

## Special Educational Needs Provision at Garswood Primary School

### Our Local Offer to children and their families.

At Garswood 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?

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 Garswood 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 Garswood 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 Garswood 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
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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. Emotional, Social and Behavioural Needs
4. Communication and Interaction Needs

### How will Garswood Primary School identify if my child has Special Educational Needs?

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

Our school has a designated Special Educational Needs Co-Ordinator (SENCO): Mrs Lucy Myatt. Mrs Myatt completed the national Award for Special Educational Needs Co-Ordination with Edge University (2013-2014)

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 term between each class teacher and the Headteacher 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.
- If your child is identified as not making progress we will make a decision about whether to monitor or to set individual targets. When individual targets are set, your child will have their own Individual Education Plan (IEP) which outlines their immediate next steps to support them to make progress in their area of difficulty. These IEPs are formally reviewed three times per year.
- We may also set up an intervention group or provide target group support. These groups 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
  - 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 Myatt (SENCO) and appropriate actions can be set to ensure that child receives the support necessary.

### How will the teaching be adapted for my child with learning needs (SEN and/or 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 support staff who deliver small group quality learning sessions within the classrooms and who also plan and deliver specific one-to-one programmes for pupils with a specific difficulty.

## What are the different types of support available for children with SEN/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 later provision so that children can access their learning. This may involve a more practical style of learning for some children or the incorporation of specially adapted resources. Class Teacher liaises 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.

- **Target Group.** Your child may be in a target 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.
- **Family Support Worker (FSW),** Lyne Mills, supports to aid with social, emotional and behavioural difficulties. Our FSW has received specialist training and leads Bereavement Therapies, Social Skills Groups, Counselling and Play Therapy.

When a child has specific barriers to learning that cannot be overcome through whole class teaching and intervention external agencies can then be consulted.

- 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.

*Referrals may be made to one or more of these services to help us to gain a better understanding of your child's needs.*

- 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.

### *A Statement of Special Education Needs/Education, Health Care Plan*

If your child's level of need is of a high/complex level, school and/or parents/carers may decide to apply for a Statement. If you feel that your child will not be able to access mainstream schooling then you can request that a statutory assessment be carried out on your child from the Local Authority.

Usually, if your child requires this high level of support they may also need specialist support from **a range** of professionals, such as:

- Children's Disability Service
- CAMHS
- Paediatric specialists
- Speech and Language Therapy
- Occupational Therapy

The school or parents/carers can request that the local Authority carry out a Statutory Assessment of your 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 a Statutory Assessment. 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 a Statutory Assessment 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 a Statement of Special Educational needs or an Education Health Care Plan (from Sept 14). This Statement 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 Statement.

*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, SENCO or Family Support Worker.

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

If your child is undergoing Statutory Assessment 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.

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- sensory support for children with visual or hearing needs, social communication support and language support.
- Educational Psychology Service
- Learning Support Service
- Behaviour Improvement Team
- Inclusion Team
- Attendance Officer
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child & Adolescent Mental Health Service (CAMHS)
- Social Care

### 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 SEN/SEND as recommended by an external agency.

### 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)
- The class teacher and/or the SENCO will visit your child at home and at nursery (if attending) to get to know your child's likes/dislikes etc.
- 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 Garswood Primary School we recognise that 'moving on' can be particularly challenging for a child with SEN/SEND and we take steps to ensure that any transition is as smooth as possible.

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.

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 FSW 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.
- We arrange transition activities for specific children, such as; travelling to school, fastening a tie, packing school bags with necessary equipment etc.
- Some High Schools hold Summer 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 is extra support allocated in our school?

Our school budget includes money for supporting children with SEN/SEND.

The Headteacher 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 Headteacher and the SENCO discuss all the information that they have about SEN/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 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 Headteacher 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 SEN/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 independent learning, 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 Garswood Primary School, please do not hesitate to telephone us.

Please contact our Office Staff on 01744 678290 and ask for Mrs Lucy Myatt (SENCO) or via email on [garswood@sthelens.org.uk](mailto:garswood@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  
Garswood Primary School  
Lucy Myatt (SENCO)  
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