



We hope the following information below helps to answer any queries you may have but do not hesitate to contact our school if you have further questions.

Scissett C of E (A) First School (Shelley Pyramid)

Special Needs Offer (SEN Report)

January 2015

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SENCo	Cathy Hampshire
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Local Offer webpage link	www.kirkleeslocaloffer.org.uk
Age range	4-10
Funding	Kirklees LA

At Scissett First School and within the Shelley Pyramid of Schools we deliver quality first teaching to every child, adapting the curriculum to their specific needs. The statements below can be applied to all children in our schools.

1. How do Shelley Pyramid schools know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents / carers, teachers or the child.
- limited progress is being made.
- there is a change in the pupil's behaviour or progress.

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

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then contact the individual school SENCO.
- For students with SEND, further information and support can be obtained from the SENCo.
- KIAS (Kirklees Information Advice and Support Service - formerly "Kirklees Parent Partnership") can also be contacted if:
 - you are worried about your child's progress
 - you have a child with Special Educational Needs (with or without a statement or Education Health and Care Plan)
 - you live in Kirklees and your child is aged 0-25 years.

3. How will I know how the Shelley Pyramid schools support my child?



- *Each pupil's education programme will be planned by the staff involved in your child's education. It will be tailored to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant.*
 - *If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, etc. then the pupil may be placed in a small focus group. The length of time of the intervention will vary according to need. The interventions, which are steps taken to provide additional support, will be regularly reviewed by all involved to ascertain their effectiveness and to inform future planning. These interventions will be recorded. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.*
 - *There will be regular meetings to discuss your child's progress within school. This is a meeting where staff meet to discuss the progress of the pupils. This shared discussion may highlight any potential problems in order for further support to be planned.*
 - *A referral will be made to the pyramids' Additional Needs Partnership, with your consent, in order to discuss the most appropriate way forward. After an assessment of need, appropriate support will be provided.*
 - *Occasionally a pupil may need more expert support from an outside service such as Speech and Language Therapy, the Educational Psychologist or Occupational Therapy.*
 - *The Governors of Shelley Pyramid schools are responsible for entrusting a named Governor who will monitor the SEN provision and use of funding in their school. 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 Department for Education.*
- 4. How will the curriculum be matched to my child's needs?**
- *All work within the classroom is tailored to individual child's needs by the class teacher to best enable children to access the curriculum.*
 - *Teaching assistants (TAs) may be allocated to work with the pupil in a 1-to-1 or small focus group to target more specific needs.*
 - *If a child has been identified as having a special need, they may be given an Individual action plan. Targets will be set according to their area of need. These will be monitored by staff and the SENCO three times per year. Action plans will be discussed with parents / carers and a copy given to them.*
 - *If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen / pencil grips or easy-to-use scissors.*
- 5. How will I know how my child is doing?**
- *Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.*
 - *You will be able to discuss your child's progress at parents' evenings.*
 - *Appointments can be made to speak, in more detail, with members of [staff if you require](#).*
- 6. How will you help me to support my child's learning?**
- *Staff may suggest ways of how you can support your child.*
 - *The SENCO/ pastoral team may meet with you to discuss how to support your child with strategies to use if there are concerns regarding your child's behaviour /social and emotional needs.*
 - *If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided and can be used at home.*
 - *This home-school partnership is essential.*
- 7. 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:

- *Members of staff are readily available for pupils who wish to discuss issues and concerns.*
- *Additional support may be provided for pupils who find social times challenging.*
- *All schools have safe spaces for children who need emotional support.*

SEN Pupils with medical needs:

- *If a pupil has a medical need then a detailed Care Plan will be provided by a medical professional. These are shared with all staff who are involved with the pupil.*
- *Staff receive EpiPen / diabetic / epilepsy training delivered as and when required.*
- *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.*
- *Identified staff have basic first aid training.*

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

- *At times, it may be necessary to consult with outside services to receive their more specialised expertise. These can be signposted by the Kirklees local offer on the Kirklees website.*
- *An educational psychologist is allocated to our pyramid of schools. He / she would normally only work directly with pupils whose needs are considerable and have not responded well to the interventions previously put in place for them.*
- *In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent / carer and give feedback after the assessment has been completed. He /she will offer advice to the school and parent / carer on how to best support the pupil in order to take their learning forward.*

The EPs are directly involved in planning SEN provision through the Additional Needs Partnership for pupils across the pyramid. Termly meetings are held to discuss and prioritise the needs of pupils and good practice is shared.

9. What training have the staff supporting children and young people with SEN had (or are having)?

Different members of staff have received training related to Special Education Needs and Disabilities. This may included sessions on:

- *cognition and learning (e.g. autistic spectrum)*
- *communication and interaction (e.g. speech and language difficulties)*
- *physical and sensory needs (e.g. co-ordination needs)*
- *social, mental and emotional health*

Some of our SENCOs have gained the qualification 'National Award for Special Educational Needs Co-Ordination'. They must all hold Qualified Teacher Status.

10. 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 it is deemed that an intensive level of 1:1 support is required, you may be asked to accompany their child during the activity.*



11. How accessible is the school environment?

As individual schools we are happy to discuss individual access requirements.

12. How will the schools prepare and support my child when joining a Shelley Pyramid School or transition visit?

- *All pupils can attend a transition day or a series of visits.*
- *Discussions between the previous or receiving schools/ settings happen prior to the pupil joining / leaving.*
- *All pupils attend a transition session where they spend some time with their new class teacher (tutor) and other members of staff.*
- *Additional visits are also arranged for pupils who need extra time in their new school.*
- *School staff are always willing to meet parents / carers prior to their child joining the school.*
- *Middle school/ College staff visit pupils prior to them joining their new school.*
- *Where a pupil may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the parents / carers and, where appropriate, the pupil.*

13. 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.*
- *Resources may include using extra staff depending on individual circumstances.*

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

- *These decisions are made in consultation with teachers, SENCOs and senior leadership team. Decisions are based upon termly tracking of pupil progress and/ or as a result of assessments by outside services.*
- *During their school life, if further concerns are identified due to the pupil's wellbeing or lack of progress, then other interventions may be arranged.*

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

- *All parents / carers have a responsibility to support their child's education.*
- *Parents / carers support home learning and Individual Action Plan targets.*
- *Discussions with teachers / SENCO / other professionals.*
- *Attendance at Parents' Evenings.*

16. Who can I contact for further information?

If you wish to discuss your child's educational needs, or other issues regarding your child's schooling, please contact the school office to arrange a meeting with the relevant staff member.