School's Local Offer

In light of the changes brought about by the 2014 SEN Code of Practice, we have developed our Local Offer alongside that set out by Warwickshire County Council (https://www.warwickshire.gov.uk/send).

What does Local Offer mean?

One of the changes brought about by the 2014 Code of Practice was that children and young people with Special Educational Needs and/or Disabilities (SEND) and their families should be central to identification, assessment and planning. This means that it is vital that parents know what they can reasonably expect from their school and local authority without having to fight for it. The outcome of this is that local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEND and their families.

The Priors School is an inclusive school. We strive to do our utmost in supporting all pupils regardless of their background; *this is done so in collaboration with the Local Authority in order that all pupils make the best possible progress in school.*

Who should I talk to about my child's difficulties and how can I contact them?

The **class teacher**, they are responsible for:

- Ensuring that all children have access to high quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- 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, adapting resources etc.) and discussing amendments with the Inclusion Manager as necessary.
- Individual Education Plans (IEP), sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what reasonable adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The class teacher can be contacted by telephoning or visiting school to arrange an appointment.

The SEN Co-Ordinator, Mrs Charlotte Roseblade, is responsible for:

- Coordinating all the support for children with special educational needs and 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.

- 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.

- 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.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supporting your child's class teacher to write Assess, Plan, Do, Review and Pupil Profiles that specify the targets set for your child to achieve.
- Organising training for staff so they are aware of and confident about how to meet the needs of your child and others within our school.

The SENCo can be contacted by telephone or visiting the school to arrange an appointment.

Teaching Assistants

A Teaching Assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff member named above.

Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback!

Headteacher

Mr Emms is responsible for:

- The day- t o - d a y management of all aspects of the school, this includes the support for children with SEND. He will give responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Mr Emms can be contacted by telephone or visiting school to arrange an appointment.

The SEND Governor, Leigh Wells, is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

The SEND Governor can be contacted by telephoning or visiting school to arrange an appointment.

What does SEND mean?

On occasion it may be decided that further support for a child is needed and where this is the case the school will seek advice from outside agencies, where they are/have been involved the child will receive additional support above and beyond the high quality first teaching received in class. In some cases, this might mean accessing a parallel curriculum. All children who have been identified as requiring additional support for learning or behaviour are identified as a SEN.

The types of support available for children with SEND at The Priors are:

Class teacher input via Quality First Teaching in the classroom.
This will mean that:
- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- 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 practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.
- 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 will receive this support.

Specific group work within a smaller group of children.
It may be the case that Specific Small groups are necessary to provide support for a child. This group, often called an intervention group, may be run in the classroom or outside and run by a teacher or most often a Teaching Assistant who has had the appropriate training to run these groups.

This will mean that:
- Your child will may part in group sessions with specific targets to help them make progress.
- A TA or teacher may run small group sessions.

This level of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies, e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support for your child of 20 hours and below in school.

This means they have been identified by the class teacher/Inclusion Manager as needing some extra specialist support in school from a professional outside the school.

This may be from:
- Local Authority central services such as the 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.

For your child this would mean:

- Your child has been identified (by the class teacher, 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.
- You will be asked to come to a meeting to discuss your child's progress and help to plan possible ways forward.
- Referrals made to outside agencies will be made with your input.
- If it is agreed that the support of an outside agency is a way forward, you will 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 you understand your child's particular needs better.
- 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 targets which will include their specific professional expertise
  - Your child's involvement in 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 professionals
- The school may suggest that your child needs some agreed individual support or group 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 for your child of more than 20 hours in school.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support, they may also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the 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, Occupational therapy service, Physiotherapy and/or CAMHS

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, and you can find more details about this in the Local Authority (LA) based Local Offer, on the Warwickshire County Council web site: https://www.warwickshire.gov.uk/send
- 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.

- 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 an EHC Plan. If this is not the case, they will ask the school to continue with SEN support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

- Severe, complex and lifelong
- Need more than 20 hours of support in school

How will we support your child with identified special needs starting at school?

- We will invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- We may suggest adaptations to the settling in period to help your child to settle more easily

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/key worker initially.
- If you are not happy that the concerns are being raised and that your child is still not making progress you should speak to the SENCo or Headteacher.
- If you are still not happy you can speak to the school SEN Governor.

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

- 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 will raise this with the SENCo.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will decide about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you
  - Any concerns you may have
  - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
  - Discuss how we can work together, to support your child at home and at school.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEN.
- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, based on the needs of the children currently in the school.

- The Headteacher and the SENCo discuss all the information they have about SEN in the school, including;
  - the children getting extra support already,
  - the children needing extra support,
  - the children who have been identified as not making as much progress as would be expected, and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school

- Educational Psychology Service
- Teaching Assistants dedicated to delivering 1:1 intervention daily to pupils without EHCPs.
- Speech and Language therapy intervention delivered by a teaching assistant.
- Teacher delivering 1:1 support primarily for pupils with specific learning difficulties.
- School nurse
- Counselling
- CAF support including access to support agencies
- Integrated Disability Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).
- CAMHS

B. Provided and paid for by the Health Service but delivered in school

- School Nurse

C. Voluntary agencies

- Guys Gift bereavement support

What training or help is given to staff to help them support children with SEND?

- The SENCo's job is to support the class teacher in planning for children with SEN and provide in-house training where possible and necessary.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or supporting identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo.

How will the teaching be adapted for my child with learning needs (SEND)

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted daily if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and age-related expectations are given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in Year 1 and above, but is not yet meeting age-related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This is using a process called The Engagement Model.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support will have an Assess, Plan, Do Review (APDR) document, which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- 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.
- A range of ways will be used to keep you informed, which may include:
  - Home/school book
  - Letters/certificates sent home
  - Additional meetings as required
  - Reports

What support do we have for you as a parent of child with an SEND?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCo (or Headteacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- APDR's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition: If you child is undergoing statutory assessment you will also be supported by an Independent Supporter https://www.coram.org.uk/. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

- The school is accessible to children with physical disability via ramps and slopes.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has accessible hygiene facilities.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any

transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher. Handover meetings will be held in July to facilitate this.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6

- The SENCo will discuss the specific needs of your child with the SENCo of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS	
IEP	Individual Education Plan
SEN Support	Statement stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirement s for SEN
EHC Plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder