



# Supporting children with Special Needs and Disabilities

Rosedale C of E Infant School and Short Heath Junior School

Local Offer

September 2018



## Our Vision

“To uphold and promote our **Christian values** by creating a **welcoming, vibrant, happy** school where the **wellbeing** of our children and families are placed at the **heart** of everything we do.

Through **fun, creative** teaching, we aim to actively **engage, inspire** and enable our children to **flourish and succeed**, having discovered a real **love for one another, for life and for learning.**”



**At Short Heath Federation, we implement a consistent whole federation approach to 'Nurture, Guidance and Support' so that ALL children; whatever their level of need, are given equal opportunities to flourish, be happy and achieve within a fully inclusive learning environment.**

In order to do this many steps are taken to support our children through their learning journey. We recognise that there are occasions when further additional support may be needed to help some children achieve their targets.

*This document outlines the provision and support we offer to our children and families if a child is identified as having additional learning needs. It was written in consultation with other professionals and parents and is in line with the Code of Practice 2014. It is revised annually to provide the most up to date information for parents*

***At Short Heath Federation we believe that every child has the right to be:***

- valued and respected as an individual,
- supported to reach their full potential,
- offered learning opportunities appropriate to their interests and abilities,
- learning within a supportive and secure learning environment,
- successful, with a positive growth mindset
- taught through a sympathetic approach specific to their needs,
- given opportunities to work cooperatively and alone,
- developed socially, emotionally, educationally, spiritually and physically,
- celebrated at whatever level they achieve,
- given access to high quality resources necessary to support learning.

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### ***Our schools:***

- Have the willingness to change policy, practice and environment to accommodate the needs of the children in our care.
- Provide equal opportunity of access to the school's broad and balanced curriculum covering the Early Years Foundation Stage, Key Stage One and Key Stage Two.
- Promote a happy, safe and stimulating learning environment.
- Develop procedures to identify and support pupil's individual learning needs.
- Provide differentiated learning opportunities and support appropriate to the needs and abilities of each child.
- Value our parents, with whom we work in partnership, and aim to involve and empower them to support their child's learning and development.
- Work in partnership with others who are concerned with children's welfare in the planning and provision for special needs, including the Information, Advice and Support Service for parents, Family Support and Health Visitors.
- Provide praise, encouragement and support for all pupils.
- Work in close partnership with other support agencies seeking their specialist support when appropriate, using their knowledge to create and monitor the effectiveness of SEN Support Plans and intervention programmes.

### ***How do we identify individual Special Educational Needs and Disabilities in our schools?***

- If pupils have an identified special educational need or disability before joining our school, we work very closely with the people who already know them. This is usually through a transition meeting with parents, carers, previous school staff and other professionals who may work with the child. We use this as a means to identify any possible barriers to learning that they may experience in our school setting and to help us to plan appropriate support strategies.
- If staff have concerns that any child may have a special educational need this may be because their progress is falling significantly below that of other children of the same age, The four broad areas of need recognised in the 2014 Code of Practice are communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical.
- Teachers meet each half term with members of the leadership team and Senco in Pupil Progress meetings. Concerns can be identified and support strategies put in place.
- We have a Graduated Response within our Assess, Plan, Do, Review cycle which ensures that a child is initially monitored through two





Early Response cycles. This is usually prior to a child being recognised as having a special educational need and therefore in need of SEN Support.

- As a first point of contact, you can discuss any concerns or worries that you may have concerning your child with his/her class teacher. You will also be able to speak to the school's Special Educational Needs Co-ordinator (SENCo) Mrs Sally Kruczek.

### *How do we involve parents or carers and children in identifying special educational needs and disabilities?*

- We are a very inclusive federation and are therefore child and family centred.
- We seek the views of parents, carers and children when identifying any possible special educational needs and disabilities that a child may have. These views may be discussed at a parents' evening or in individual meetings, and may include whether a child's understanding and behaviour are the same at school and home.
- Where appropriate we will write and review individual education plans (SEN Support plans) with children and their parents or carers at least every term. A copy of this is available for parents or carers.
- A review gives the school and parents/carers the opportunity to celebrate children's successes, share information and discuss and plan their next steps.
- Teaching staff aim to be available at the end of the school day to discuss any concerns or information about a child or may arrange a mutually convenient time to meet.
- Where appropriate, some children are provided with home-school link books as another means of communication between children, staff and parents or carers.



### *How do we plan to meet Special Educational Needs and Disabilities in our schools?*

- We use our best endeavours to make sure that every child gets the support they need, through high quality first teaching which is differentiated for individuals.
- We use a Graduated Response to closely monitor children through cycles of the 'Assess, Plan, Do, Review' process
- Children and their families are consulted throughout,
- When a child is identified as having a Special Educational Need or Disability they will be entered onto the SEND register as requiring SEN school Support.
- The SENCo will also seek advice and guidance from external services, where appropriate, to be able to lead on provision. If this support

continues to become complex and multi-disciplinary, then a decision will be taken to decide whether to apply for an Education and Health Care Plan. This will be discussed in detail with parents or carers, external agencies and where appropriate, the child.

- Training may be identified for staff on specific areas of need.



### *How do we use other adults in school to support pupils with special educational needs and disabilities?*

- All staff have been trained to deliver Quality First teaching and have a working knowledge of a range of Special Educational Needs. Specific staff have also received training in different areas such as; pragmatics and makaton (speech and language), Autism, Precision Teaching, Colourful Semantics to support children's writing, Visual and hearing impairment, de-escalation training, Team Teach and Promoting Positive Behaviour in the classroom.
- Teaching Assistants provide in-class, small group and 1:1 support where appropriate to enable children to effectively access the curriculum.
- We have a dedicated Nurture, Guidance and Support Team who work together to ensure that the needs of all our children are addressed and supported through a multi-disciplined approach.
- This team consists of people with expertise in various fields including therapeutic services, such as counselling and play therapy, interventions and bespoke tailored programmes including FRIENDS and Lego Therapy, nurture provision, coaching and mentoring. There are also professionals who are fully trained in all aspects of safeguarding and will act as Lead Professionals, where families would benefit from the Early Help process.



### *How do we use specialist resources to support pupils with special educational needs or disabilities?*

- As a school we are happy to purchase individual specialist equipment that children may need and discuss individual access requirements.
- We utilise resources from the Speech and Language Service to support children with these difficulties
- Individual bespoke resources are created by staff for children with special educational needs and disabilities so that they can access the curriculum alongside their peers.
- We have a wide range of ICT equipment available to help motivate children and access learning. These include net-books, I-pads, talking tins.





- Visual timetables and Positive Prompts are used in all classes with all children
- We use work stations, individual timetables and make tailored resources to meet individual needs,
- We seek advice and equipment from outside agencies as and when required, such as specialist seating.
- Blinds/dim lighting for vision impaired children
- Ramps for wheelchair access outside and around the building
- Disabled toilet and shower facilities
- Reading overlays and coloured paged exercise books to support children with specific learning difficulties
- Modified and enlarged exercise books, resources and SATS papers for visually impaired children.

#### **Rosedale Infant Specific**

- A dedicated Nurture Group
- A sensory room 'The Aquarium' is available for individual and specialist groups to support social, emotional, behavioural and sensory needs.
- Painted steps for vision impaired children
- Hearing loop/speakers in all classrooms

#### **Short Heath Junior Specific**

- A dedicated Nurture Group
- A 'calm room' that is available for individuals and specialist groups to support social, emotional, behavioural and sensory needs.
- Creative studio including a 'green screen'

#### *How do we modify teaching approaches for individual pupils?*

- Quality First teaching for all children and in particular for children with SEND.
- Teachers adapt their teaching constantly in order to cater for their children's needs and plan individual time tables where necessary. Where and when appropriate, staff are deployed to give children additional support in the classroom or to provide one-to-one support.
- All staff are trained to adapt teaching and use of resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best. Some children have their own 'Power Pack' of resources to use in the classroom. Children are encouraged to be independent learners and adopt a positive growth mindset.
- Teachers refer to visual time lines or object time lines to help all children understand the running order of the day and ensure that children are less anxious about any changes that may happen.
- Visual and verbal 'Positive Prompts' to support good listening, looking, sitting, thinking, waiting and sharing
- Across the Federation staff have had training in a variety of approaches such as: Specific learning difficulties (including dyslexia), Autism



Spectrum Disorder, Language and Communication needs and Social, Emotional and Mental Health difficulties., visual and physical needs.

- A number of staff are able to use basic Makaton to support children with communication difficulties. One member of staff is a Makaton tutor.
- All staff have been trained in Attachment and Trauma awareness and accept that all behaviour is a form of communication.
- Where challenging behaviour is a result of special educational needs, staff adapt their approach and provide additional resources to support the child
- A Pupil Passport provides individual information on how children and teachers feel they are best supported. Individual strategies and toolboxes are used for children to communicate their feelings and emotions.
- Teaching assistants run various intervention groups, directed by teaching staff, to support children to 'close the gap' with their peers as well as hone in on supporting and developing children's primary needs such as communication skills, working memory and basic literacy and numeracy skills.
- Targeted Speech and Language work including NELI at Rosedale and Pragmatics at Rosedale and Short Heath
- A range of assessments that provide evidence of progress and provide next step indicators
- Support is sought from professionals to meet the needs of children with more complex needs.

*How do we assess pupil progress including those with special educational needs and disabilities?  
How do we review it and how do we involve children and their parents or carers?*

- Children will be closely monitored throughout the graduated response through the 'Assess, Plan, Do, Review' process including providing interventions tailored to individual need in order to gain positive outcomes:



- ✓ **Assess:** to gain a clear picture of the child's needs. These assessments may also be supported by outside professionals working with the child.
- ✓ **Plan:** An agreement with teacher, SENCo, parents and child on the interventions and support to be put in place, with expected outcomes and date for review.
- ✓ **Do:** The class teacher is responsible for working with the child, guiding interventions by other staff and how they can be linked to classroom teaching. The SENCo supports further assessment of need and advises on further support.
- ✓ **Review:** To monitor the effectiveness of support and interventions and the impact on progress, and planning for next steps



- Initially this will be through 2 cycles at 'Early Response,' Where progress continues to be less than expected a child may be recognised as having a Special Educational Need and moved to SEN Support. Parents are always fully involved in this process. This will include more closely targeted intervention work and, if appropriate, a proportional increase of one to one support. At SEN Support level, children's targets and support will be outlined in an SEN Support Plan. Families are involved at every point of this process and joint review meetings are held to measure the impact of the support given and to plan any future targets.
- For children who require significant ongoing future support, a statutory assessment towards an **Education, Health and Care Plan** may be requested.
- Parents or carers of children with special educational needs, including those with Education, Health and Care Plans are invited to at least one meeting each term where progress is discussed and new small step targets are set. These targets are set in consultation with parents or carers and any other external services who may be involved in the care and education of the child. Children with an EHCP also have an Annual Review which is monitored by the Local Authority SEN Team.
- The views of the child are sought before the meetings take place and their views are also put forward.
- All children's progress is assessed and reviewed every half term with the class teachers, SENCo and Head of School through Pupil Progress meetings. Their assessments are updated every half term onto the online pupil tracker. This is used to monitor and track children's attainment and progress. Children are assessed through daily teaching. Teaching and planning is adapted to consolidate and/or deepen learning.
- Teachers share this information with parents/ carers and discuss opportunities to assist with accelerating progress at home.
- Staff regularly assess children's work from different year groups and classes to ensure that their judgements are correct (moderation). Sometimes, children's work is externally moderated to ensure the validity of assessments.

#### What outside agency support do we use to help us meet Special Educational Needs?

The main services we use in school are:

- ✓ An Educational Psychologist (EP)-a professional who can provide support and advice in assessing a child's learning and development.
- ✓ Speech & Language Therapy Service
- ✓ Early Years SEN teacher to support transition into Rosedale.
- ✓ Rushall Inclusion Advisory team.
- ✓ Occupational Therapy to advise and help children to carry out the activities of everyday life,
- ✓ Physiotherapy specialising in physical and motor development.





- ✓ Hearing Impairment Service
- ✓ Visual Impairment Service
- ✓ Community Paediatrician
- ✓ School Nursing Service
- ✓ Integrated behaviour Support

We liaise regularly with various other external services including;

- ✓ CAMHS
- ✓ The House on the Corner (play therapists and counsellors)
- ✓ Social workers
- ✓ Children Centre Support Workers

#### *What other activities are available for pupils with special educational needs in addition to the curriculum?*

- Teachers run a variety of after school clubs ranging from sport, board games, Makaton, choir, craft, film and many more. Clubs are available for all children to access and enjoy. 
- Educational visits and visitors to school help to bring our curriculum to life. Children with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- Groups to support self esteem and coping strategies in order to alleviate anxiety are run by an accredited member of staff.
- Children have access to lunchtime nurturing groups and access to an 'Oasis' facility which provides immediate support at playtimes and lunchtimes if children need someone to talk to.
- Lots of children access 'Fun Club' which is linked to the schools but is a separate provision. This wraparound care means that children can attend through booking system. This provision is managed by Mrs Karen Picken.

#### *How do we support pupils in their transition into our school and when they leave us?*

- Transition into Reception and the following year groups starts during the summer term. Children usually spend our Federation transition day with their new teacher, in their new classroom and with their new teaching assistants. 
- For transition into Reception, Year 3 and Year 7, children are provided with further supporting visits as appropriate prior to the summer holidays as well as the usual whole day transition for all children. Parents and carers are invited to some of these, especially for Reception children.
- Children with SEND are given extra transition visits if necessary plus the support of a transition meeting with staff and parents and also



external services where appropriate and the SENCo of their next school. This also includes any children with special educational needs and disabilities that join our school mid-term. A Teaching Assistant may accompany individual children as they visit their new class or school according to need.

- We work closely with our feeder secondary schools and advise parents to contact the Admissions Teams/Appeals teams and/or Walsall SEN team for further advice regarding the secondary school's local offer and their statement of provision if parents are not satisfied that it meets their child's needs.

#### *How does additional funding work?*

- Schools receive a notional budget for children with special educational needs. The local authority will 'top-up' funding for children with a recognised high level of need.
- If a child's Education, Health and Care plan identifies something that is significantly different to provision that is usually available, there will be additional funding allocated. A personal budget must be used to fund an agreed plan formulated by professional advisors, parents or carers and school.



#### *Where can children get extra support?*

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share.
- We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. Dedicated staff and 'buddies' involve children in play opportunities.
- The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are.
- Key members of staff are available on the school gates for parents and children each morning and will pass on information to teaching staff.



#### *Where can parents and carers get extra support?*

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our schools is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- Our Nurture, Guidance and Support Team can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.





- We also offer a range of support groups/workshops in school. Please pick up one of our **bespoke parent information leaflets that set out our practice.**
- Walsall's Local Offer for children with SEND can be found at [www.mywalsall.org/walsall-send-local-offer/](http://www.mywalsall.org/walsall-send-local-offer/)
- The Walsall parent Information and Advice Service can offer advice and support to parents of children with special educational needs or disabilities. Their telephone number is 01922 650330.

*What can parents and carers do if they are not satisfied with a decision or what is happening?*

- Your first point of contact is your child's class teacher, who will endeavour to be available at the end of every school day. In addition, our Nurture, Guidance and Support Team are here to listen to your views. Please feel free to contact any member of this team with any questions or concerns you may have:  
Mrs Vicki Stephen – Head of Nurture, Guidance and Support  
Mrs Sally Kruczek – SENCo  
Mrs Pav Holles – Therapeutic Services Lead  
Miss Justine Jackman – Family Support Advisor and Safeguarding
- If you are not satisfied that your concern has been addressed then you may speak to the Head of School, Mrs Stephen (Rosedale) and Miss Harris (Short Heath) by making an appointment with the school office. If they cannot solve your issues then please speak to the Executive Head Teacher Mrs Draper by making an appointment with the school office. If she cannot solve your issues, then you may wish to speak to our school governors.
- If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the Executive Head Teacher.
- The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try and help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Walsall Information and Advice service partnership Service (01922 650330) provide independent information and advice.



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*Parent Voice - what do our schools do well?*



We asked	You said	So we will
<p>Were you able to work with school in the identification of your child's needs. Was this supportive?</p>	<p>Yes we were able to work with the school and they were a great help during the process.            Yes we work well together.            Extremely supportive            No. needs were set by school            Yes we worked with the school and this was important to ensure all parties were involved. Have always been able to work with school in terms of my son's needs and the support has been fantastic</p>	<p>Continue to include parents at all stages and use their input to identify individual needs.             Ensure that parent voice is documented.</p>
<p>Do you know which members of staff are working with your child to meet their needs and what they do?</p>	<p>Yes they are very supportive.            Yes we are aware of all staff who work with our child. We are also aware of the type of interventions that he receives.            No, I haven't. Some I do and some I don't.</p>	<p>This information should be recorded on individual Support Plans.            Class teachers to talk with parents at KIT meetings and reviews about which adults are working on specific interventions.</p>
<p>Are your child's Support Plans clear enough to understand? If not what changes would help?</p>	<p>Yes            Yes the support plans are very easy to understand</p>	
<p>Have you had the opportunity to meet with people from external agencies who are working to support your child?</p>	<p>Very supported            Majority of my meetings have been with Mrs Kruczek and his teacher although I did have a meeting upon request with Becky from Rushall agency.            Sometimes</p>	<p>Continue to request external agencies to meet with parents at appropriate points.            A photo bank of 'faces to names' to be discussed with people who work with us.            Invite external speakers to parent support group.</p>



	<p>No, not since speech and language at Rosedale</p> <p>Not yet but I am kept up to date.</p> <p>Yes we have met with CAMHS, SALT and the Ed Psych. We found it useful to listen to their assessments and advice.</p>	
<p>If you and your child have been/are going through the EHCP process, how have you found it?</p>	<p>Not sure what this is.</p> <p>It could be a quicker process as time is so important when a child is struggling.</p> <p>We have recently applied for an EHCP. The process was very smooth. We were guided through the process amazingly well.</p>	<p>Information is shared with parents at the time when we feel the EHCP process might be appropriate.</p> <p>Additional information sharing at parent meetings and training.</p>
<p>Have you attended any of the parent courses provided in school such as Cygnets or Parent Resilience?</p> <p>What other training might be useful?</p>	<p>Not sure</p> <p>Yes they were helpful. We also attended ADHD parenting course.</p> <p>No I was unable to attend but would be happy with any up-coming training courses in future.</p> <p>No</p> <p>My husband attended Cygnets and found it very useful.</p>	<p>Parent training opportunities are going to be discussed at a meeting in October 18 and rolled out from November 18.</p>
<p>Would it be helpful to have the chance to meet informally with other parents whose children have additional needs?</p>	<p>Yes. Yes it would.</p> <p>No. Unsure.</p> <p>Definitely as they could give advice of certain ways to help.</p>	<p>We previously had a support group for parents of children with SEND at Short Heath Federation. We are planning to widen parent awareness and improve opportunities for parents to meet together from January 19.</p>



<p>Do you know how your child's move into their next class is supported?</p>	<p>Yes I do. Yes. Yes, transition day and we had a meeting with new and old teachers to discuss transition. Not really. No. A bit. I understand what his targets are and that extra support is being requested.</p>	<p>Continue to develop school/home information around transition. More detailed information on the general process is provided in our SEND Policy and Information Report on the school website.</p>
<p>Any other thoughts or ideas?</p>	<p>Would be great to see how the school teach my son during his day, so I can mirror the learning process so as not to confuse him. The Senco is very skilled and knowledgeable with supporting children and families with SEN. She always listens and our whole experience of SEN at Short Heath has been a positive one.</p>	<p>Curriculum evenings for parents take place in each school. We will endeavour to look at what additional information can be shared with parents of children with different types of SEND</p>

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### Children's voice

This is what some of our Rosedale children tell us: They like school because the teachers say good morning. They like learning maths and science. Teachers keep them safe. There is a bench to sit on if they need some help or a friend. Some teachers are really good at sorting out problems. All children could say who help them to learn. They need some help to be able to name the things they can use to be more independent. They have lots of special jobs to do which makes them feel important. All children were able to talk about the emotion zones and what the different colours mean. They were also able to talk about some of the tools they use to self regulate. Some children have been to 'in school clubs' but not all. A 'wish' for school included ten minutes extra playtime, for some children not to talk so much and a 700m telescope to see the sky and moon!

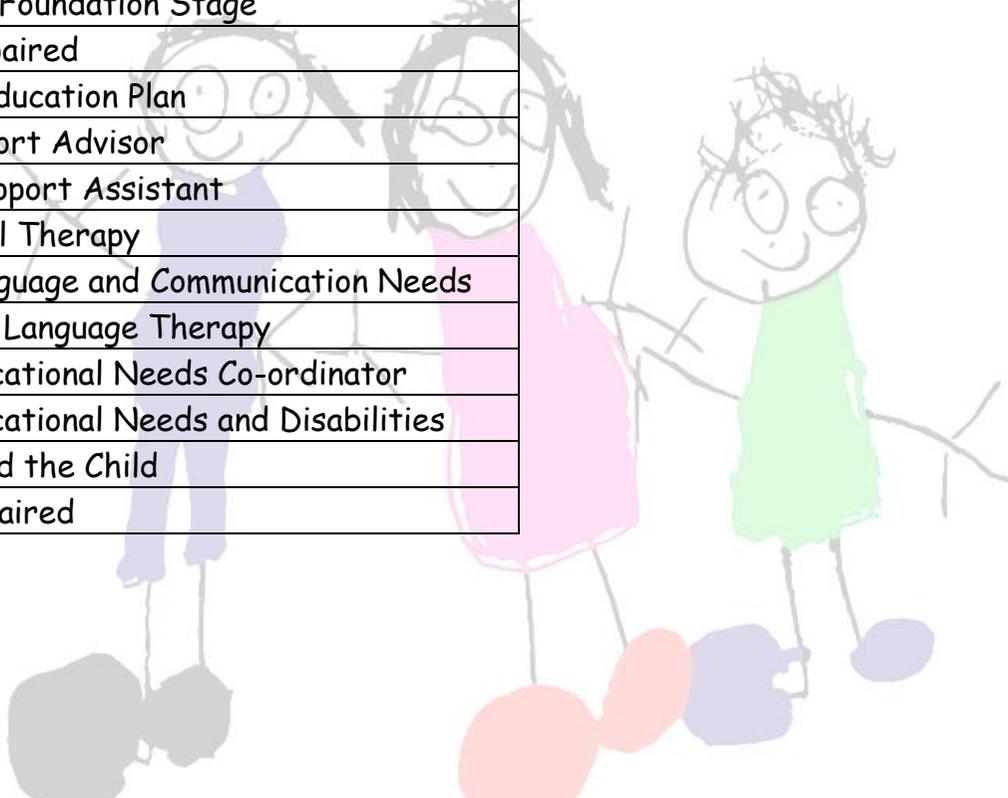
This is what some of our Short Heath children tell us: They were able to name people who help them in school and different ways that they can help themselves. Most children knew that people (external services) came into school to help their teachers help them to learn. All children that were asked said that they enjoyed school for lots of different reasons including playing with their friends and many had been to after school clubs including Fun Club.

### Glossary of Terms used above

ASC	Autism Spectrum Condition
AT	Advisory Teacher
ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Services
CDC	Child Development Centre
EHCP	Education, Health and Care Plan
EP	Educational Psychologist



EHCP	Education Health and Care Plan
EYSEN	Early Years Special Educational Needs team
EYFS	Early Years Foundation Stage
HI	Hearing Impaired
IEP	Individual Education Plan
FSA	Family Support Advisor
LSA	Learning Support Assistant
OT	Occupational Therapy
SLCN	Speech, Language and Communication Needs
SALT	Speech And Language Therapy
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
TAC	Team Around the Child
VI	Visually Impaired



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