

Misson Primary School's Local Offer

What is the SEN Local Offer?

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents and children.
- To support earlier intervention.
- To comprehensively assess your child's situation more efficiently.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

Misson Primary School SEN Local Offer

All Nottinghamshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils

with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The key people in school, who would be happy to talk with you are:

- Your child's class teacher
- Mr Birch Head teacher
- Mrs Reynolds - SENCO
- Mrs Keane - SEN Governor

There are many different ways in which we support SEN pupils and their families in Misson Primary. We are proud of the fact that all children are welcome, regardless of their needs and we do our best to tailor the support to the individual.

We value parents input and understand how important it is to work as a team. Therefore, please feel welcome to speak to us about any concerns or queries that you might have.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEN)?

Class teacher:

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing an Individual Education Plan (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term. This is generally done with the class teacher and the support of the SENCO or a member of the school inclusion team, when necessary.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

We aim to support children's learning in and out of class, through the use of First Quality Teaching and personalised interventions delivered by teachers, Teaching Assistants and outside agencies.

The SENCO: Mrs Reynolds:

J. Reynolds SENCO

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (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
- 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
- Providing specialist support for teachers and support staff in the school so they can help children with SEN in the school achieve the best progress possible

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

Head Teacher (Mr Birch):

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN
- The Head Teacher will give responsibility to the Inclusion team and the class teachers but is still responsible for ensuring that your child's needs are met
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEN
- Supporting families through a variety of ways and signposting to a wide range of agencies

SEN Governor: Mrs Keane

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEN
- Ensuring that school policies and procedures are adhered to for all pupils

Inclusive provisions and support:

Our staff **provide additional support and provisions** for a range of pupils who have issues such as: lack of confidence, poor self-esteem, anger management, issues with other pupils, etc. In order to provide support and nurture their needs they use games, play activities,

and story books, children learn to talk about their feelings and develop their skills in a safe, secure and supported environment and to feel supported. We offer a variety of groups including:

Sensory breaks

Lego Therapy

Sensory Circuits

SEAL

Nurture/Friendship groups

Special Play

SLCN Therapy

What are the different types of support available for children with SEN in Misson Primary?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class
- That all teaching is based on building on what your child already knows, can do and can understand
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn
- 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
- All children in school should be getting this as part of Quality First Teaching

Specific group work with in a smaller group of children

This group, often called intervention groups by schools, may be:

- Run as part of classroom practice
- Run by a teacher or a Teaching Assistant

If your child has been identified by the class teacher/Senco or an outside agency as needing some extra support in school then they may receive additional support.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- He/she will have an Individual Education Plan with small steps targets.
- A learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run some small group sessions using the teacher's plan or an additional provision activity.
- Possible specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups

Stage of SEN Code of Practice: SEN

This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- He/she will have an Individual Education Plan with small step SMART targets and be supported by an outside agency.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a Statement of Special Educational Needs), which cannot be provided from the budget available to the school. This level of support can be pursued when the child's level of attainment remains static and all other avenues of support has been explored.

Usually your child will also need support from professional outside the school. This may be from:

- Local Authority central services
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

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 which sets out the amount of support that will be provided for your child.

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 the 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 School SEN/D level with an Individual Education Plan.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra

support in school to make good progress. The authority will also ensure that all other avenues of support have been explored, by the school such as an Early Help Assessment/Common Assessment Framework (CAF), Team around the child (TAC) and a personalised learning programme and support before a referral is considered. If this is the case, and the child still struggles to make sufficient progress, they will write a health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at School SEN level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The ECHP will outline the number of hours of individual/small group support your child will receive 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. The additional adult may be used to support your child with whole class learning, run individual programmers or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher.
- If you are still not happy you can speak to the school SEN Governor.

How will the school let me know if they have concerns about my child's learning in school?

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 and to:

- Listen to any concerns you may have.
- Plan any additional support your child may require.
- Advise on the best way of supporting your child.
- Signpost you to gain more knowledge and information regarding your child's difficulties.

Follow the links for additional SEN support and information on our school website.

Local Support Services in Nottinghamshire

Services which support children and young people with additional needs

Schools and Families Specialist Services

Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. Providing specialist assessments and interventions, including services for children and young people who are deaf, visually impaired, autistic and have cognitive learning difficulties.

Contact Simon Ray:

- telephone: 0115 8040828
- email: simon.ray@nottsc.gov.uk

Education Psychology Services

Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development.

Contact Charles Savage:

- telephone: 01623 433316
- email: charles.savage@nottsc.gov.uk

PSED

Specialist teachers and teaching assistants provide advice and support to schools and to partnerships of schools with regard to the social and emotional needs of children aged 3 to 11 years. The service aims to secure and strengthen the school places of the primary aged children with the most severe and complex emotional and social needs; where such children are without a school place, the team has responsibility for ensuring that they have access to appropriate education.

Contact Linda Armitage:

J. Reynolds SENCO

- telephone: 01623 433 318
- email: linda.armitage@nottsc.gov.uk

Physical Disability Support Service

Provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs.

Contact Mark Dengel:

- telephone: 01623 792 857
- email: pdss@fountaindale.notts.sch.uk

Health Related Education Service

Supports children who are unable to attend school for health related reasons, including:

- pregnant school age learners and school age mothers
- learners in hospital receiving treatment
- children who are too ill to attend school

North

For the north of the county contact Jill Priddle:

- email: jpriddle@fountaindale.notts.sch.uk

South

For the south of the county contact Maureen Sully:

- telephone: 01623 799 157
- email: msully@fountaindale.notts.sch.uk

Anti-bullying

Support and advice to schools in respect of the anti-bullying policy and strategies.

Contact Lorna Naylor:

- telephone: 01623 797 193
- email: lorna.naylor@nottsc.gov.uk

National Support Services

National Autistic Society, (NAS) – support children, families and professionals caring for children with a diagnosis of Autistic Spectrum Condition, (ASC)

www.autism.org.uk

British Dyslexia Association (BDA) – Promotes early identification and support in schools to ensure opportunities to learn for dyslexic learners.

TEL:0845 251 9002 www.bdadyslexia.org.uk

The British Stammering Association – provides free information for parents, teenagers, teachers and a counsellor is available to discuss specific problems.

TEL: 0845 603 2001 www.stammering.org

Centre of Studies on Inclusive Education (CSIE) – Advice and publication for parents wishing their children with special needs to be included in mainstream school.

TEL:0117 328 4007 www.csie.org.uk

Down's Syndrome Association –provide support, information, advice and counselling to parents/carers, families and those with a professional interest.

TEL:0845 230 0372 www.downs-syndrome.org.uk

Dyspraxia Foundation –The Foundation offers advice, support and information on Dyspraxia. TEL: 01462 454 986 www.dyspraxiafoundation.org.uk

The National Deaf Children's Society (ndcs) –the national charity dedicated to creating a world without barriers for deaf children and young people.

TEL:0808 800 8880 www.ndcs.org.uk

Hearing Impairment (HI) – The National Deaf Children's Society - free support & advice – free registration

www.ndcs.org.uk

Carer's UK – for information and advice on lots of caring issues

TEL: 0808 808 7777 www.carersuk.org

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