

Ashurst Primary School



Special Educational Needs Local Offer

Mission Statement

'To ensure everyone achieves success and happiness within the Family of Ashurst'

Headteacher: Mrs Lisa Houghton

Special Needs Co-Ordinator: Mrs Jill O'Brien

Special Needs Governor: Miss Tasia Ramejkis

Special Educational Needs Information

Our school offers to children and their families.

At Ashurst Primary School we acknowledge that all children learn in different ways and have varying learning styles, including those children with Special Educational Needs. The educational provision for each child is carefully considered and well planned in order to ensure high quality outcomes.

What is the 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. Our local offer is information for parents and carers of children who have Special Educational needs (SEN) or a disability (SEND) and for all those who support children with additional needs. The information outlines the support and provision they can expect to receive or access whilst attending our school.

At Ashurst Primary School the staff strive to ensure that the individual needs of each learner are catered for, so that children make good progress in their learning and development.

How does Ashurst Primary School define Special Educational Needs?

At our school we adhere to the Special Educational needs Code of Practice which outlines that:

‘A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them’

In line with the Code of practice, at Ashurst Primary School, the identification of SEN happens when:

- A child has a significantly greater difficulty in learning than the majority of children of the same age
- and/or
- When a child has a disability which prevents or hinders them from accessing the educational facilities within our school

A child can have a Special Educational Need for a variety of reasons, some of which are listed below:

1. Medical/Physical/Sensory Needs
2. Cognition and Learning Needs
3. Social, Emotional and Mental Health Needs
4. Communication and Interaction Needs

Who is the best person to talk to about my concerns?

Our school has a designated Special Educational Needs Co-Ordinator (SENCO): Mrs Jill O'Brien.

The designated Special Educational Needs governor is Miss Tasia Ramejkis.

You may also bring any concerns you have to the attention of your child's class teacher at any point.

How will Ashurst Primary School identify if my child has a special Educational Need?

We have rigorous ongoing observation and assessment procedures in place at school which support the accurate identification of children with additional needs. These systems support us in the identification of children with a range of difficulties.

Close liaison and communication exists between class teachers, support staff and the SENCO to ensure that we are proactive to children's fluctuating needs. We strive to maintain ongoing informative dialogues with parents so that children's needs are met.

This is what happens at our school...

- The teacher will discuss your child's progress with you at our parents' evenings. At these meetings, you will be informed of your child's progress and any additional support that is being given.
- When a teacher or yourselves (as parents/carers) raise concerns about your child's progress, you will discuss what targeted support your child has had. If this support has not met your child's needs then this will be discussed further with the SENCO.
- We also have meeting every half term between each class teacher and the Head teacher to ensure that all children are making good progress. This is another way that your child may be identified as not making as much progress as expected.
- We also hold pupil progress meetings every term – these allow several children in every class, to be identified to make accelerated progress on a termly basis. You will be invited to meetings where targeted support will be given to help your child progress quickly, and advice on activities to complete at home, as well as in school. This is a short term arrangement to help your children make progress before a decision is made if individual targets are needed on a regular basis.
- If your child is identified as not making progress we will make a decision about whether to monitor or set individual targets. When individual targets are set, your child will have their own Support Plan which outlines their immediate next steps to support them to make progress in their area of difficulty. These support plans are reviewed half termly and you will be invited to these meetings and reviews.
- We may also set up individual or group interventions or provide specific support. These interventions may take place for a short period or over a longer period time but your child's progress during this time will be assessed regularly.

If your child continues to not make the expected rate of progress then we will discuss with you the next possible steps. These could include the following:

- Further in school interventions- a different intervention/smaller group/1-1 support
- Discussion of your child at the multi-agency termly planning meeting
- Consultation and advice from outside agencies (e.g. Educational Psychologist, Speech Therapist, Occupational Therapist etc).

If you do have any concerns we recommend that you speak to your child's class teacher initially and at the earliest opportunity. These concerns will then be shared with Mrs O'Brien (SENCO) so appropriate actions can be set to ensure that your child receives the support necessary as soon as possible.

How will the teaching be adapted for my child with learning needs (SEND)?

Our class teachers plan lessons according to the specific needs of all groups of children in their class. At our school, we have a team of staff who deliver small group quality learning sessions within the classrooms and who also plan and deliver specific one-to-one programmes and timetables for pupils with specific difficulties.

- All children are provided with 'Quality First Teaching'.
- Class 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.
- All lessons offer challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked and support given.
- Specific resources and intervention 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.

What Support will there be for my child's overall wellbeing?

Our staff team is very caring and every one your child's wellbeing at the centre of all we do. We have a Pastoral Manager to support children with more specific social and emotional needs. When a child has medical needs we put together a Health Care plan together with the parent, school nurse and SENCO, to ensure the child is safe and that staff are aware of the child's specific needs.

What are the different types of support available for children with SEND in our school?

- **Class teacher input with quality first teaching**

Our Teachers and Support Staff have the highest possible expectations for your child and of all the children in their class. All teaching builds on what your child already knows, can do and understand. Learning experiences will be appropriately challenging.

Class teachers are responsive to need and provision so that children can access their learning effectively. This may involve a more practical style of learning for some children or the incorporation of specially adapted resources. Class Teachers liaise closely with the SENCO and Support Staff to put into place the strategies to enable your child to access learning and make good progress.

- **Small group work**

This provides an increase in support and is allocated to those children who are not making age related learning development or progress.

- These groups are led by the Class Teacher/ Teaching Assistants in your child's class. Your child may be in a targeted group for a specific learning area. This means that they receive additional adult input to address the current areas of difficulty.
- Intervention Groups. These are led mainly by Teaching Assistants who receive training/support where necessary. These are monitored every 6 weeks to assess their effectiveness.

What happens when specific barriers to learning cannot be overcome through this support?

When a child has specific barriers to learning that cannot be overcome through whole class teaching and intervention external agencies can then be consulted to help us to gain a better understanding of your child's needs.

- If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support us in enabling your child to receive the best support.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. This is usually with the Class Teacher and SENCO.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your consent for the school to refer your child to a specialist professional. There are a range of agencies with whom we maintain a strong liaison: Speech and Language Therapy, Occupational Therapy, Educational Psychology, Learning Support Service, Children's Disability Service, Behaviour Improvement Team, Community Paediatrics and Child and Adolescent Mental Health Service.
- The specialist professional will work with your child to assess their needs and recommend the best next steps. This will either take place in school or the parent/carer may be required to attend an appointment off the school site.
- **Specified Support**

We may suggest that your child needs some agreed individual support or group support in school with a member of the support staff. We will let you know how the support will be used and what strategies will be put into place. Sometimes, the decision may be made to apply to the Local Authority for 'top up' funding for your child. This involves the collation and completion of relevant paperwork and this will be assessed by an external panel from the authority. If funding is granted your child will be issued with a Provision Agreement document that will outline the specific number of hours of support provided and what this should focus on. The provision Agreement will be reviewed every twelve months to ascertain if there is still a need for extra support.

- **An Education, Health Care Plan (EHCP)**

If your child's level of need is of a high/complex level, school and/or parents/carers may decide to apply for an EHC assessment of need. This application will be presented to a local authority panel who assess if an assessment of need should be carried out. This assessment of need will ascertain if an EHC plan is required to outline specific support and provision for your child.

The school or parents/carers can request that the local Authority consider carrying out an assessment of child's needs. This is a legal process and you can find out more information from the Local Authority.

After the request has been made, the Local Authority (LA) will decide whether they think your child's needs are complex enough to require an EHC plan. If this is the case, the LA will request paperwork and reports from all the agencies involved with your child. If the LA feels that your child's needs are being met without the need for an EHC plan the support will continue to be implemented in school.

After all the reports have been compiled, the LA will decide if your child's needs are severe, complex and lifelong. They also consider if your child needed more specific support in school in order to make progress. If this is the case, the LA will write an Education Health Care Plan. This will outline specific targets for your child in their areas of need. This will be reviewed annually to ensure that school are fully implementing the identified provision. If this process was necessary for your child, multiple meetings would take place between yourself, school, outside agencies and the Local Authority.

How will I be involved in discussions about and planning for my child's education?

We believe that strong communication is the best method for best supporting your child therefore, if you ever feel that your child's progress or a specific behaviour or difficulty is causing you concern, please contact the school office and arrange a meeting with either the class teacher or SENCO.

If external agencies are involved with your child, you can request a meeting with them to discuss progress and next steps. Mrs O'Brien (SENCO) can co-ordinate this for you and would be happy to attend the meeting with you.

If your child is undergoing assessment for an EHC plan you will be supported by the Local Authority and the SENCO. You can also request independent advice and support from support groups such as Parent Partnership/IASS.

We actively encourage you to attend all Parents Evenings and Review meetings so that you have your input in your child's education.

Who are the external agencies providing services to children with Special Educational Needs in our school?

- Children's Disability Service
- Educational Psychology Service
- Learning Support Service
- Behaviour Improvement Team
- Inclusion Team
- Attendance Officer
- Speech and Language Therapy
- Occupational Therapy
- Child & Adolescent Mental Health Service (CAMHS)
- Social Care
- Lansbury Bridge School
- School Nurse
- LASCS
- PACE

How will my child be included in activities outside the class?

All of our planned activities and school trips are accessible for all. We complete detailed risk assessments before trips in order to ensure that Health and Safety procedures are in place to enable participation by all. Adult/child ratios are altered according to the age and need of the children.

How have we made our school physically accessible to children with SEND?

All of our school is accessible to children with a physical disability and we have wheel chair access where necessary. We have a designated toilet with changing facilities. We ensure that we provide any extra equipment for any child with SEND as recommended by external agencies to support their development.

How will we support your child with identified Special Needs when starting school?

- We will invite you to our new parents meeting which included a tour of the school.
- Following this meeting, we will meet together and invite any external agencies currently working with your child.
- We will plan your child's transition to school and prepare any necessary resources needed (e.g. photographs of the environment/staff etc)
- We will meet with the school that your child is moving from, in order to ensure a smooth transition in to their new setting.
- Your child will visit the setting and we can adapt this induction process to best suit your child's needs.
- The staff will then hold regular meetings with you in school to monitor the progress of your child.

How will we support your child with identified Special Needs when leaving our school or moving on to another class?

Transition to another school or another class can be difficult for any child. At Ashurst Primary School we recognise that 'moving on' can be particularly challenging for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- A member of the Senior Management Team will either show the child and parents around school or be available to answer any questions.

If your child is moving to another school:

- We will contact the SENCO at the new school and ensure that he/she knows about the support and interventions your child has received, the progress made and if any other external agencies have been required.
- We will make sure that all records about your child are passed on immediately after transferring obtaining information sharing acknowledgment.

When moving classes in school:

- Information will be transferred to the new teacher and teaching assistant in advance and any appropriate records, e.g. progress and specific targets.
- Your child will have transition afternoon, as a minimum, and any extra provisions and resources will be prepared as necessary.

In Year Six:

- The SENCO and class teacher will meet with the key staff from High School in order to discuss the specific need for your child. We will outline what support your child has needed, what interventions they have accessed, how much support they have required, if any external agencies have been accessed.
- Your child will attend taster sessions at the High School with their peers.
- Some High Schools hold Summer school sessions for children who may find the transition to High School difficult.

What if my child requires transport?

If your child needs transport to get to and from school, we will arrange a meeting with the Local Authority to discuss the possibility for this provision.

How are the schools resources allocated and matched to children's special educational needs?

Our school SEN budget includes monies allocated each financial year to support children with SEND. The Head teacher decides on how the budget for Special Educational Needs is allocated in consultation with the School Governors. These decisions are made on the basis of the needs of the children currently in our school. The Head teacher and the SENCO discuss all the information that they have about SEND in our school, including:

- The children already receiving additional support
- The children needing additional support
- The children who have been identified as not making as much progress as would be expected
- The need for particular adaptive resources for specific children
- The need for interventions to support children
- The need for training opportunities for staff

How is the decision made about if my child will need additional support and how much support my child will receive?

Decisions are made by the Head teacher in consultation with the SENCO and Class Teachers. The progress your child makes within their learning will be considered through the analysis of ongoing assessments and formal termly assessment data gathered by the staff working with your child. The staff also take into account your child's developmental needs and the progress being made. Where appropriate, decisions are made in consultation with external agencies so that a holistic view is gained.

The support that children with SEND receive looks very different dependent upon the needs of the child.

At our school, support is provided in a variety of ways and is designed to encourage the child to develop the skills of independence, build on confidence as well as supporting their maximum progress. If your child receives specific adult support, this will be discussed with you regularly.

Who can I contact for further information?

If you require any further information with regards to Special Educational Needs Provision at Ashurst Primary School, please do not hesitate to telephone us.

Please contact our Office Staff on 01744 678150 and ask for Mrs Jill O'Brien (SENCO) or via email on Ashurst@sthelens.org.uk

We will be more than happy to speak to you and answer your questions.

We are here to provide excellent educational provision for your child and strive to maintain high quality provision for all children and their families.

Special Educational Needs and Disability - Our Local Offer Ashurst Primary School

Jill O'Brien. SENCO

Signed: _____ **(Chair of Governors)**

Date: _____