

# School Offer

## Special Educational Needs (SEND) Information

### Contribution to the local offer

#### Our Special Educational Needs Co-ordinator is Abi Watson

At Ibstock Junior School, we will help your child to achieve the very best they can at school. You know your child best and may feel they need some additional support or help for some or all of their time with us. This information is to inform you of the types of support available for your child at Ibstock Junior School. It will help you understand who can help and how this support can be accessed.

The changes in the Children and Families Bill affect the way children with special educational needs and disabilities (SEND) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need. These discussions will enable all parties to share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. Existing statements will remain in force until all children and young people have completed this transition, which will be within three years.
3. School Action and School Action Plus will cease and will be replaced by a single school-based category for children who need extra specialist support.

#### [How will Ibstock Junior School know if children need extra help?](#)

Concerns can range from learning difficulties, language and communication difficulties, sensory impairment, medical problems to emotional, social and mental health issues.

- Some children may be working below age expected levels in English and/or Mathematics which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia. Children may also have low scores on standardized tests e.g. reading/spelling age. It is important to

remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability

- Information passed from a child's previous school may indicate that a child has a difficulty and support will need to be continued.
- Reports received from e.g. doctors, educational psychologists, special needs teaching service, speech and language therapists may recommend specific support.
- We always take into account information given by parents
- We listen to concerns expressed by the child.
- Teachers will fill in an **Initial Concerns Form** for any child they are worried about which will be discussed with parents and the **Special Educational Needs Co-ordinator (SENCO)**. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process.

### [What should I do if I think my child may have special educational needs?](#)

The first step is to talk to your child's class teacher about any concerns you may have. The class teacher will discuss these with the SENCO. However, you can arrange to meet with the SENCO directly if you prefer.

### [What will happen if my child is identified as having special educational needs?](#)

Once it has been agreed that a child has additional needs, you will be informed and they will be placed on the **Special Educational Needs Register** under the category of **SEN Support**. They may receive extra support or intervention if this is felt appropriate. Your child will receive 3 reviews each year whilst they are on the SEN register. If they continue to make slow progress or have ongoing problems then the school may ask for advice from outside agencies (see question 9). A small number of children may go on to have an **Education, Health and Care Plan (EHC)** - these are for the most complex children that have significant and ongoing needs. If a child has an **EHC plan** then they will also

have an additional annual review and the plan can stay with them up to the age of 25 if it is deemed necessary. These children will also receive a review in the October of Year 6 to discuss transition to an appropriate secondary school.

### [How will Ibstock Junior School Support my child?](#)

Staff know the profile of their classes and individual needs and learning activities are planned to meet these needs. The environment is stimulating, supportive and well resourced. Wall displays provide prompts and reminders to encourage children to learn and achieve independently. Every class has some support from a Learning Support Assistant. If a child has a Statement of Special Educational Needs or an Education, Health and Care plan there may be additional teaching assistance so that specialised support is available. Specialist staff may also work with children as required. For children with additional needs, specialised equipment can be arranged. We will ensure that all staff know and understand the needs of pupils. All classes have inclusion folders so that any adult working classrooms know the specific needs of individual children.

### [How is the decision made about what type and how much support my child will receive?](#)

Different interventions and approaches are used to address specific areas. We look carefully at your child's individual needs when deciding how best to support your child and which interventions to use. The teacher, SENCO and sometimes external agencies will discuss appropriate levels of support.

### [How will the curriculum be matched to my child's needs?](#)

Teachers are responsible and accountable for the progress and development of **all** pupils in their class. Class teachers plan lessons according to the specific needs of all groups of children in their class. Trained support staff can adapt the teachers planning to support the needs of your child when necessary. Specific resources and strategies will be used to support your child individually and when learning in groups. Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.

### [How will both you and I know how my child is doing?](#)

Teachers make on-going assessments for all children lesson by lesson and over a series of lessons. This information informs planning. Children receiving interventions will have their progress tracked throughout the time they are receiving the support. For children on the SEN register, there will be three reviews over the year. These reviews will be held each term in place of Parents Evening and you will be offered a longer appointment on alternative date. This will give you a chance to meet with the class teacher and the SENCO. Your child's progress will be discussed (including any interventions they have received). However, at any point during your child's time at Ibstock Junior School, please feel free to ask your child's class teacher how your child is doing. All children will receive an end of year report that will inform you of your child's progress throughout the year.

### [How will Ibstock Junior School help me to support my child's learning?](#)

Children on the SEN register will be given outcome targets and at each review advice will be given on how you can help your child achieve these. At any point during your child's time at Ibstock Junior School, you can talk to your child's class teacher about what support you can give.

### [How will the school help to develop my child's emotional and social development?](#)

Support we can provide in school may include:

- Circle time activities
- Nurture groups
- Social communication skills and friendship groups
- Behaviour programmes including rewards and sanctions
- A named adult in school.
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school. If your child has significant medical needs you will need to speak to the Headteacher to discuss how

best we can support you and your child. This might include drawing up a Health Care plan.

The class teacher has overall responsibility for the well-being of every child in their class. If you have any worries speak to the classteacher first. If further support is needed please contact the SENCO or Headteacher via the school office.

### [What specialist services and expertise are available at or accessed by Ibstock Junior School?](#)

Support from other services may be accessed as appropriate, for example:

- Educational Psychology Service.
- Specialist Teaching Service including the Hearing Impaired Team, Visually Impaired Team and Autism Outreach.
- Speech and Language Therapy. (SALT)
- School Nurse.
- Early Years Services
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAHMS)
- Counselling Services
- Social Services
- Paediatrician

### [How will my child be included in activities outside of the classroom including school trips?](#)

Every child, regardless of special educational needs, has the opportunity to take part in outdoor activities including trips.

### [How accessible is the school environment?](#)

The school site is wheelchair accessible with movable ramps inside school to enable access. We have a disabled toilet that is large enough to accommodate changing and are suitable for wheelchair users. Visual timetables are used in all classrooms. There is a lift available to classrooms that require it. We have an Accessibility plan which is available upon request.

### [How will Ibstock Junior School prepare and support my child when they are new to the school?](#)

Induction events take place during the summer terms for all children who are joining Year 3 in September. The induction process includes discussions between class teachers and the SENCO from both schools. This liaison may involve multi agency meetings to support the transition. There are transition arrangements in place for each year group within school.

### [How will Ibstock Junior School prepare and support my child to transfer to the next stage of education?](#)

All secondary schools have transition days where your child be offered the opportunity to spend time at their new school. Ibstock Junior School liaise closely with the new school setting to ensure they are aware of any individual's needs and all records are passed on to the new school. If a child transfers to a new school mid-year, all records are passed on.

### [How are parents involved in Ibstock Junior School and how can I be involved?](#)

At Ibstock Junior School, our parents are extremely important to us. We actively encourage all parents to be involved in their child's education and the life of the school. Some examples include: Curriculum meetings, Assemblies, Sports Day and Parents Evening. As well as this, we would encourage you to support your child with reading, times table practice and homework.

## What are the roles of the key members of staff?

### **Class Teacher**

The class teacher has overall responsibility for the well-being of every child in their class.

### **SENCO**

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school. Liaising with all other people who may be coming into school to help support children's learning e.g. Speech and Language Therapy, Educational Psychology service.

### **Head Teacher**

The day to day management of all aspects of the school, this includes the support for children with SEND. Ensuring that the needs of all children are met.

### **SEND Governor**

Making sure that the necessary support is made for any child who attends the school who has SEND. Maintaining the provision for SEND children.

## Who can I contact for further information regarding special educational needs issues including how many children are on the SEN register?

Please contact Abi Watson via the school office on 01530 260481

The Local Authority have a duty to provide a variety of expertise and services.

The Local Authority's Local Offer can be found by clicking on the link below

[http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm)