs preferred way of working • Planned activities are modified even more to ensure child succeeds • More practical, hands-on teaching methods are use with less writing involved e.g. using an iPad or videocam to record answers • Increase in number of types of visual support given e.g. picture reminders inside lockers or on classroom walls near exit • Increased amount of pre-learning, follow-up learning or over learning with an adult outside the classroom • Child involved in lesson teacher talk sessions but more focus one-to-one teacher sessions
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Area of Need		Possible Additional Support
Speech, Language and Communication	Autistic Spectrum Disorder	<p>Assessment:</p> <ul style="list-style-type: none"> • Usual class and school assessments • More specific assessments and observations carried out by the SENDo • Individual targets given an area of need • Timely individual meetings between child and class teacher to discuss progress and set new targets • Involvement of the child, parents and class teacher in supporting the child • Completion of questionnaires from medical professionals • Provide detailed reports of medical professionals as requested • Assessments from specialists will be used as appropriate <p>Planning:</p> <ul style="list-style-type: none"> • Whole school understanding of the needs of any people on the autistic spectrum and approaches to use • Planning takes into account the most suitable teaching methods for the child, the best seating arrangements and best classroom resources to use • Targets set need to be clear and straightforward in language they understand <p>Resources:</p> <ul style="list-style-type: none"> • Usual classroom resources plus fiddle toys, scribble clubs, move and sit cushion is, smoked writing boards, weighted rulers and pencils, a defenders • Use of handheld devices and laptops to with recording work • Carryout program of exercises provided by external professionals • Advice from educational psychologists (EP) or specialist teachers or medical professionals • Support to develop social skills and interaction with classmates, led by our inclusion teaching assistant open paragraph Miss Smith close paragraph e.g. small group activities, social stories, individual anger management programs • Body support in the playground in and the dinner hall • Specific staff training (AET) • Individual workstation and timetable prompts if appropriate • Individual speech and language program followed if appropriate <p>Curriculum and teaching methods:</p> <ul style="list-style-type: none"> • A more structured approach to the school day using individual picture timetables, routines and individual prompt sheets/cards • Individual expectations from following instructions and recording work • Preparation for any changes to be made to usual routines • Class instructions repeated/simplified on a individual basis using simple language • Support with organisational routines, classroom expectations, processing difficulties

		<ul style="list-style-type: none"> • Pre-teaching before new topic is introduced • Support with social connections in group activities
	<p>Speech, Language and Communi- cation need</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Usual normal school and class assessments • Referral to the SENDCo for completion of additional assessments using the speech and language descriptors • Referral to speech and language therapy (SaLT) if appropriate • Assessment by SaLT team • Individual speech and language program carried out in school where appropriate • Assistance and advice carried out by SaLT form basis of support given in school <p>Planning:</p> <ul style="list-style-type: none"> • A Childs individual learning needs to take into account and identified in daily planning • Plans include additional opportunities for targeted talk and answering questions • Programs from this SaLT include a planning program where appropriate <p>Resources:</p> <ul style="list-style-type: none"> • Main teaching from class teacher supported by some advice from SENDCo • Advice from specialist professionals • Language rich environment • Teaching assistants used to carry out individual SaLT programs • Use of the listening program where appropriate <p>Curriculum and teaching methods:</p> <ul style="list-style-type: none"> • Modify the amount of teacher talk to the level of the Childs language needs • Pre-teaching of new vocabulary • Opportunities to practice skills before moving onto a new learning • Increased opportunities for speaking and listening activities • Ensure child understands what they have been asked to do before beginning task • Use of teaching assistants to simplify instructions if necessary

Area of Need		Possible Additional Support
Social, Emotional Mental Health	Social, Emotional Mental Health	<p>Assessment:</p> <ul style="list-style-type: none"> • Usual normal school and class assessments • SENDCo makes observation and gives advice to class teacher • SENDCo with you, child and class teacher to form action plan • Child referred to community paediatrician is appropriate following meeting with you • Can refer child to support for learning • If these issues cause problems at home, then SENDCo Will ask for involvement of family worker to give support at home • School staff set a quiet area for child where they can use and a key member of staff to support child, usually inclusion teaching assistant, Miss Smith • School staff complete questionnaires for medical reports to give detailed information to experts <p>Planning:</p> <ul style="list-style-type: none"> • Advice from outside experts is used as a basis for any support given • Close links between child, family and school to ensure support is fully matched to Childs needs <p>Resources:</p> <ul style="list-style-type: none"> • Child offered individual resources e.g. Own timetable to be colour-coded according to behaviour, fiddle toys, place to sit on their own, tent or other resource in the classroom for a quiet space, sticker chart, marbles in a jar, body to walk to when worried etc. • Inclusion teaching assistant available for time for relaxing tea and biscuits time • Child able to leave the classroom just before classmates to avoid crash in the corridor at the end of the school day • Child able to email school staff directly or leave notes for the SENDCo is worried about anything • Social skills small group sessions with Miss Smith inclusion TA • Encourage child to join after-school clubs • Opportunities for enrichment activities with school staff to raise self-esteem and confidence e.g. cooking sessions swimming, sessions walk to town centre, helping children younger than them with their work, use of iPads to play games etc • Referral to specialist teaching team (behaviour expert) if appropriate • Referral to CAMHS (child and adolescent mental health service) if appropriate • Encourage school staff and home to use a shared common approach to managing a Childs behaviour • Key person in school to use as a mentor/pastoral link <p>Curriculum teaching methods:</p> <ul style="list-style-type: none"> • Clear whole school and classroom behaviour systems in place and understood by child • Regular PSHE sessions or circle time as part of usual classroom

		<p>timetabling</p> <ul style="list-style-type: none">• Opportunities for small group social skills activities with including teaching assistant Miss Smith• Daily breakfast club or team biscuits sessions in staffroom as part of their everyday practice for identify children• Quieter areas around school maybe use for focused work• Agreed places for timeout needs should this be needed• Identify possible triggers which cause stress or anger or pre-empt them by amending arrangements for child e.g. in the cloakroom, getting changed for PE, in the dinner hall• Teaching strategies take into account difficulties in understanding social roles and classroom expectations• Use of slightly adapted curriculum/expectations when necessary e.g. complete working lunchtime, record work in other ways, use of scribe• Ensure information and instructions are clear and simple whenever possible with opportunities for extra processing time built in if necessary• Consistent approach towards behaviour management throughout the school, making sure child understands them clearly
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Area of Need		Possible Additional Support
Sensory and Physical needs	Hearing Impairment	<p>Assessment:</p> <ul style="list-style-type: none"> • Usual school and classroom assessments • Involvement from HI (hearing impairment service) to assess Childs needs and give advice to school staff • School staff liaise with HI team to give feedback and for advice <p>Planning:</p> <ul style="list-style-type: none"> • Curriculum planning reflects awareness of Childs needs • Seating in classroom insures child is able to access all learning • Follow advice from HI teacher regarding hearing aids, cochlear implants, use of radios etc appropriate <p>Resources:</p> <ul style="list-style-type: none"> • Use visual prompts to support verbal instructions • Expertise of HI teacher • Parents knowledge of Childs needs including warning signs staff need to be aware of • Small group, targeted work when appropriate • Liaise with external experts if necessary e.g. speech and language therapists • Use of teaching assistants to pre-teach keywords/concepts if needed <p>Curriculum and teaching methods:</p> <ul style="list-style-type: none"> • Full inclusion in all activities • Possible adaptations made regarding quantity of work produced or signs of handwriting or speech and language activities • Teaching methods are adapted to support needs a child • Child taught in small groups where possible • Additional speech and language activities where possible
	Visual Impairment	<p>Assessment:</p> <ul style="list-style-type: none"> • School staff are aware the child might have visual difficulties and assess and monitor its impact on his or her learning • Involvement from VI (visual impairment service) to assess the Childs needs and to give advice to school staff • School staff liaise with the VI team to give feedback and for advice <p>Planning:</p> <ul style="list-style-type: none"> • Curriculum planning reflects and awareness of the child's needs • Seating in the classroom and show the child is able to access all teaching • Following advice from the VI teacher regarding high visibility type, high visibility paint, wider lines in darker colour etc as appropriate • Notes kept my school staff to inform VI teacher <p>Resources:</p> <ul style="list-style-type: none"> • Class teacher and teaching assistance with advice from SENDCo • Expertise from the VI teacher • Parents knowledge of the Childs needs including warning signs staff

		<p>need to be where of</p> <ul style="list-style-type: none"> • Small group, targeted work when appropriate • Liaise with other external experts if necessary e.g. speech and language therapists • Use of teaching assistants to pre-teach keywords/concepts if needed <p>Curriculum and teaching methods:</p> <ul style="list-style-type: none"> • Full inclusion in all activities • Possible adaptations made regarding quantity of work produced or signs of handwriting of speech and language activities • Teaching methods are adapted to support the needs of the child • Child taught in small groups where possible • School staff make adaptations to the curriculum and materials e.g. use of audio equipment, verbal descriptions of materials, alterations and how work is recorded, availability of school staff to support child, ICT
	<p>Multi-sensory Impairment</p>	<p>A child with a range of sensory and physical needs will be supported following advice from relevant experts. Adaptations to the curriculum and expectations will be made on an individual basis and agreed with parents/carers.</p>