



Eastnor Primary School

‘Inspire and Achieve’

**Eastnor Parochial Primary School
Local Offer for SEN ~ 2018/2019**

Date	Review
January 2019	GB Approved
September 2019	Annual review

Please also see the DFE National Code of Practice for SEN:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Type of School:	Church of England (VC)
Specialist Provision on-site	None

Statement of Intent

Eastnor Parochial Primary School is a Christian values-based school with a strong commitment to meeting the needs of pupils with Special Educational Needs to ensure that all pupils, regardless of their specific needs, make the best possible progress. Our school is a positively inclusive one, with the needs of pupils with a Special Educational Need/s being met in our mainstream setting wherever possible.

The school is required to work in line with the Special Educational Needs and Disability (SEND) Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010). Some children may have a Special Educational Need, which could require additional resources and/or provision beyond that of the normal classroom.

Eastnor Parochial Primary School is committed to offering a range of support to those pupils with communication and interaction difficulties; cognition and learning difficulties; social, mental and emotional health problems; or sensory/physical needs. The range of support deployed will be tailored to individual needs following thorough assessment.

The school's Local Offer is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. It has been produced in line with the Children and Families Act 2014, the updated Code of Practice, and the Equality Act 2010.

The SEND Code of Practice (2014) defines a child as having Special educational needs if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. A child is defined as having a learning difficulty or disability

if he or she “has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools...’

Services available through Herefordshire Council can be found in their ‘Local Offer’ at:
<https://www.herefordshire.gov.uk/education-and-learning/local-offer/about-the-local-offer>

Admissions

Students with SEN are allocated places in two separate & distinct ways:

- Those pupils with statements or EHCPs have a separate admissions procedure overseen by Herefordshire’s SEN team.
- Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.

How do we define Special Educational Needs (SEN)?

We consider children to have special educational needs if they have difficulties that are additional to, and different from the majority of their peers of the same age. These may be one or more of the following:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who

demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Mental and Emotional Health** ~ this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** ~ this includes children with sensory, multi-sensory and physical difficulties.
- We do not consider children as having a learning difficulty solely because they have English as an additional language (EAL), although we recognise that pupils with EAL may also have SEND.

How do we identify SEN?

- A concern may be raised by the teacher, parent/carer or the child.
- A pupil may have a diagnosis given by another professional (e.g. a paediatrician).
- We continually monitor pupils' progress and limited or slow progress will be recognised by the class teacher or SENCo as potentially identifying SEN.

What should I do if I think my child has SEN?

The first point of contact should be with the child's class teacher. If a concern is raised about a pupils' progress, discussions will take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.

You may also wish to contact the school SENCo, Miss Rachel Patchett, by making an appointment through the school office or telephoning her directly on 01531 632509.

How will I know my child is being supported at Eastnor Parochial Primary School?

Eastnor Parochial Primary School, we take a three stage approach to supporting all children

Stage 1 – Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. 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. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. If a concern is raised about a pupils' progress, discussions should take place between the class teacher, parent and SENCO. The pupil will be monitored, and possible support strategies put in place, including specific resources and strategies to give individual support. Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.

Stage 2 - School Support

This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1. Pupils become Stage 2 if they have been assessed as being significantly behind their expected level for 3 consecutive half term assessment periods. At this stage the SENCo will seek consent from parents to assess a pupil, or refer to an external agency, to ascertain what the specific barriers to learning may be.

Pupils will now be placed on the SEN Support Register, and an Education Support Plan will be provided which will detail the specific provision that will be made.

The plan will detail all interventions that are being carried out across the school. It will be the responsibility of the SENCo to monitor the plan and school provision maps, the effectiveness of the provision and the progress of the pupils.

Stage 3 - External Agency Involvement

When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3. This may involve further consultation with external agencies who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support. The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

How could my child get extra help in school?

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

- Other staff in the school working with your child one-to-one or in a small group.
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies, such as the Speech and Language Therapy Service.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEN.

Written by Miss R Patchett/Mrs N Driscoll

- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly at Pupil Progress meetings and discussions with the pupil and adults involved, and changes made as necessary.

How will I know how my child is getting on?

We pride ourselves on the good relationships we build between parents, carers and other professionals in working together to meet the needs of the child. We meet with parents at least termly to review the child's Education Plan and to discuss next steps.

What is an Education, Health and Care Plan?

If a pupil has lifelong or significant difficulties, the school, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan.' Further specialist provision may be put in place. The SENCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for these pupils on a yearly basis.

How will transitions be managed?

The SENCo is responsible for planning all transitions for pupils with SEN. Carefully planned transitions take place between classes where necessary at the end of every school year. For pupils with

very specific needs, the SENCo will arrange to meet with the parents, teachers and any support staff involved with the child. Training will be arranged for staff who will be working with specific needs, especially medical ones. The SENCo will be involved with the transition process of SEN pupils to High School. For in-year transitions, the SENCo will be part of the transition discussions, and may assess the current ability of new pupils to the school.

What is the role of the Special Educational Needs Coordinator?

The SENCO is Miss Rachel Patchett (Senior Teacher) and she is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN 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 and kept informed about the support your child is getting, involved in reviewing how they are doing and are part of planning ahead for them.
- 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 SEN register (a system for ensuring all the SEN 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 your child (and other pupils with SEN in the school) achieve the best possible progress in school.

Written by Miss R Patchett/Mrs N Driscoll

As head teacher, Mrs Nicola Driscoll is also responsible for the day to day management of all aspects of the school, this includes the support for children with SEN.

Teachers, teaching assistants and specialist teachers work together to support your child. They are responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.

The SEN governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEN. The SEN governor monitors and evaluates with the school the effectiveness of provision.

School Entitlement Offer – the categories of need and how we implement appropriate provision.

Communication and Interaction	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)	Consultation with specialists Educational plans Small group interventions 1:1 support assistant (ASD) Provision of CPD for staff Nurturing ethos to maintain self-esteem Individual visual timetables
Cognition and Learning	Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD)	Individual Education plan Nurturing ethos to promote self esteem Provision of CPD for staff Consultation with specialists

	Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	Differentiated curriculum to meet education needs Intervention programmes specific to needs, e.g. Thrass Phonics,
Social, Emotional and Mental Health	Emotional Well Being Social Behaviour Learning Behaviour (SEM)	Nurturing ethos to promote self esteem Playground leaders/buddy system Social Skills Interventions
Sensory and/or Physical	Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)	Local Authority Inclusion Team – advice on adaptations to be made, and resources/equipment that is required Access to Physiotherapists and Occupational Therapists on an individual basis (through referrals) VI and HI specialist teachers visit pupils and provide advice to the school Specialist equipment provided CPD arranged for staff

External agencies

The school works closely with many external agency providers, including:

- English as an Additional Language team (EAL).
- For Looked After Children (LAC) the school works with the appropriate authority's social care team EDULAC team and

Virtual Head.

- Child and Adolescent Mental Health Services (CAMHS)
- Local Health Services, including community and specialist nurses,
- Physiotherapists and Occupational Therapists.
- Educational Psychologist.
- Speech and Language Therapists.
- Young Carers
- Behaviour Support Team.
- Inclusion Team.
- Education Welfare Parent Partnership (SENDIAS)
- Local Authority SEND team.

What if I have a complaint about the school or an individual?

Our complaints policy outlines the process for making complaint. A copy of this is available on the school website or at the school office.

Staff Expertise and Training

- All staff have regular internal and external training, including staff meetings and INSET days.
- All staff attend annual Safeguarding training.

NB: This is a working document and is continually monitored and amended as necessary.