



Savile Town CE (C) Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Local Offer

Introduction

A pupil is defined as having Special Educational Needs Difficulty (SEND) if he or she has a learning difficulty which requires additional educational provision to be made for him or her. Whatever the need and the length of time the support is required, the school will meet the need where possible, via a broad and balanced curriculum.

At Savile Town CE we ensure that pupils with SEND engage in all the regular activities of the school, so far as is reasonably practicable. This may include additional support within the classroom, out of class support, one to one work, maybe small group work or access to specific resources that we can provide. Specialist agencies come into school and offer advice and support for pupils as well.

At Savile Town CE we focus on pupils strengths and achievements, working closely in partnership with parents, carers and outside agencies. Our whole school ethos centres around 'Working Together'. This was recognised in our last Ofsted inspection in October 2017 when they said ' we know you are 'open and approachable.' You listen to their concerns and often ask for their support before they ask for it. You make sure that children and pupils with additional needs and/or disabilities swiftly access additional support, and you always engage their parents in planning what is needed.'

Who has responsibility for SEND provision in school?

Headteacher - To ensure that staff are appointed with the skills necessary to provide inclusive education

SEN Governor - To monitor the impact the SENco is having and ensure children's needs are being provided for, and the school is compliant with all statutory duties. Our SEN Governor is decided upon at the AGM each year.

SENco - Special Educational Needs Co-ordinator -To have a strategic role in supporting staff to plan appropriate provision for children identified as having a special educational need/ disability, monitoring the development of these children and liaising with outside agencies. The SENco monitors pupil progress in conjunction with the Assessment co-ordinator, being aware of those children who may later be identified with a special need.

Class Teachers -To plan and teach inclusive lessons for all pupils taking advice from the SENco and outside agencies, where necessary.

Specific Support -Some staff are appointed to work with individuals or groups of children to develop specific skills such as; speech and language, support behaviour, support an individual's ability to access a broad and balanced curriculum.

Specialists (outside agencies)- Many outside agencies come into school to support children and work with staff in meeting individual needs. These include the hearing support service, visually impaired, speech and language, specialised nursing team, Educational psychologist to name a few.

Questions our parents often ask.

What is a Special Educational Need?

A special educational need is an identified additional need that cannot be met just through quality teaching within the class.

How do you know that my child needs additional support?

This may be identified through observing your child or through your child's progress. Your child's class teacher will have a chat with you and explain the additional support that school has put in place for your child and how you can help support your child's development as well. If we need to refer to an outside agency this will also be discussed with you.

What should I do if I am concerned my child may have a special educational need?

Have a chat with your child's class teacher, or another member of staff about any concerns you may have. We are here to listen and work with you as parents to ensure that all children have the right support to reach their potential.

What will school do for my child to support their special educational need?

Each child is an individual as are their needs. Therefore we use a system called provision mapping to map out any support your child has, and this is reviewed on a regular basis.

What is an EHC plan?

From 1st September 2014 Statements of Special Educational Needs is being replaced by Education, Health and Care (EHC) plans. There will be a transition period until 2018 when each statement will be reviewed and either replaced with an EHC plan or other appropriate provision.

The majority of children with SEN will not require an EHC plan and their needs will be met by school support. If it is felt that school requires further resources and support to be able to support your child, in addition to what we are able to provide, then in discussion with you as parents and other outside agencies an assessment of your child's education, health and care needs will be assessed in order to prepare an Education Health and Care (EHC) plan. Once the request is made to the Local Authority, they will make a decision as to whether a final EHC plan is to be issued and this will be done within 20 weeks.

Aims and objectives

At Savile Town it is perceived that pupils have special needs as a result of one or more of the following:

- ◆ general learning difficulties
- ◆ particular difficulties with literacy/ numeracy/ basic skills
- ◆ emotional, social or behavioural problems
- ◆ a physical disability
- ◆ speech/ language difficulties
- ◆ a medical or health problem

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **School Action (K)**.

We believe that all teachers are teachers of children with SEN. The use of a relevant and differentiated curriculum will ensure that all pupils have the opportunity to progress and achieve success. We believe in involving the parents and pupils in a working partnership with the school.

Pupils

At Savile Town we aim to provide opportunities for all its pupils, including those with special educational needs to:

- ◆ follow a broad, balanced relevant curriculum (giving help to those children who have particular difficulties)
- ◆ demonstrate their full potential, recognising strengths as well as weaknesses
- ◆ Fully participate in all school activities
- ◆ Meet physical, emotional and intellectual needs
- ◆ Offer equal opportunities

School Staff

All teachers are responsible for meeting the individual needs of the pupils in their class, supported by teaching assistants. However special educational needs is recognised by all staff to be a whole school responsibility and will:

- ◆ Follow the school's behaviour policy to ensure a consistent approach
- ◆ Ensure early identification, assessment and intervention
- ◆ Deliver differentiated work to meet the needs of individual pupils
- ◆ Write, in consultation with parents, IEP's when necessary.

Parents

The schools tries to maintain a close relationship with all parents and will ensure positive and early contact with parents whose child has a special educational need. Parents will be:

- ◆ Encouraged to discuss any worries with the class teacher/SENCo
- ◆ Invited to discuss their child if s/he has a learning difficulty
- ◆ Kept informed of any special help which is being provided
- ◆ Invited to attend or contribute to any review meetings or reviews about their child
- ◆ Contribute to and be given copies of their child's IEP's

SEN Co-ordinator (SENCO)

- ◆ At Savile Town our appointed designated teacher; the Special Educational Needs Co-ordinator (SENCO), is responsible for the day-to-day operation of the schools SEN policy. The SENCO will co-ordinate provision for pupils with SEN and liaise with parents, staff and external agencies.
- ◆ The headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Assessment

Early identification is vital. At Savile Town we use a variety of methods for early identification:

- ◆ Baseline information on entry
- ◆ Parental information
- ◆ Health information
- ◆ Informal observation by school staff in a variety of situations
- ◆ A standing item on ETA and Staff Meeting agendas
- ◆ Formative and summative assessments
- ◆ Reading ages
- ◆ Information from previous settings

Following screening/ observations/ tracking progress some **further assessment** may be required. Regular checks are ongoing through:

- ◆ Samples of work
- ◆ Observation of behaviour
- ◆ Checklist of reading scheme words (Acquisition of sight vocabulary)
- ◆ Formal spelling tests etc
- ◆ Acquisition/ use of phonic skills
- ◆ Acquisition / use of numeracy skills

Outside agencies may be contacted for advice and support in school. This means that a child would be at **School Action Plus (K+)** on the School's SEN Register.

Should a child's needs be more complex, then the Local Authority would be involved in working towards a formal statement. This would result in additional support being provided on an individual basis.

Signed:

Date:

Governors:

Date: