

CASTLE HILL ST. PHILIP'S C.E. PRIMARY SCHOOL



Special Education Needs and Disability (SEND) Local Offer

1. How does the school know if children need extra help?

- Class teachers regularly monitor and review the progress and development of all children. Where progress gives cause for concern, teachers will work in partnership with parents and/or carers to develop a plan to ensure children receive the right levels of support.

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

Who to contact:

- **Class teacher**

The first person to contact regarding your child's progress is their class teacher. Teachers are responsible for checking on the progress of your child and identifying, planning and delivering additional support. Your child's teacher will be able to explain the support your child receives in school and offer suggestions of ways you can help support learning at home.

- **Special Educational Needs and Disability Coordinator (SENDCO): Mrs Katherine Harris**

If you need further support you should make an appointment to see the SENDCO who is responsible for coordinating the support for children with special educational needs or disabilities (SEND) across the school.

- **Parent Liaison Officer: Mrs Laura Adamson**

Laura is available to parents on the KS1 playground before school each day. If you want to speak to her in private she can be contacted by telephone on 01942 255578 selecting Option 2.

Or you could visit her in the Link Lodge which is situated on the school car park. Mrs Adamson works closely with the SENDCO and is able to liaise with other agencies. She can also explain SEND processes and procedures in an informal way.

3. How will school staff support my child?

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing Individual Education Plans (IEP) when specific targets are identified to support your child.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENDCO: Mrs Katherine Harris

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- 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...
- Keeping records of pupils identified with SEND and ensuring that information is shared with appropriate adults in school.
- Monitoring the teaching and learning of pupils identified with SEND to ensure each child is making good progress and to offer advice to teachers and teaching assistants.

Parent Liaison Officer: Mrs Laura Adamson

Responsible for:

- Supporting the SENDCO with administrative duties e.g. filing, contacting you to make appointments or give reminders etc...
- Supporting parents/carers who would like extra support understanding SEND processes and procedures.

Head teacher: Mrs Wendy Hilton

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

SEND Governor:

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCO and analysis of data.

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

- Class teachers plan differentiated lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

5. How will you measure the progress of my child in school and how will you keep me informed?

The school measures progress by:

1. Your child's progress is continually monitored by his/her class teacher.
2. His/her progress is reviewed formally every half term and a level given in reading, writing and maths.
3. If your child is in Year 1 and above, but is not yet at these levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
4. At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
5. Some children with SEND may be assessed by an outside agency e.g. educational psychology, Targeted Education Support Service (TESS) who can offer specialist advice and give recommendations for your child.
6. Some children, usually where other agencies are involved, may have an IEP which will be reviewed each term or more frequently if required.
7. If a child is identified as having significant SEND which is likely to be ongoing and require significant levels of support beyond the resources of the school an Education Health and Care (EHC) Assessment may be made. This assessment may lead to an EHC Plan which replaces the current Statement of SEN.
8. The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with the SENDCO and other adults involved in the child's education. Parents are invited to and encouraged to attend these meetings.

9. The SENDCO will also check that your child is making good progress within any individual work and in any group that they may take part in.

We keep parents informed by:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- All children are given a school planner which should come into school and go home daily. Teachers may write messages in the planner or share targets etc. You can also use the planner to keep the class teacher informed of activities you do with your child at home e.g. reading or to pass messages to the class teacher.
- Children receive interim progress reports each half term to keep you up-to-date with how your child is doing in school.
- Parents' Evenings are held twice a year to give all parents opportunity to discuss their child's progress.
- Your child will receive a school report at the end of each academic year.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

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

Prior to identification as having SEND, a child will have had access to a differentiated programme planned by their class teacher, possibly with support from the SENDCO, which may include:

- Targeted support by the class teacher within the classroom environment;
- Support in small teacher or teaching assistant led groups;
- Booster classes if appropriate.

The school will consider further intervention if little or no progress is made even when teaching approaches are targeted particularly in the child's area of weakness. These additional interventions may include programmes such as:

- Talking Partners
- Memory Skills
- Overcoming barriers in Maths
- Wave 3 Literacy Support
- Reading Recovery
- COOL Project
- Better Reading Partnership

In some cases it may be necessary, with parental approval, to seek advice from other professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies, and is shared with parents.

Your child's class teacher will share ideas to help you support your child's learning at home. This may be in the form of additional homework. If you need further support, you should contact the SENDCO or Parent Liaison Officer.

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

To support your child's pastoral needs, the school provides:

10. A Learning Mentor who works with staff, children and parents to discuss concerns and provide support.
11. A Parent Liaison Officer to act as a link between home and school who works with staff and parents to discuss concerns and direct to appropriate support.
12. A School Councillor who works with children referred after discussion with home and school.
13. Your child's class teacher is always available to discuss worries and concerns.
14. Pastoral Support Plans are put in place for children at risk of exclusion.
15. Our Parent Liaison Officer is proactive in supporting families in achieving good attendance.
16. School has achieved the NHS Gold Award for Mental Health Standards.

To support your child's medical needs, the school provides:

- Strict medication policy with forms in the office to be completed in every case.
- Care Plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated.
- Procedures are in place for medical emergencies.
- All staff are trained in basic first aid. A good ratio of qualified first aiders is maintained.
- School has a defibrillator and a number of trained operatives.

To support your child's social needs, the school provides:

- Castle Hill St Philip's has a strong Christian ethos and the school community upholds the Christian values which children and adults are encouraged to apply.
- R time runs throughout school – this is a programme where children regularly work with different groups to develop social skills.

- Teaching Assistants supervise lunchtimes to maintain a link between the classroom and the playground.
- Training is provided for play leaders from Years 5 and 6 to support KS1 children.
- Smaller group interventions if appropriate, such as: Circle Time, Circle of Friends, Social Stories etc.

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

Directly funded by school:

17. Learning Mentor
18. Reading Recovery teacher
19. Teaching Assistants trained in a number of interventions e.g. Wave 3 Literacy Support, ARROW, Better Reading, Maths Recovery, COOL etc.
20. Educational Psychology Service
21. School Councillor
22. Mrs Jolley a volunteer from the Voluntary Reading Service listens to children read.

Provided by the Local Authority but delivered in school:

- TESS: Targeted Educational Support Service
- Sensory Service for children with visual or hearing needs

Provided and paid for by the Health Service but may be delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Speech and Language Therapy

9. What training have the staff supporting children and young people with SEND had or are having?

- The SENDCO's job is to support the class teacher in provision for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, executive skills and Team Teach.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.
- The school has a Reading Recovery teacher.
- Castle Hill School has achieved Communication Friendly School Status.

10. How will my child be included in activities outside the classroom, including school trips?

- All children have full access to the curriculum including school trips and may be assisted in this by teaching assistants.
- Parents of children with specific medical needs are to be consulted as to how their child's individual needs can be best met and may be invited to accompany a child.
- Risk assessments are carried out for all off site visits. These take into account additional risks posed by different SEND needs.

11. How accessible is the school environment?

- Where there are parts of the building that are not accessible, detailed plans would be put in place to ensure all children have full access to the curriculum.
- There is an accessible toilet in the main entrance of school.
- There is an accessible parking space in the car park.
- All areas of school have been risk assessed.

12. How will the school prepare and support my child when they are joining or leaving this school, or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining the school:

- The Reception teacher will visit your child's nursery setting to discuss their needs.
- There are opportunities at induction meetings to talk with members of staff.
- If your child is moving to our school from another school, relevant material will be passed to the school and contact will be made with the previous school if appropriate.

If your child is moving to another school:

- All records about your child will be passed on as soon as possible.
- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will invite the school SENDCO or another appropriate member of staff to visit your child while they are still at Castle Hill.

When moving classes in school:

- Information will be passed on to the new class teacher in a transition meeting with the SENDCO and Parent Liaison Officer.

- When moving classes, children will have opportunity to spend a morning with their new teacher.
- Children with SEND may have additional transition meetings with their current TA or the Learning Mentor.

When moving to High School:

- Your child's Year 6 teacher will liaise with the pastoral care team from your child's chosen High School. If your child has a statement or EHC plan our SENDCO will invite the High School SENDCO to the transitional review.
- Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.
- The SENDCO will meet with the High School SENDCO to discuss any additional needs children may have.
- Children's records will be passed to the receiving school before the end of the summer term.

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

The school budget includes money for supporting children with SEND.

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, and decide what resources, training and support is needed. This is reviewed regularly and changes made as needed.

If more than 15 hours support is required, an Education, Health and Care Plan can be applied for.

14. How is the decision made about what type and how much support my child will receive?

At the start of each academic year the SENDCO meets with school's Educational Psychologist and TESS teacher to discuss the needs of all children identified as having SEND as well as other children raised as a concern by school staff or parents. During this planning meeting a detailed plan for the year is discussed. This will include assessment and intervention needs of children as well as staff training needs. A second meeting is held in January to review progress made towards the plan, raise any new concerns and plan for the last two terms.

The SENDCO, Head Teacher and Learning Mentor meet regularly to discuss all the information they have about SEND in the school, including:

- The children already getting extra support
- The children needing extra support
- Children who have been identified as not making as much progress as would be expected
- Any other children who have been identified by parents or other professionals and decide what resources/training and support is needed.

15. Who can I contact for further information?

For further information regarding SEND please contact:

- **The SENDCO Mrs Katherine Harris**

Via the school office 01942 255578

- **Parent Liaison Officer: Mrs Laura Adamson**

Laura is available to parents on the KS1 playground before school each day. If you want to speak to her in private she can be contacted by telephone on 01942 255578 selecting Option 2.

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