



SEND Local Offer

Where Every Child is Unique and Special – Learning in God’s Love

Trefonen CE Primary School SEND (Special Educational Needs and Disability) Local Offer

Who is the best person to talk to in our school about my child’s difficulties with Special Educational Needs or disability (SEND)?

The Special Educational Needs Coordinator (SENCO) at our school is:

Miss C. Dunleavy

The Assistant Special Needs Coordinator at our school is:

Mrs Sarah McCracken

You can arrange for an appointment through the school office on:

01691 652 960

Our Link Governor for SEN is: Mrs E Armstrong.

What does the SENCO do?

The SENCO coordinates all of the support for children with special educational needs or disabilities (SEND) and develops the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in our school.

The SENCO is also the person who makes sure that you as a parent or carer are involved in supporting your child’s learning, kept informed about the support your child is getting and involved in reviewing how they are doing.

The SENCO will:

- liaise with any other people who may be coming into school to help support your child's learning, such as a speech and language therapist or a learning support adviser,
- meet with your child's teacher regularly to make sure that he or she is getting the right kind of help,
- make sure that teachers have the training and skills that they need to best support your child.

Where we think your child may need help that the school cannot provide itself, the SENCO will work with parents and carers to help them gain access to special support.

What should I do if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not satisfied that the concerns are being managed and that your child is still not making progress you should arrange to meet with the SENCO.

What will the school do if they have concerns about my child?

If your child is not making progress or we have identified a concern about his/her development, the school will set up a meeting to discuss this with you in more detail. At the meeting we would:

- share any concerns or observations that we may have
- listen to any concerns you may have
- plan any additional support that we can provide for your child
- discuss with you any referrals to outside professionals who may be able to support your child's learning or other needs
- give you the opportunity to share your views on how your child's needs may best be met
- invite you to a meeting, at least once per term, to review how far the special provision is meeting your child's needs.

What support is available for children with SEND at Trefonen CE Primary School?

There are three broad levels of support:

Level 1: Quality First Teaching by the class teacher, through targeted class-based teaching

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical based learning and accessing a variety of resources.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn better.
- Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and requires some extra support to help them make the best possible progress. All children in school get this when they need it, as a part of normal classroom practice.

Our Class teachers and support staff are all highly trained in recognising, understanding and meeting the needs of children with a wide range of special educational needs (e.g. Dyslexia, dyspraxia, autistic spectrum disorders, ADD/ADHD, language and communication, deafness).

Level 2: Additional SEN Support

Each year, the school allocates an amount of funding to provide additional support for pupils with SEND.

This may include:

- Small group or individual tuition from a specially trained teacher, teaching assistant or other specialist
- Access to external specialists for the purposes of assessment and provision planning

- Access to special resources or facilities
- Specialist training

Resources, training and support are reviewed regularly and changes made as needed.

Level 3: Early Health Care Plan (EHCP)

If your child has an EHCP plan that allocates additional adult support, he or she will usually have an allocated SEND Support Assistant, in addition to other provision identified within the plan.

Who are the other people who may support my child?

There are four categories of support that your child may need access to.

1. Support that is funded, managed and provided directly by the school:

- Practitioners who work with SEND and vulnerable pupils
- Mental Health support worker ('No Worries' Programme)
- Language and Communication Assistants ('Talk Boost' Programme)
- Lead First Aid and Medical Needs Officer – Mrs Debbie Jones
- Learning and Behaviour Support Advisory, including autism - Woodlands Outreach Services
- Severndale Outreach Services
- Other independent specialists, who may be contracted on an ad-hoc basis e.g. Spectra- ASD Practitioner

2. Support that is funded and managed by the Local Authority, but delivered in school:

- Sensory Inclusion Service for children with visual or hearing needs
- Social Inclusion Service
- Speech and Language Therapy Service

3. Support that is funded and organised by the Health Service, but delivered in school:

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

4. Support that is funded and managed entirely by the Health Service:

- Child and Adolescent Mental Health Service (CAMHS)
- Paediatric referrals
- Hospital referrals

What kind of training and support do the staff receive?

Part of the SENCO's job is to support and advise the class teacher in planning and delivering the provision for children with SEND.

The SENCO also makes sure that staff have received the training that they need to support children with different types of SEND, such as dyslexia, dyspraxia, autistic spectrum disorders, ADD/ADHD, language and communication, deafness etc., as well as specific medical conditions such as diabetes.

The SENCO also makes sure that identified members of staff have been trained to deliver specific intervention programmes such as '*Elklan*', '*Talk Boost*', '*No Worries*', '*Social Stories*'.

How is the teaching adapted for your child with SEND?

Class Teachers plan lessons with the specific needs of all groups of children and individuals in their class in mind. Daily planning and teaching is responsive to children's needs and is adapted accordingly, to meet your child's learning needs.

Specially trained support staff are able to refine or adapt the teachers planning to match the needs of your child where necessary.

Specific resources and strategies are identified to support your child at an individual or group level.

How will we measure your child's progress?

Your child's progress is continually monitored by his/her class teacher and is reviewed formally every term against age-related expectations.

If your child has not yet reached the national age related expectations for a Year 1 pupil, his/her progress will be measured using the 'P-Scale'. This assessment tool for children with SEND enables us to assess progress in finer detail and show smaller but significant steps of progress.

At our school, children take 'Mid-Term Tests' in Reading, Writing and Mathematics each term. 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 the national Standard Assessment Tests (SATS).

Children with SEND, who are being supported at Level 2 and Level 3 will have a personal plan which identifies the key targets that we will measure your child's progress against. You will be invited to a meeting each term to review your child's progress with his/her teacher and to contribute to the provision plan for the next term.

For children who are being supported at Level 3 (EHCP) there will also be a formal annual review of the Education and Health Care Plan.

How can we support you, as a parent of a child with a SEND?

The class teacher is available to discuss your child's progress or any concerns that you may have, and to share information about what is working well at home and school, so that similar strategies can be used. They should be your first point of contact. You can arrange for an appointment either directly with the teacher or through the school office. The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. You can arrange for an appointment through the school office.

Information provided by outside professionals will be shared with the class teacher, SENCO and yourselves, unless there is a valid reason why the information should not be shared. Where written reports are provided, a copy is retained in your child's SEND record and a copy will be given to you.

On request, the SENCO will help you to access specialist support and advisory services, such as the Shropshire Information and Advice Service, West Midlands Autism Awareness, Shropshire Deaf Children's Society.

Is Trefonen CE Primary School accessible to children with SEND?

The main school building is accessible to children with physical disability via ramps through the main reception area and the KS1 entrance. There is ramp access to our linked Wrap-around Care facility.

There is a disability toilet located through the main reception, just inside the Key Stage Two area and also in the Wrap-around Care Facility

General Medical Care Plans and Specific Medical Care Plans are drawn up on an individual basis for pupils who have a general or specific medical need, such as asthma, allergies, diabetes, IBS.

Our school has adopted as normal practise 'dyslexia friendly', 'autism friendly' and 'deafness' friendly strategies.

Equipment is adapted, where possible for use by all children.

Appropriate specialist equipment is provided where necessary, such as hearing transmitters, IPADs for communication, sloping writing boards, wobble boards, fiddle toys etc

All activities are risk assessed and adapted where necessary to include pupils with SEND.

What support will we provide for your child as they transfer to another class or another school?

We recognise that transitions can be difficult for some children with SEND and we take a pro-active approach to ensure that any transition is as smooth as possible.

When your child is moving from one class in the school to another, information is passed on to the new class teacher in advance. There is also a face-to-face transition meeting between the in-coming and out-going teachers, during which relevant information and any active plans are shared.

In some cases, a transition plan will be put into place during the Summer Term to enable your child to adjust gradually and talk about any worries or concerns.

When your child is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. Wherever possible we will arrange a face-to-face meeting. Where we have identified that your child may benefit from additional transition arrangements, we will work with the new school and any other relevant agencies to put such arrangements in place.

Is there anything else that I need to know?

If you have any further questions about the Special Educational or Medical provision that we can provide at Trefonen C.E. Primary, please contact the school on 01691 652 960 and ask our school administrator to arrange an appointment with either our SENCO, Miss Cathy Dunleavy or Assistant SENCO, Mrs Sarah McCracken.

You can also find out more about other local services that you may be interested in through the Shropshire Local Offer

<http://shropshire.gov.uk/local-offer/>

Related Information

Parent and Carer Council

<http://www.paccshropshire.org.uk/>

Special Educational Needs and Disability – A Guide for Parents and Carers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

Special Educational Needs Code of Practise

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf