



## Saxon Way Primary SCHOOL LOCAL OFFER

### Special Educational Needs Information

At Saxon Way Primary School we are committed to ensuring every child has the best provision for learning.

We work with a number of other agencies to draw on outside expertise as appropriate.

We believe working in partnership with parents is vital for success.

This is where the SEN Team step in.

The SEN Team consists of:  
Mrs K Padmore - SENCO  
Mrs T Sears (Inclusion Manager)

Mrs Chris Taylor/ / Mrs Denise Styles/ Mrs Jenny Williams/ Miss Emma Smart/  
Mrs Ruth Prodger/ / Ms Tanya Tapsell/ Mrs Alison May/ Mr Tom Watts/ Mrs  
Angela Jefford

Teaching Assistants providing BEAM, Small Group Interventions, individual interventions and Speech and Language Support

## Roles & Responsibilities of the SEN Team.

Mrs Kristine Padmore

As SENCO I am responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

I also liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

I regularly have contact with a wide range of external agencies that are able to give more specialised advice.

Other Inclusion Manager responsibilities can be seen in the new Special Educational Needs Code of Practice.

If you have any concerns regarding SEN matters do not hesitate to contact me.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic 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
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
AENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

### Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between

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children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

### Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

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- 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.

What will it do?

- The Medway 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.

Below are Saxon Way Primary School's responses to these questions.

1.How does Saxon Way Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or feeder pre-schools
- there is lack of progress
- poor attainment
- there is a change in the pupil's behaviour

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

- If you have concerns then contact your child's teacher or Mrs Sandow the Inclusion Manager.

2.How will I know how Saxon Way Primary School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group.

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- This will be run by the teacher or teaching assistant.
  - The length of time of the intervention will be laid down on the child's provision map.
  - The interventions will be regularly reviewed by all involved.
  - These interventions will be recorded on the pupil's provision map.
- If you have any queries related to the interventions please do not hesitate to contact the class teacher or the Inclusion Manager.
- Pupil Progress Meetings are held each term. This is a meeting where each child's progress is reviewed and future action is planned.
  - Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician, Occupational Therapy.
  - Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.
  - After a series of assessments, a programme of support is usually provided to the school and parents/carers.
  - The Governors of Saxon Way Primary School are responsible for entrusting a named person, ? to monitor Safeguarding and Child protection procedures.
  - In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

### 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.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

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

- You will be able to discuss your child's progress at Parents' Evenings.
- Appointments can be made to speak in more detail to the class teacher or the Inclusion Manager by visiting the school office.
- Every pupil is given a home school reading record book in which messages can be exchanged between adults working with your child in school and yourself.
- IEPs (Individual Education Plans) are sent home each term. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.

#### 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 school diary or at parents' evenings.
- Mrs Sandow, the Inclusion manager may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed by the class teacher.
- Ideas can be exchanged with other parents at SEN coffee mornings.

- suggestions and programmes of study may be provided by the school, outside agencies or EP that can be used at home to support your child's progress and development.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, Inclusion Manager, teaching assistants and the pastoral support team are readily available for pupils who wish to discuss issues and concerns.
- Pupils who find lunchtimes a struggle are able to join a Lunchtime Club run by an experienced teaching assistant. Art or ICT activities are made available to help provide the pupils with social skills to enable them to form friendships. The pastoral support team also provide support to children who find lunchtimes difficult to access.

#### Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by the Inclusion manager, school nurse and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receive annual epipen training delivered by the school nurse, Heidi Bonneywell
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Careplan is in place to ensure the safety of both child and staff member.

#### 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 their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- MAGIC (Medway Autism Group & Information Centre)
- Medway Hospital (Paediatricians)
- School Nurse
- Play Therapy
- Individual Children's Support Service

An Educational Psychologist is allocated to each school. Their involvement is generally planned at the ISR (In School Review).

These are meetings held three times a year between school staff (parent) and where appropriate, other professionals.

The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

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

All staff have received some training related to SEND. The training is tailored to the role they play in school.

These have included sessions on:

- Working with pupils with Autistic Spectrum Disorders
- Supporting Children with Speech and Language Difficulties
- Balance, Education and Movement Programme
- English and Maths Interventions

8. 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 a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

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.
- We have an up to date Accessibility Plan.

10. How will the school prepare and support my child when joining Saxon Way Primary School or transferring to a new school?

Saxon Way Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Additional visits are arranged for pupils who need extra time in their new school.
- The Inclusion Manager is always willing to meet parents/carers prior to their child joining the school.
- The SENCOs from secondary School and Saxon Way Primary School meet to pass on information regarding SEN pupils.

- Where a pupil may have more specialised needs, a separate meeting is arranged with the SENCO, the Secondary school AENCO, the parents/carers and where appropriate the pupil.

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

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

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

- When the children join the school support may be allocated on the information provided by the feeder pre-school, parents or outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/Carers will be informed about the support their child is receiving in school

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

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

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with the Inclusion Manager or other professionals.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

Class Teachers

Mrs K Padmore

Mrs T Sears (Inclusion Manager)

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