



St Eanswythe's Church of England Primary School

SEN Policy

The 2014 Children's and Families Act states that all Local Authorities must publish a Local Offer of services which are available for all students who have Special Needs and Disabilities; additionally, each individual school must also publish a Local Offer of what provision is available for students who have Special Needs and Disabilities. What is the Children & Families Act? The Children and Families Act is the law the coalition government has introduced to take forward its plans for improving services for vulnerable children and families in England. It covers a whole range of different areas of children's lives; one of which is services for children with special educational needs (SEN).

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. 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.

Parents can find this information on the following website: <https://www.kent.gov.uk/education-and-children/special-educational-needs/local-offer-your-voice#tab-4>

What will it do?

The Kent framework will allow the Local Offer to 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 trialled them with a small number of settings.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

As a church school our policy for pupils with special educational needs is an integral part of the whole school's ethos. Each child is a valued individual within the school community in which all children are encouraged to celebrate their achievements through our caring, positive and stimulating approach. We recognise that many pupils will have additional educational needs at some time during their school life. In implementing this policy we believe pupils will be helped to overcome their difficulties or develop strategies for effective learning.

St Eanswythe's Response to the Local Offer

(Our Information Report)

1a. How do we know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is lack of progress
- there is a change in the pupil's behaviour
- a pupil asks for help

1b. What should I do if I think my child may have special educational needs?

Talk to your child's class teacher and the SENCO (Special Educational Needs Officer) Mrs Mary Paterson.

Or speak to Kim Adlington the school's Family Liaison Officer.

2. How will I know how St Eanswythe's will support my child?

Each pupil's learning is planned by the class teacher; it is differentiated to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant.

Every pupil is discussed six times a year at St Eanswythe's Pupil Progress Meetings. This involves all members of staff that play a part in teaching and learning of that year group and the leadership team, this includes the Senco.

During Pupil Progress Meetings pupils are identified for intervention and support (e.g. writing, fine motor skills, reading, spelling, maths, social or behavioural skills).

Additionally there is an SEN monitoring team, which includes the Senco, the Read Write Inc Manager, the Specialist dyslexic teacher and the Reading Recovery teacher. This team meets three times a year to discuss and monitor pupils receiving additional support, including those children who have recently come off interventions.

Interventions are detailed on a year group Provision Map. Parents are informed if their child is receiving additional support at parent teacher consultation meetings. If your child is having specific intervention you will receive a letter explaining this to you.

If your child has an Education Health Care Plan you will receive a Provision Map detailing your child's specific support and interventions, each academic year.

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

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching assistants or a teacher may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

Additionally, your child may work the Senco, a Reading Recovery teacher, teaching assistant or our specialist Dyslexia teacher if they have more specific needs.

If appropriate, specialist resources may be given to the pupil e.g. writing slopes, coloured overlays, pen/pencils grips.

4. How will I know how my child is doing?

Here at St Eanswythe's we operate an open door policy, all teachers are available at the end or the beginning of the school day. The Family Liaison Officer is available every morning on the school gate.

Additionally parents are formally invited to discuss their child's progress in our parent consultation meetings.

Pupil progress, attainment and attitudes to learning are formally shared with parents twice a year – in October and February, although targets are shared with parents termly.

Parents of children with additional education needs will be informed regularly as to how their child is progressing. All of the SEN team make it their policy to meet with parents to explain the program, progress made and to encourage parents' input.

5a. How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages in the Home School Contact Book, personally or at parents' evenings.

The Senco may meet with you to discuss how to support your child, if this is appropriate.

If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home.

5b. What support will there be for my child's overall well-being?

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties.

Some pupils may attend social skills groups or have 1:1 time with our Children's Liaison Officer, Cathy Braudy, who is a qualified and experienced councillor.

Some children may be eligible for bespoke counselling, art therapy or play therapy and this can be accessed through our Senco

5c. Pupils with medical needs

If a pupil has a medical need they will have a Care Plan which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil.

Where necessary and in agreement with parents/carers medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

We have a range of experience amongst our staff, most of whom are first aid trained

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

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

Specialist dyslexic teacher.

Lego Intervention

ASD Champion

Talking Partners

STLS – Specialist Teaching and Learning Services

Educational Psychologist

CAMHS (Child and Adolescent Mental Health Service)

Inclusion Team

Social Care

Children's Therapy Team (Speech & Language/Occupational Therapy)

School Nurse

Behaviour Support Service

Counselling – in house

Counselling – CHATs/Young Healthy Minds

Counselling through other agencies.

Church Street Project-Creative counselling therapies

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

Training is ongoing. All staff have had SCIPS (UK) training, enabling staff to manage children's behaviour appropriately.

All staff have regular meetings with outside agencies who give advice/training for specific issues and needs.

Both the Reading Recovery Teacher and the Read Write Inc manager regularly update both staff and parents in any new initiatives.

8. How will my child be included in activities outside the classroom including Educational Visits?

All pupils are eligible to participate in activities, events and educational visits.

Risk assessments are carried out and procedures are put in place to enable all children to fully participate.

However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- a toilet adapted for disabled users.
- wide doors in some parts of the building.
- a lift from ground floor to Hall.

10. How will the school prepare and support my child when joining

St Eanswythe's School or transferring to a new school?

• We encourage new entrants to St Eanswythes to visit and join us for two afternoons. All new entrants are paired with an older child who acts as a buddy for the first two years of their school life.

The reception Teacher visits all nurseries to observe new entrants and liaise with early years staff regarding any special requirements.

All reception staff go on home visits to observe children in their home environment and collect parental input. In addition the CLO and FLO run an afternoon for new children and parents to meet their buddies. They also offer home visit to meet parents and explain how we support them.

If the child is joining another year in the school we contact the child's current school so that we can properly prepare for their arrival. In addition the child and parent will be contacted

- To support a pupil leaving St Eanswythe's to join another Primary School we ensure all relevant information is shared.
- To support a pupil leaving St Eanswythe's and joining a secondary school the Senco and/or Senco Assistant meets with the secondary SENCo and/or completes all relevant documents.
- We also prepare pupils for secondary school through transition lessons in Science, PHSE and RE. For some pupils additional visits are arranged to their secondary school.
- The Senco passes on SEN pupils files to their relevant secondary school.

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

The Inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

For pupils with a high level of need St Eanswythe's School will apply for additional funding to help individual needs further.

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

If a pupil has a special educational need the supported that is needed will be discussed and reviewed during the Pupil Progress Meetings which happen six times a year. In these meetings support, resources and intervention programmes are allocated and evaluated.

In addition to this the Senco and the SEN monitoring team will review and discuss the support of all SEN pupils three times a year to check that both support and intervention are matching the needs of individual pupils.

Advice will be taken from any outside agencies or professionals who are working with the school or individual pupils.

Parents input will be sought before and after any changes in interventions or support, to judge the full impact of any support given.

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

All parents are actively encouraged to contribute to their child's education.

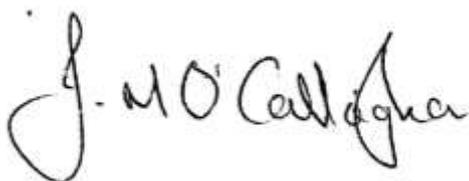
This may be through:

- Discussions with the class teacher
- During parent-teacher consultation evenings
- During discussions with the Senco and other professional

14. Who can I contact for further information?

Your child's class teacher, in the first instance or the SENCo or the FLO.

Date:



Signed:...

.Headteacher



Signed:

Chair of Directors