

Ropsley Church of England SEND Report 2017 - 2018

Roles and Responsibilities of the Special Needs Co-ordinator (SENCO)

- Our 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.
- We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.
- We regularly have contact with a wide range of external agencies that are able to give more specialised advice.
- Ropsley Primary School's SENCO is **Mrs G Ellis**. The Governor for Special Needs is Mr F. Mann.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms in our school.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Educational Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
SaLT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Coordinator
SpLD	Special Learning Difficulty
VI	Visual Impairment

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 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."

What will it do?

The Local Offer will 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 will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools and trialed them with a small number of settings.

Below are Ropsley Primary School's responses to these questions.

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

- The SEN budget is allocated each year. The money is used to provide additional support or resources dependant on an individual's needs.
- Additional provision may be allocated after discussion with the class teacher at Pupil Progress Meetings or if a concern has been raised at another time during the year.

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

- These decisions are made in consultation with the class teacher, SENCO and Headteacher. Decisions are made based upon termly tracking of pupil progress and as a result of assessment by outside agencies.
- Throughout the year, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.

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

- The class teacher is the initial point of contact for responding with parental concerns. If you have any further concerns, then please contact Mrs G Ellis who is the school's SENCO.

How will the school respond to my concern?

- The school will listen to the parent/carer's concerns and, if necessary, arrange a longer meeting with the SENCO. Time will be taken to look into these concerns and, if necessary, informal or formal assessments may be carried out.

How will the school decide if my child needs extra support?

- The school takes each child's case individually. It reviews where the child is at related to age-expectations and whether the child needs additional support from the class teacher or from a learning support assistant. Further assessments might be undertaken to help with the decision making process. The SENCO and Headteacher will determine the nature and timescale of the support given.

What will Ropsley School do to support my child?

- The class teacher will plan each pupil's education programme (IEP) who has an SEN. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths, literacy skills etc. then a pupil might be placed in a small focus group. This will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to need but will be a maximum of 6 weeks. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the SENCOs provision map. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.
- If a child has worked on a specific intervention with the class teacher and still has not made the expected progress, further support might be given on an individual basis by a learning support assistant or the SENCO might choose to get in touch with an outside agency. Any referrals to outside agencies will only be made with parental/carer consent.

Who will support my child in school?

- We have a number of qualified teaching assistants who are specialised in different areas. Time will be dedicated to deciding who can support your child the best, according to their individual needs.

What training and experience do staff have for the additional support my child needs?

- Different members of staff have received training related to SEND. These have included sessions and/or qualifications on:
 - How to support pupils with speech and language difficulties.
 - Mrs G Ellis has gained the qualification 'National Award for Special Educational Needs Co-ordination.'

Who else might be involved in the process and be able to contribute their views?

- At times it may be necessary to consult with outside agencies to receive more specialised expertise.
- The agencies currently used by the school include:
 - Educational Psychologist – Sarah Murray
 - CAMHS (Child & Adolescent Mental Health Service)
 - Social Services
 - Speech and Language Therapist – Dawn Tomalin
 - Specialist Teaching Service – Debra Newnham-Winton

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planning during review meetings. These meetings are held between the Educational Psychologist and the school's SENCO. Once a child has been involved with the Educational Psychologist, they will hold meetings with the parents/carers, class teacher, SENCO, one to one and any other professionals with whom the child works with. The aim of these meetings is to gain an understanding of, and try to resolve, a child's difficulties. Once the Educational Psychologist has met the child, they feedback during another meeting and offer advice to the school and parents/carers on how best to support the pupil in order to take their learning forward.

What support will be there for my child's emotional and social well-being?

- The school offers some pastoral support for pupils who are encountering emotional difficulties. All members of staff are readily available for pupils who wish to discuss issues and concerns. Some members of the support staff are also trained to carry out social skills work with pupils.

Pupils with medical needs

- If a pupil has a medical need, then the medical professional in consultation with the parents/carers compiles a detailed Care Plan. These are discussed with all staff who are involved with the pupil.
- Staff will receive epipen training when needed, delivered by the school nurse.
- All staff have basic first aid training. All of the EYFS staff are paediatric first aid trained too.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

How will my child be involved in the process and be able to contribute their views?

- Each term when your child's plan is reviewed, there will be opportunities for your child to feedback as to their thoughts on how the intervention is working and what they've think they've achieved or still find difficult.
- Between these termly review dates, your child is encouraged to reflect on their learning with their key learning support assistant. Any issues arising will be reported back to their class teacher, and if necessary, the SENCO.
- Feedback of progress is shared with children after their directed sessions.

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

- Depending on your child's needs, the curriculum will be altered accordingly. The first intervention strategy will be through differentiated small group teaching run by the class teacher or teaching assistant. Use of different strategies to support the child further may include use of ICT, use of practical equipment, focused group or individual targets.
- If your child is still not making the expected progress, the SENCO and/or learning support assistant will devise a specific programme of support which will be tailored to your child's individual needs. The SENCO and Headteacher will determine when your child will access this support weekly and for how long it will continue.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

- All parents will be encouraged to contribute to their child's education. This may be through:
 - Discussions with the class teacher and/or SENCO
 - During parent evenings
 - Through scheduled meetings with the SENCO and other professionals
 - Providing feedback during IEP review times with possible suggestions incorporated

How does the school know how well my child is doing?

- Termly pupil progress assessment meetings are held involving the class teacher, Headteacher and SENCO. Children's progress is monitored and judged against both age-related expectations and individual progress markers.
- If a child is in Year 1 or above and has not reached level 1, an assessment called PIVATS is used to ensure that children are still making good progress.
- Children in Years 1 through to 6 also undertake a termly spelling, reading and phonics test as well as a yearly standardised assessment.
- In Year 1, children are assessed on their phonetic and reading skills through a standardised phonics check.
- In each lesson, the class teacher assesses pupils and this is used to inform future planning. Every week, pupils in Key Stage 1 and 2 will receive individual targets for their literacy and maths. These targets are put in your child's reading record booklet.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If deemed necessary, a meeting may be conducted involving parents/carers to discuss the nature of the trip and how a child with SEN will access it.
- The school has wrap around care available for parents in the form of a Breakfast Club and Ropsley Rascals After School Care.
- We have good links with Greatwood Farm Nursery who provide before and after school care. Details can be found at www.greatwoodfarmeyc.co.uk

How accessible is the school environment?

- As a school we are happy to discuss individual requirements.
- Facilities we have at present include:
 - School IPADs and laptops available for pupils for use
 -

How will the school prepare and support my child when joining Ropsley Primary 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:
 - Discussion between the previous or receiving schools prior to the pupil joining/leaving.
 - Pupils to attend a transition session where they spend some time with their new class or teacher.
 - Additional visits can also be arranged for pupils who need extra time in their new school.
 - Miss Hubbard is always willing to meet parents/carers prior to their child joining the child.
 - Secondary school staff visit pupils prior to them joining their new school.
 - Miss Hubbard liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
 - Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss Hubbard, the secondary school SENCO, the parents/carers and, where appropriate, the pupil.

How can I be involved in supporting my child at home?

- You can help support your child's individual targets by following the suggestions activities written at the bottom of your child's IEP. As mentioned above, your child will receive weekly targets for their literacy and maths work which can be worked on at home too. For children who are below their expected age for reading, parents might like to try using the paired reading method. Please ask the SENCO for advice with this.

How can I access support for myself and my family?

- You can view the 'Early Help and the Local Authority' website by entering the web address:
www.lincolnshire.gov.uk/SENDlocaloffer
- Alternatively you can arrange a meeting with the SENCO (Mrs G Ellis) who can access some additional family support or contact our Family Liaison Officer (Miss North).

Who can I contact for further information?

- If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO (Mrs G Ellis)

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