

Bythams Primary School Local Offer 2016

*At Bythams Primary School we strive to support **all** children to enable them to achieve the best possible outcomes.*

In order to do this, many steps are taken in partnership with parents/carers to support them on their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them to achieve their next steps for learning.

The Named SENDCo for the Bythams Primary School is Mr Richard Clarke (Head Teacher)

The named Governor for SEND is Mrs Fiona Allett

Our SENDCO is responsible for the operation of the Special Educational Needs and / or Disabilities (SEND) Policy, which is available on our school website in the Policies section and in the Inclusion section. The SENDCO is also responsible for the co-ordination of specific provision made to support individual children with SEN (Special Educational Needs).

The SENDCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

The SENDCO regularly has contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEND matters do not hesitate to contact Mr Clarke.

What is the Local Offer?

The local offer outlines all services available to support disabled children and children with SEN and their families. This information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

The local offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings.

What is a SEND local school offer?

The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

This will provide parents with information on how to access services in their area and what they can expect from those services.

With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. Details of Lincolnshire's local offer can be found at: <https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

All Lincolnshire maintained 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.

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- *The performance tables which show the performance of disadvantaged pupils compared with their peers.*
- *The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.*

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- and requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

Key Questions which outline the Bythams Primary School SEND Local Offer

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

Class/subject 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 SENDCO know as necessary.
- Writing an Individual Education Plan (IEP), and sharing and reviewing these with parents at least once each term and planning targets for the next term.
- 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 SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENDCO (Mr Clarke):

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/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.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Facilitating specialist support for teachers and support staff in the school so they can help children with SEND 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 Clarke):

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCO 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 SEND.

SEND Governor (Fiona Allett):

Responsible for:

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

2. What are the different types of support available for children with SEND in The Bythams Primary School?

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

For your child this would mean:

1. That the teacher had the highest possible expectations for your child and all pupils in their class.
2. That all teaching is based on building on what your child already knows, can do and can understand.
3. At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
4. 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.
5. Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.

6. Your child's teacher will have carefully checked on your child's progress and may have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
7. All children in school should be getting this as part of excellent classroom, practice when needed.
8. Specific group work with in a smaller group of children.

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

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

Children requiring SEND Support (School based)

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/she will engage in small group sessions with specific targets (linked to an Individual Education Plan or IEP) to help him/her to make progress.
- A teaching/learning support assistant or teacher will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.
- The class teacher will review the child's progress on a termly basis with the parent and together plan new targets for the next Individual Education Plan (IEP).

Children requiring SEN Support (with outside agency involvement)

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

- Local Authority central services such as:

Autism Outreach, Sensory Education Support Service (for pupils with a hearing or visual need), Pathways (for children with behaviour difficulties), Specialist Teachers of Applied Psychology (STAPs)

- Outside agencies such as:

Speech and Language Therapy (SALT) Service, Community Paediatrician, CAMHs, School Nurse.

For your child this would mean:

1. Your child will have been identified by the class teacher or SENDCO (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.
2. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
3. 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 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 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 or SENDCO 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.

Usually your child will also need support from 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:

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.

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. If this is the case they will write an Education Health and Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at School 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 EHCP will outline the number of hours of individual/small group support your child will receive from the 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 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 does the Bythams Primary School know if children need extra support?

At Bythams Primary School we monitor all children's progress regularly ensuring that they are making appropriate progress for their age or stage. We also work closely in partnership with parents in order to ensure that children are continuing to make progress.

We therefore know when pupils need extra support if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited or slow progress is made which has been identified during planning, assessment and pupil progress meetings.
- There is a change in the pupil's behaviour or progress.

What should I do if I think my child has special educational needs?

At Bythams Primary School we have a strong parent partnership where a clear dialogue with parents is established.

- If you have concerns about your child's progress you should speak to your child's class teacher initially about your concerns.
- 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 SENDCO or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.
- On the Bythams Primary School website there are hyperlinks to various agencies such as LIAISE who are available to support parents. <https://www.lincolnshire.gov.uk/liaise>

How will Bythams Primary School respond to my concerns and decide whether my child needs extra support?

- At Bythams Primary School we listen closely to concerns raised by parents or carers and would initially establish a meeting with the class teacher, during this meeting we would establish and record your concerns and an agreement will be made to establish next steps to support your child.
- It may be necessary to set up a longer meeting and establish an agreement of sharing information between home and school.
- Staff will always take the time to look into the concern, and may set up a follow-up meeting within a reasonable timescale if necessary.

What will Bythams Primary School do to support my child and who will support my child?

- Each pupil's education programme will be planned by the class teacher in conjunction with the SENDCO. It will be differentiated according to the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the school provision map (this is a record of the interventions, timings, cost and impact of the intervention). Our teaching assistants are highly qualified and experienced in supporting children with special educational needs. If you have any queries relating to the interventions, please do not hesitate to contact the class teacher or the SENDCO.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for future support to be planned.
- Occasionally a pupil may need more expert support from an outside agency. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily, this may involve specific intervention or a particularly focussed and differentiated curriculum with objectives to match the child's particular age or stage of development.

- We operate a graduated approach to support for children in order to match this to each child's individual needs.
- In the initial stages of support we would operate quality first teaching strategies such as differentiation of work, grouping, questioning, and strategies to support routines or particular positioning when seated during teaching inputs.
- Teaching Assistants (TAs) may be allocated to work with the pupil with individual support or in small focus groups to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher on a regular basis and by the SENDCO each term and discussed with parents during review meetings.
- If appropriate, specialist equipment may be given to the pupil to assist learning or children may have specialist support from an external professional.

What opportunities will there be for me to discuss my child's attainment and achievement?

How will I know how well my child is progressing?

- You will be able to discuss your child's progress at Parents' Evenings or informally at any mutually convenient time with the class teacher.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting the school office.

How are the Governors involved, and what are their responsibilities?

- The SENDCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed.

What training do staff receive?

- All staff are expected to continue their professional development. However, where there is an identified special need the staff working with this child may be asked to attend specific training sessions, e.g: training related to administration of medication for specific pupils, using specific communication devices, positive behaviour management.

- Many of the teaching assistants and teachers have specific training in areas of SEND, please see attached grid.

How can I be involved in supporting my child?

- The class teacher may suggest ways of how you can support your child, such as reading, support with specific maths or literacy work.
- The SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will be there for my child's emotional and social well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher and SENDCO are readily available for pupils who wish to discuss issues and concerns.
- Quiet spaces within school may be identified to create a safe place for children who need emotional support.

Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled with support from medical professionals in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive specialist training delivered by medical or specialist professionals where needed.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training, which is updated every 3 years. The last date of First Aid Training was September 2014.

How will my child be involved in the process and be able to contribute their views?

- Children will be asked to review and contribute their own thoughts about their progress and identified next steps.
- If a child has an IEP, these views should be noted by the class teacher on this format as a record to be shared at the review meeting.
- If the child is old enough and it is suitable, the child may attend the review meeting alongside parents.
- The child's voice will also be taken into account throughout their class/group or individual work through their own self-assessment.

How does the school know how well my child is doing?

- As previously mentioned, staff monitor and track **all** children's progress very closely. Each child is assessed against age related expectations using the principles of assessment for learning. Pupil profiles are developed for children and targets are set which the children are aware of and take ownership of.
- Every six weeks pupil progress meetings are held with the Head Teacher, this is to monitor and review progress for children and identify strategies to ensure all children's progress.
- Any children identified as needing smaller targets than those within the curriculum expectations may have a specific Individual Education Plan (IEP) set up with parents, or progress may be tracked using a system called PIVATs for children in KS1 and KS2 onwards.

How will my child be included in activities outside the classroom including school trips?

- As a fully inclusive school, all pupils participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between pupils and across time but we differentiate the activities and expectations to enable all pupils to take part.
- The school offers extended provision through a breakfast and after school club, which provides accessible activities for all children.
- Risk assessments are completed prior to a trip taking place, and the class teacher will communicate with parents regarding any specific needs to ensure that these are fully met for the benefit of all children.
- Parents may be asked to accompany their child on trips or outings if this is agreed to be beneficial.
- After school clubs run throughout the year and are fully inclusive in their provision for children.

How accessible is the school environment? How accessible is the curriculum?

- With recently refurbished areas, Bythams Primary School is fully accessible. The building is light, classrooms are large and the site is both safe and secure. There are disabled toilet facilities and ramps to access classrooms, as well as wide doorways for access to most areas. Currently there are no children attending the Bythams Primary School with English as an additional language or requiring specialist equipment, however if this were the case the school would ensure that the curriculum and communications with parents were fully accessible.

How will the school prepare and support my child to join the school?

- Parents will be invited to meet the class teacher at a pre-admissions meeting, which is run by the Head Teacher. The purpose of the meeting is to provide information about the school and to gain information about your child. This will provide staff with a summary of key information to help them get to know your child.
- The school has a transition process in place whereby pre-school children visit the school for taster sessions in the summer term, as well as staff visiting feeder settings. The local early year's settings liaise with the foundation stage teachers to ensure a smooth settling in process. The SENDCO works closely with the early years setting SENDCO and where possible, attends transition review meetings to enable any barriers to be removed prior to the child attending school.
- If a child is joining the school mid-way through the year, parents/carers are shown around for a visit with their child, and provided with a school handbook and any relevant policies. The child is offered a staggered entry into school which is agreed with the parents/carers to ensure that the transition into a new school is as smooth as possible for the child.
- Any feeder schools are also contacted to gain knowledge of assessments and practice that has effectively supported the child in his/her previous school.

How will the school prepare and support my child to transfer to a new setting/school/college?

- Any child identified requiring SEND support with outside agency involvement should have a transition review at least one term before the transfer which will be attended by all agencies currently working with the child and representation from the receiving school. For transition to Key Stage 3, this will usually be in the Summer Term of Year 6.
- These reviews are important information sharing meetings. Where individual needs require amended transition arrangements, these are put in place.

How are the school's resources allocated and matched to children's special educational needs?

- Where identified, each child receives support matched to their own level of need. With permission from parents, a request for assessment by specialists will be made. They then conduct an assessment and support is allocated based on this report. Teachers carry out baseline and termly assessments which supports the writing of the child's Individual Education Plan. The focus of support and resources is related to individual needs and circumstances.
- The school budget includes a sum of money to support children with SEND. The money is used to provide additional support or resources dependant on an individual's needs.
- Resources may include deployment of staff depending on individual circumstances.

How can I access support for myself and my family? Who can I contact for further information?

- The first point of contact for anything relating to your child's education is the class teacher. We encourage parents to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours, or an appointment can be made for a mutually convenient time.
- Additional advice can be obtained from the SENDCO, Mr Clarke on the Bythams Primary School Office (01780 410275) however this may require an appointment.
- Outside of school there are many charities supporting children. There is also 'LIAISE' based at Lincolnshire County Council. Liaise SEND Information, Advice and Support in Lincolnshire can be contacted through the Family Information Service (FIS). The FIS Freephone number is **0800 195 1635** and is available 8am-6pm. Alternatively you can email them at Liaise@lincolnshire.gov.uk
- Your local Children's Centre at **South Witham** or **Bourne** can also provide support or advice regarding parenting, diet, housing, benefits or transport.
- Further guidance can also be found on the *local Authority website*: www.lincolnshire.gov.uk/SENDlocaloffer

There are many SEND terms that are abbreviated which can lead to confusion.

APP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
EHC	Education Health & Care plan
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child