



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

AND LOCAL OFFER

At Townville Infants' School we strive to support **all** children to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality first teaching is vital to ensure that we fulfil this aim for our children. There are occasions, however, when we may need to give further additional support to some children in order for them to achieve their targets.

This information has been produced in order to answer any questions that you may have about the additional support that is being provided to help your child in school.

THE ROLE AND RESPONSIBILITIES OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The Special Educational Needs Co-ordinator is:

Miss Peach

The SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

The SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

The SENCO also has contact with a range of external agencies and is able to give more specialised advice.

Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as "a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

For information on Wakefield's Local Offer, go to their website:

<http://wakefield.mylocaloffer.org/>

What does it do?

The framework allows the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parent/carers and young people know how school can support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

These questions have been devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

TOWNVILLE INFANTS SCHOOL'S RESPONSES TO THESE QUESTIONS:

1. How does Townville Infants School know if children need extra help?

(Code of Practice: p83, 6.14-6.18)

We know when pupils need help if:

- ✚ Concerns are raised by parents/carers, teachers or the child.
- ✚ Limited progress is being made.
- ✚ There is a change in the pupil's behaviour or progress.
- ✚ A child asks for help.

What should I do if I think my child may have special educational needs?

- ✚ The class teacher is the initial point of contact for responding to parental concerns.
- ✚ If you have concerns then contact Miss Peach who is the SENCo.

2. How will Townville Infants School support my child?

(Code of Practice: p84 6.19-6.27)

- ✚ Class teachers have the overall responsibility for the planning and teaching of the curriculum for all children, which is monitored by senior leaders in our school. There will be a termly topic web available to show you what your child is working on in school. Homework tasks will be sent home to enhance your child's learning.
- ✚ Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- ✚ You will be kept informed about your child's progress and the support in place through parent consultations and your child's annual school report.

- ✚ Should your child require additional support, they may be included in a focused intervention group. These will be run by a class teacher or a teaching assistant and will take place either within the classroom or in a quiet area in school. All interventions will be monitored to ensure that your child is making progress. You will be notified if your child has been selected to join an intervention group and may be sent some suggested activities for you to work on at home. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- ✚ Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ✚ Occasionally a child or a family may need more specialist support from an external agency and as a result may be chosen for discussion at our Planning Meeting. These meetings happen twice a year and are an opportunity for the SENCo to seek advice and support from external agencies such as the Learning Support Service and the Educational Psychologist. These meetings are also a chance for you to arrange a meeting and speak with these advisors if you wish. Please let the SENCo know if you would like to request a meeting.
- ✚ If a referral to an external agency is recommended, this will be completed in conjunction with parents/carers and then sent on to the relevant agency. Referrals are usually made once the school has provided a high level of support for a child over a sustained period of time. In some cases however, specialist advice may be required immediately due to the nature of the concern.
- ✚ The Governors of Townville Infants School are responsible for entrusting a named person, Mrs Towler (Headteacher) to monitor Safeguarding and Child Protection procedures and to delegate responsibility to a Designated Senior Person (DSP) – Miss C. Cranton. Mrs Towler is also responsible for monitoring the correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE (Department for Education).

3. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to engage the support of external agencies to seek their specialist advice and recommendations. These agencies may include:

- ✚ Educational Psychologist
- ✚ Communication and Interaction Service
- ✚ Special Educational Needs Support Service
- ✚ School Nurse
- ✚ Child Protection Advisors
- ✚ Social Services

4. How will the curriculum be matched to my child's needs?

(Code of Practice p88 6.36-6.44)

- ✚ All pupils have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement will mean that, in many cases, pupils with SEND will be able to study the full curriculum.
- ✚ When a pupil has been identified with special educational needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ✚ Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ✚ If a child has been identified as having a special educational need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo. IEPs will be discussed with parents when the targets are updated.
- ✚ If appropriate, specialist equipment may be given to the pupil, for example writing slopes, concentration cushions, pencil grips or easy to use scissors.
- ✚ The child's views will be taken into consideration by all members of staff when they are designing the education that they will be receiving.

5. How will my child be included in school activities?

- ✚ We will endeavour to include every child in every activity, however this may not always be possible. Sometimes risk assessments and procedures need to be put in place in order to enable all children to participate safely.
- ✚ On a school trip, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

6. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. The facilities that we have at present are:

- ✚ Ramps into school and onto the playground to make them more accessible for all children, staff and visitors.
- ✚ An accessible toilet.
- ✚ Wide doors in some parts of the building.

7. How will I know how my child is doing?

(Code of Practice: p93 6.64 6.71)

- ✚ Your child's class teacher will be available at the end of each day if you wish to have an informal chat. If you would like to speak in more detail, please request an appointment with them. Appointments can be made with the SENCo by contacting the school office.
- ✚ You will also be able to discuss your child's progress at Parents' Evenings.

How will you help me to support my child's learning?

- ✚ The class teacher may suggest ways of how you can support your child.
- ✚ The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- ✚ If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

8. How are the school's resources allocated and matched to the children's special educational needs?

- ✚ The SEND budget is allocated each financial year.
- ✚ The money provided to the school by the Local Authority for children with special educational needs is used to provide support for individual children dependent on their needs. Additional resources may be purchased for individuals or groups of children.
- ✚ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ✚ The SEND budget is used to acquire resources such as sensory equipment and speech and language activities to support special educational needs throughout the school.
- ✚ Specialist advice/support may be bought in to support individual children.
- ✚ Resources may include deployment of staff depending on individual circumstances.

9. What training or specialist expertise does your staff have around SEND?

- ✚ School staff have been trained to provide a variety of specialist support, such as Talking Partners and Fit-To-Learn. Where a training need is identified and the expertise not present, the school is committed to ensuring that this training gap is promptly addressed.

10. How will the school prepare and support my child when joining Townville Infants School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ✚ Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- ✚ All pupils attend a Transition Session, where they spend some time with their new class teacher.
- ✚ Additional visits are also arranged for pupils who need extra time in their new school.
- ✚ Mrs Towler (Headteacher), Miss Peach (SENCo) and class teachers are always willing to meet parents/carers prior to their child joining the school.

- ✚ The SENCo will meet with the SENCo from the Junior School to pass on information regarding SEN pupils.
- ✚ Where a pupil has more specialist needs, a separate meeting may be arranged with the SENCo, the Junior School SENCo, the parents/carers and any external agencies and where appropriate, the pupil.
- ✚ The Year 2 and Year 3 staff, spend time together to share general information about the children who are moving on.

11. How is the decision made about how much support my child will receive?

- ✚ These decisions are made in consultation with the class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- ✚ During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.

12. What support will there be for my child's overall well-being?

The school offers a variety of pastoral support for all children including those who may be experiencing emotional difficulties. These may include:

- ✚ Opportunities for children to talk to members of staff such as the Headteacher, teachers, teaching assistants, midday supervisors and the Support Worker.
- ✚ Where appropriate, mediation sessions are carried out and the children are given the opportunity to work on their social skills in small group activities.
- ✚ Where appropriate, other extra-curricular activities such as afterschool clubs are available.

13. What other types of special educational needs does the school provide for?

We provide for a wide variety of needs that fall in the broad areas of:

- ✚ Communication and interaction
- ✚ Cognition and learning
- ✚ Social, emotional and mental health issues
- ✚ Sensory and/or physical needs

14. Who can I contact for further information or to make a complaint?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please speak with your child's class teacher in the first instance. If you then need further clarification, please contact the school office to arrange a meeting with the SENCo.

15. How would my child be allocated a school place?

Children with a Statement of Special Educational Needs or Education, Health and Care Plan are dealt with under a different mechanism. Any child with a school named on their statement or Education, Health and Care Plan will automatically gain a place at the school named in the statement or Education, Health and Care Plan via the statementing process. Any child with a statement of special education needs or Education, Health and Care Plan who is admitted to a mainstream community/voluntary controlled school will be counted against that school's admission number.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.