

**Cutnall Green CofE First School
2016/17**

Our local offer for children with SEND

How we identify individual special educational learning needs

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies. If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy – we always share our findings with you and the next steps we need to take. If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. If school become concerned about your child you will be contacted by their class teacher or the school's Special Educational Needs Coordinator (SENCO).

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

We are child and family centred so you can expect "no decision about me without me". When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress. Where appropriate we will write and review Individual provision Maps with pupils and parents/carers, a copy will always be available for you. We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps. We use homework to repeat and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about homework please see your child's class teacher. Our school website has a dedicated area for parents which includes links directing parents to a wide range of support services for parents, pupils and families. Our staff are available to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other. Each child has a diary. Teachers may write comments for parents to read at home, and we encourage parents and carers to add observations of their own and record reading.

How we use other adults in school to support pupils with special educational needs or disabilities

Our Special Educational Needs Coordinator (SENCo), Miss Amy Jenkins, is fully qualified and accredited. Our SENCo leads a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs. Our team are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. We have a designated Speech and Language Therapist Teaching Assistant who works in school every week. Our SENCo analyses pupil performance data termly to ensure every child is making the best possible progress. We have access to the Educational Psychology Service.

How we use specialist resources to support pupils with special educational needs or disabilities

We have a dedicated 'learning log' club that is available for any pupils who need a calm environment during lunch times. We also facilitate small groups across the school to support social, emotional and behavioural needs. Our team may make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers. We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it. We have a wide range of reading material (books, digital stories) to appeal to both oral and visual learners, and specialist 'catch-up' schemes to support learning such as 'wave groups'. We have a wide range of ICT equipment available to help motivate pupils and access learning. These include ipads, laptops, computers, microphones, programmable toys, talking books, and wii devices. We use a range of software on our school system and website to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.

How we modify teaching approaches for individual pupils

All our staff are trained in a variety of approaches which means that we are able to adapt to a range of DSEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties. We are a dyslexia friendly school. We use a number of teaching methods that are adapted to the needs of both groups and individual pupils. We are an inclusive school. Wherever possible children are taught alongside their peers. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one or paired support. Staff are able to adapt 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. We use additional schemes/materials so that staff can use these as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are more able. We run a number of intervention groups for children who are in danger of falling behind their peers, such as phonics, maths, reading, handwriting, communication across all key stages. We use visual timelines to help children understand what activity or part of the day is coming next.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

In the Early Years Foundation Stage we track progress against the Early Years Foundation Stage ages and stages of child development. We track pupil attainment and progress against targets. This is updated at least every term and shared at each parent consultation meeting. We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress. Parents of children with special educational needs are invited to discuss progress at these and possibly other points in the school year. These targets may be set in consultation with parents and other professionals involved in the care and education of the child. Our class teachers and leadership members analyse the progress of every child each term. Each teacher adapts plans for all children whose progress is causing concern. We adapt our teaching to suit the needs of individuals wherever possible. We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check our judgements are correct (moderating). We set challenging targets that are based on nationally agreed guidelines on progress. We check how well a pupil makes progress in each lesson.

What extra support we bring in to help us meet DSEN:- services; expertise.

How we work together collaboratively.

We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including –Early Help, social workers and Educational Psychologists. We get support from local authority services about training, policy and funding. We get support from speech and language therapy (SALT). We refer pupils for assessment if we believe they need a period of therapy. We liaise with the School's Health Advisor regularly. We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities. Together we review your pupil's progress and agree what all parties will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.

What other activities are available for pupils with SEN in addition to the curriculum?

We have a number of lunch-time clubs. Pupils with SEN are included. We have educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we may provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.

How we support pupils in their transition into our school and when they leave us

Children who join our school in the EYFS are welcomed into our school community. A series of parent and child 'taster' sessions follow in the second half of the summer term in preparation for their start. We offer additional support to families where transition into the EYFS may need more support. Transition into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class. We liaise very closely with our feeder secondary schools to ensure that the transition from first school to middle school is as smooth as possible. Additional visits to the middle school is organised by the SENCo or year 4 teacher. Parents and children who are joining our school mid-term are encouraged to visit the school before they start. When we are aware that pupils joining us from other settings have identified special educational needs, we will liaise with the other setting where possible. We may write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.

How additional funding works

Schools receive funding for all pupils with special educational needs and disabilities and we are able to provide what pupils need from this (including equipment) and our own budget. The local authority will top-up funding for pupils with a high level of need. If a pupil has an education, health and care plan or statement which identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents may have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Where pupils can 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 that are worried or have any concerns they want to share. Our open door policy means that they have access to the Head of School/SENCo.

We have levels of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are.

Where parents/carers can 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 school is smooth, successful and anxiety free. Our practice is enhanced by parents' views and collaboration. Parents Forum meetings are held half termly and a representative from each class attends along with a member of the senior leadership team. The Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. School 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 have produced a range of bespoke parent information leaflets that set out our practice. These are readily available on our website or from the school office.

What parents/carers can do if they are not satisfied with a decision or what is happening.

Our school operates an open door policy. Your first point of contact is your child's class teacher, who is usually available at the end of every school day. In addition, our SENCo and Head of School are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Executive Principal, Mrs Kate Brunt. If she cannot solve your issues, then you may speak to or contact any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.

If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the Head of School.

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 to help you to agree a resolution with the local authority that you are happy with. Alternatively, the Parent Partnership Service provides independent information and advice.

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