

Arnside National Primary School



Special Educational Needs Information

At Arnside Primary School we strive to support all children to enable them to achieve at school.

In order to do this, many steps are taken to support them through 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 targets.

The Special Educational Needs Co-ordinator is:

Miss Karen Morris

Rules and Responsibilities of the Special Needs Co-ordinator (SENCo)

The SENCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision to support individual children with SEN.

The SENCo liaises with staff to monitor children's progress and plan further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters, please do not hesitate to contact us.

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 are registered for Free Schools Meals (FSM) and for 'Looked After' pupils.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid directly to schools. The school decides how to use the funding, as they are best placed to assess what their pupils' needs.

How are schools accountable for spending of the 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 a 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 the wider reforms to ensure that all children and young children 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 and young

people and their parents/carers greater control and choice in decisions and ensuring their needs are properly met.

It takes forward the reform programme set out in the *Support and Aspirations: 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;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with SEN and to publish a local offer of support.

What is the Local 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 is easy to understand information will set out what is available in school to help children with lower level SEN as well as options available to support families who need additional help to care for their child.

What will it do?

- There are 14 questions answered by schools to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Arnside Primary School Local Offer

1. How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?

- As a school, we measure children's progress in learning against the National expectations and age related expectations.
- The class teacher continually assesses each child and notes where they are improving and where extra support is needed. We track pupil's progress from entry at Reception through to Year 6.
- Children who are not making the expected progress are discussed at review meetings with Class Teacher, SENCo, Deputy Head and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- You are welcome any time to make an appointment to meet with either the class teacher or the SENCo and discuss your child's progress.

2. How will school staff support my child/young person?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupils' individual needs. This may include additional general support by the teacher or teaching assistant in the class.
- If a pupils needs related to a more specific area of their education, such as spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be run by either the teacher or teaching assistant. The length of time of the intervention will vary according to the need of the pupils. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Our SENCo will oversee all support and progress of any child requiring additional support across the school. The support/intervention programmes are monitored in terms of impact through Provision Mapping.
- Occasionally a pupil may require 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.
- One of the governors is responsible for SEN and have regular meetings with the SENCo and the finance Committee have an overview of the funding and how it is organised.

3. How will the curriculum be matched to my child's/young person'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 could involve different teaching styles/strategies, different activities, different outcomes or different levels of support. Teaching assistants may be allocated to work with the pupil in a 1:1 or small group focus group.
- 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 the area of need. These will be monitored by the class teacher weekly and by the SENCo three times a year. IEPs will be discussed with parents at Parents Evening and a copy given to them.

4. How will I know how my child/young person is doing and how will you help me to support my child's learning?

- If your child is on the SEN Register they will have an Individual Education Plan (I.E.P) which will have targets and objectives set out for that term.
- The I.E.P will outline strategies to help support the child at school and at home.
- An I.E.P Review Meeting will be scheduled twice yearly to review the objectives/targets. New targets will be set and a new I.E.P will be written in discussion with parents.
- We work in partnership with Cumbria Children's Services who organise parent training/learning events to help support parents.

5. What support will there be for my child's overall well-being?

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

- Social Emotional Aspects of Learning

Each class develops positive relationships through Social and Emotional Aspects of Learning (SEAL) and circle time.

- Time to Talk Support/Socially Speaking

Time to Talk is an intervention programme which supports children with their social skills and friendships. We hold one session weekly for KS1 children and one session for KS2 children.

- Heart Start Training

Every child from Y1 upwards takes part in 'Heart Start training' teaching children what to do in a life threatening emergency.

➤ Life Bus

The Life Education Bus visits the school once per year and children learn about PHSE through this interactive journey.

➤ Administration of Medicines

Medicines are presented to the school office, information entered into the 'Medicine Book' and signed by the parent. Medicines can then be administered by school staff.

➤ Counselling Service

Through the SLRP Partnership, we have access to a school councillor for individual referrals.

➤ Infant Screening Test

Infant screening - height, weight and sight test in Reception Class.

➤ School Nurse Referrals

Access to support and intervention from School Nurse

6. What specialist services and expertise are available or accessed by the school?

- As a school we work closely with a number of external agencies that we feel are relevant to individual children's needs including: Speech and Language therapists, Specialist Advisor Teacher for children with SEND, School Councillor (SLRP), Educational Psychologist, Bereavement Services, Physiotherapist Advice and Support, School Nurse.

7. What training is the staff receiving or have completed to support children and young people with SEND?

- Our SENCo is fully qualified and accredited with a National Award for SEN Co-ordination and a Masters Degree in Advanced Educational Practice with SEN.
- We have a number of Teaching Staff and LSA's with Reading Intervention Training.
- We have an LSA with a Dyslexia Diploma, Behaviour Management Certificate and a Certificate in Supporting Children's Mental Health
- We have an HTLA with Early Literacy Support Training (ELS)
- All teaching Staff have Level 1-3 Safeguarding Training.

- We have a number of Teaching Staff and LSA's with Paediatric First Aid Training.

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

- Risk Assessments are carried out and procedures are put into place to ensure all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during an activity.

9. How accessible is the school environment?

- The building is fully wheelchair accessible with ramps making the school accessible to all
- Toilets adapted for wheelchair users
- Wide doors in some parts of the building

10. How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

Many strategies are in place to enable the pupils' transition as smooth as possible. These include:

- Home-School Visits are organised before the children begin school.
- Pupils take part in a transition session where they spend some time with their new class teacher.
- KS2 classes take part in a number of Sports/Science sessions at local secondary school.
- Year 6 pupils visit the secondary school on a number of occasions prior to beginning Year 7.
- Where a pupil has more specialised needs, a separate meeting may be arranged with /miss Morris, the secondary SENCo, the parents/carers and where appropriate, the pupil.

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

- SEN Budget is allocated each financial year. The money is used to provide additional support or resources dependant on the individual's needs.
- The additional provision maybe allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised throughout the year.
- Resources may include deployment of staff depending on individual circumstances.

12. How is the decision made about what type and how much support my child will receive?

- Teacher Assessment of children's progress linked to assessment data will be analysed by Class Teachers and the school SENCo. They will decide which children will need extra support and provision.

- If children require an Individual Education Plan, then a meeting with parents and teacher will be organised to discuss needs and how we can best support the child.
- The Education Plan will be reviewed on a termly basis and the impact of the current provision will be assessed in terms of impact.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents evenings
- Discussion with Miss Morris or other professionals Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated

14. Who can I contact for further information?

- If you wish to discuss your child's educational needs please contact the school office to arrange a meeting the class teacher or the SENCo.