



**Eardisley CE Primary**

**School Local Offer for SEN**

**September 2014**

Please also see the DFE National Code of Practice for SEN [here](#) and the Herefordshire plan [here](#)

<b>Type of School:</b>	<b>Church of England (VC)</b>
<b>Specialist Provision on-site</b>	<b>None</b>

Eardisley CE Primary School is a Christian values-based school with a strong commitment to meeting the needs of pupils with Special Educational Needs to ensure that all pupils, regardless of their specific needs, make the best possible progress. Our school is a positively inclusive one, with the needs of pupils with a Special Educational Need/s being met in our mainstream setting wherever possible.

### **Admissions**

Students with SEN are allocated places in two separate & distinct ways:

- Those pupils with statements or EHCPs have a separate admissions procedure overseen by Herefordshire's SEN team.
- Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.

### **People who support children with special educational needs/ difficulties with learning in this school:**

<b>School-based information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
Who are the best people to talk to in this school about my child's difficulties with learning (SEN)?	Your child's class teacher is the first person to approach. If you have concerns.	The class teacher is responsible for:  Ensuring work is appropriately matched to children's needs,; particular needs are catered for appropriately

	<p>Mrs J Davies, the school SENCO can give specialist advice and arrange support.</p>	<p>and that progress is maintained and monitored carefully. The SENCO is responsible for:</p> <p>Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that you are: involved in supporting your child's learning kept informed about the support your child is getting involved in reviewing how they are doing part of planning ahead for them.</p> <p>Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</p> <p>Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</p> <p>To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.</p> <p>Teachers and teaching Assistants work together to support your child. They are responsible for:</p>
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	<p>The SEN governor monitors and evaluates with the school the effectiveness of provision.</p>	
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### How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school working with your child one-to-one or in a small group.
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies ,such as the Speech and Language therapy Service.

	<b>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching	Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the	All children in school should be getting this as a part of outstanding classroom practice when needed.

		<p>accelerated learning phases.</p> <p>Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinesthetic learning and personalised teaching and learning approaches.</p> <p>Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</p>	
	<p>Specific group work with in a smaller group of children. This group may be Run in the classroom or outside.</p> <p>Run by a teacher who has had training to run these groups.</p> <p>Stage of SEN Code of Practice: School Support , a graduated response, which means they have been identified by the class teacher as needing some extra support in school.</p>	<p>Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <p>A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher’s plans either in a small group or within the classroom setting</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEN Code of Practice called School Support, which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by or in partnership with outside agencies e.g Speech and</p>		

	<p>Language therapy or Occupational therapy groups</p> <p>AND/OR Individual support for your child of less than 20 hours in school</p> <p>Stage of SEN Code of Practice: School Support, a graduated response, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:  ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)  Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.</p>		
	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p>This is usually provided via a Statement of</p>	<p>The school (or you) 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 more detail about this in the Herefordshire Offer.</p>	<p>Children whose learning needs are:  Severe, complex and lifelong  Need more than 20 hours of support in school</p>

	<p>Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:  ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)  Outside agencies such as the Speech and Language therapy (SALT) Service.</p>	<p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at Graduated School Support.</p> <p>After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at graduated School Support and also set up a meeting in school to ensure a plan is in place with an emphasis on outcomes as agreed by the child and the parent/carer to ensure your child makes as</p>	
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		<p>much progress as possible.</p> <p>The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</p> <p>The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress you should speak to your child's Teacher, form tutor or Head of House initially.</p> <p>The concerns may need referring if your child is still not making progress to the SENCO.</p> <p>If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.</p>		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.</p> <p>Eardisley CE Primary School has a weekly staff meeting at which students who give concern are discussed and appropriate actions agreed and reviewed.</p> <p>At Eardisley CE Primary School, there are regular termly reviews to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</p> <p>If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail.</p> <p>To listen to any concerns you may have too</p> <p>To plan any additional support your child may receive</p> <p>To discuss with you any referrals to outside professionals to support your child's learning</p>		
<p>How is extra support allocated to children and how do they move between</p>	<p>The school budget, received from Herefordshire LA, includes money for supporting children with SEN.</p> <p>The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</p> <p>The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including</p>		

the different levels?	<p>the children getting extra support already</p> <p>the children needing extra support</p> <p>the children who have been identified as not making as much progress as would be expected.</p> <p>and decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly at Pupil Progress meetings and discussions with the pupil and adults involved, and changes made as necessary.</p>
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Who are the other people providing services to children with an SEN in this school?	<p>Funded by school:</p> <p>Teaching Assistants</p> <p>Volunteer helpers</p> <p>Behaviour Outreach Team</p> <p>Learning Support Services</p>
	<p>Paid for centrally by the Local Authority but delivered in school:</p> <p>Educational Psychology Service</p> <p>Sensory Service for children with visual or hearing needs</p> <p>Speech and Language Therapy (provided by Health but paid for by the Local Authority).</p>
	<p>Provided and paid for by the Health Service but delivered in school:</p> <p>Occupational Therapy</p>
How are the teachers in school supported to work with children with an SEN and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <p>The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information &amp; training on SEN issues such as ASD, dyslexia etc.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service</p>
How will the teaching be adapted for my child with learning needs (SEN)?	<p>Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</p> <p>Support staff will support with your child's learning in the classroom.</p> <p>Specific resources and strategies will be used to support your child individually and/or in groups.</p>

	<p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</p>
<p>How will we measure the progress of your child in school?</p>	<p>Your child's progress is continually monitored by his teachers, Form tutors and Heads of House.</p> <p>His progress is reviewed formally every term and a National Curriculum level is given in each subject.</p> <p>If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels'.</p> <p>At the end of Key Stage 2 the school is required to report English, Maths and Science National Curriculum levels for your child. This is something the government requires all schools to do and the results that are published nationally.</p> <p>The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</p>
<p>What support do we have for you as a parent of child with an SEN?</p>	<p>We would like you to talk to your child's teachers, Form tutor and Head of House regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</p> <p>The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</p> <p>The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>Homework will be adjusted as needed to your child's individual needs.</p>
<p>How have we made Eardisley CE Primary School accessible to children with SEN?</p>	<p>We ensure that equipment used is accessible to all children regardless of their needs.</p>

(including after school clubs etc.)	Key words and literacy resources are used across the school to support learning.
How will we support your child when they are leaving this school? OR moving to another Year?	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <p>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.</p> <p>We will make sure that all records about your child are passed on as soon as possible.</p> <p>When moving years in school: Information about your child will be shared with their new teachers If your child would be helped by a personalised plan for moving to another year, we will put this in place. If necessary, the SENCO will arrange visits to new schools/colleges for your child.</p>

### SEN Provision Offer at Eardisley CE Primary School

Numeracy	Literacy	Speaking and Listening	Social and Behaviour	Other
<b>Numicon</b> <b>Power of 2</b> <b>1-1 Maths</b> <b>Consolidation</b>	<b>Read, Write, Inc.</b> <b>Phonics</b> <b>one to one and group work</b> <b>Extra Reading</b> <b>Toe by Toe</b> <b>Speed up Handwriting</b> <b>Language games</b> <b>Spelling games and support</b> <b>Writing support</b>	<b>Talk Boost</b> <b>Language – specific support</b>	<b>Friends groups</b> <b>Mentoring and coaching</b>	<b>Memory games</b> <b>Behaviour programmes and support</b> <b>Gross motor skills support</b> <b>Support as per individualised programmes</b>

