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**Jericho SEND Offer 2025-2026**

**Jericho Primary School**

Laura Ball

2018/2019

The following information outlines what is on offer at Jericho Primary School for children with Special Educational Needs and/or disability.

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| Type of school: Primary | Specialist Provision on site: None |

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING**

**IN THIS SCHOOL:**

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| **School Based Information** | **Staff** | **Summary of Responsibilities** |
| **Key Members of Staff**  Who are the best people to talk to at Jericho about my child’s difficulties with learning/ Special Educational Needs and Disabilities (SEND)? | SENco – Laura Ball.  Class Teachers  Head Teacher – James Blackwell  SEN Governor – Natalie Appleton | **The SENco is responsible for:**   * Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school’s SEN/D Policy to make sure all children get a consistent, high quality response to meeting their needs in school. * Ensuring that parents/carers are:   + involved in supporting their child’s learning   + kept informed about the support their child is getting via the staff who are working directly with them   + 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 a child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. * Updating the school’s SEN/D register (a system for ensuring all the SEN/D needs of pupils in this school are known) and along with the class teacher and school’s assessment coordinator ensuring that there are detailed records of pupil’s progress and needs. * To provide specialist support for teachers and support staff in the school so they can help pupils achieve the best possible progress in school. * Ensuring that all staff working with a child in school are supported to deliver the planned work/programme for them, 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.   **Class Teachers are responsible for:**   * Checking on the progress of the child with SEN/D and identifying, planning and delivering any additional help that they may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. * Ensuring that the school’s SEN/D and Teaching and Learning Policy is followed in their classroom for all the pupils they teach with any SEN/D.   **The Head teacher is responsible for:**   * The day to day management of all aspects of the school, this includes the support for children with SEN/D. * He will give responsibility to the SENCO and class/subject teachers, but is still responsible for ensuring that the pupil’s needs are met. * He, with the support of the SENco, must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.   **The SEN/D Governor is responsible for:**   * Making sure that the necessary support is made for any child who attends the school who has SEN. |

**HOW COULD MY CHILD GET HELP IN SCHOOL?**

**Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:**

* **Other staff in the school**
* **Specialist sessions with the schools play based therapist**
* **Staff who will visit the school from the Local Authority central services such as Specialist Literacy advisory teachers, specialist teachers for children with ASC, Specialist teachers for deaf or visual impairments, Specialist teachers for physical difficulty or disabilities.**
* **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychology etc.**
* **Support from the Howgill Children’s Centre- accessing support for a range of different services**

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|  | **Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.** | **What would this mean for a pupil with SEN/D?** | **Who can get this kind of support?** |
| **Teaching and Learning**  What are the different types of support available for children with SEN in this school? | **Wave 1-**  **Class teacher input via targeted classroom teaching- Quality first teaching.** | * Ensuring that the teacher has the highest possible expectations for a child with a SEND and for all other pupils in their class. * Ensuring that all teaching is based on building on what a child already knows, can do and can understand. * Putting in place different ways of teaching so that a child with SEND is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. It will also include personalised pupil targets. * Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support a pupil to learn. | All children in school should be getting this as a part of outstanding classroom  practice when needed. |
| **Wave 2-Specific group work within a smaller group of children. This group may be**   * **Run in the classroom or outside.** * **Run by a teacher or higher/Senior level teaching assistant who has had training to run these groups.** | * The class teacher will have carefully checked on a pupil’s progress and will have decided that specific children may has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. * A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions either in a small group or within the classroom setting. Although planned for and delivered by the teaching assistant, they are the responsibility of the class teacher who over sees the strategies and objectives being delivered. | Any child who has specific gaps in their understanding of a subject/area of learning.  These children now have needs that would be be best met with strategies that are above and beyond what is being taught within the class. |
| **Wave 3-Individual support that is used for strategies and targets specifically personalised to a child with a SEND.**   * **Run in the classroom or outside.** * **Run by a teacher or higher level teaching assistant who has had training to run these groups.** | * A pupil will have been identified by the class teacher/SENCO (or a parent may have raised a concern) as needing more specialist input instead of or in addition to class room teaching and intervention groups. * Parents/Carers will be asked to come to a meeting to discuss their child’s progress and help plan possible ways forward. * Parents may be asked if they consent to an Individual Education Plan (IEP) which details learning targets that are specific to a child. These targets are above and beyond what s found in everyday classroom teaching and need a personalised approach for the pupil. * When a pupil is placed on an IEP they are written into the schools SEN register that is overseen and managed by the SENco. * The school may suggest that a child needs some agreed individual support in school. They will inform the parents of how the support will be used and what strategies will be put in place. |  |
| **Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups**  **AND/OR Individual support using the same agencies** | * Parents may also be asked to give permission for the school to refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the pupil’s particular needs better and be able to support them better in school. * The specialist professional will work with the pupil to understand their needs and make recommendations, which may include:   + Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better   + Support to set skilled targets which will include their specific expertise for teachers to implement   + A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit   + A group or individual work with outside professional | Children with specific barriers to learning that cannot be overcome through Teaching and intervention groups. |
| **Specified Individual support** for your child of more than 11 hours in school.  ***This is usually provided via a Statement of Special Educational Needs (until March 2018) or an Education, Health and Care Plan (EHCP).*** This means that a pupil will have been identified by the class teacher/SENCO as needing a **particularly high level of individual or small group teaching (more than 11 hours a week**), which cannot be provided from the budget available to the school.  Usually a child will also need specialist support in school from an outside agency. This may be from:   * Specialist Advisory Teaching Services for ASC or Sensory/Medical difficulties ( for students with a hearing or visual need) * Outside agencies such as the Speech and Language therapy (SALT) Service. | * The school (or you) can request that the Local Authority carry out a statutory assessment of a pupil’s needs. This is a legal process and more information about this can be found in the Cumbria County Council Local Offer.   <http://www.cumbria.gov.uk/childrensservices>  After the school have sent in the request to the Local Authority (with a lot of information about the child, including some from the parent) they will decide whether they think a pupil’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining their specific needs. If they do not think a pupil needs this, they will ask the school to continue with the support that they are already providing.   * After the reports have all been sent in the Local Authority will decide if a child’s needs are severe, complex and lifelong and that they need more than 6 hours of support in school to make good progress. If this is the case they will write   an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the support they are already providing.   * The draft Educational Health Care Plan will outline the number of hours of individual/small group support a child will receive from the Local Authority and how the support should be used; detailing the strategies that must be put in place. It will also have long and short term goals for the pupil. Parents will be asked to approve the plan and also have a say as to what the funding their child has been allocated will be used for e.g. support in school, from outside agencies etc. * Again more information about this process can be found on the County Council Website/Local Offer. | Children whose learning needs are band 3 or above according to the Cumbria SEND Handbook:   * Severe, complex and lifelong * Need more than 11 hours of support in school and cannot be provided an appropriate level of support within the additional £7150 support the school budget provides. |
| How can parents let the school know they are concerned about their child’s progress in school? | * If parents have concerns about their child’s progress they should initially speak to their child’s teacher. * The concerns may need referring if the child is still not making progress, to the SENCO Laura Ball. * If parents continue to feel that their child is still not making progress, then they should speak to the Head teacher or the school SEN Governor who will liaise with the appropriate staff members. | | |
| How will the school let parents know if they have any concerns about their child’s learning in school? | * When a teacher or a parent has raised concerns about their child’s progress, and targeted teaching has not met the child’s needs, the teacher must raise this with the SENCO * At Jericho Primary School this usually takes place on a needs basis and staff are quick to pass on any concerns regarding pupil’s to the SENco. * At Jericho Primary School, there are regular progress monitoring meetings, discussions between the Head or Assistant Head and class teachers to ensure all children are making good progress. This is another way a pupil may be identified as not making as much progress as they could be. * At Jericho the class teachers have responsibility for monitoring their own class data to ensure good progress is being made by all pupils. Again, this could be a way a child is identified as needing further support. * If a child is then identified as not making progress the school will set up a meeting to discuss this with parents in more detail.   + To listen to any concerns, they may have too   + To plan any additional support a child may receive   + To discuss with parents any referrals to outside professionals to support a child’s learning   (see above) | | |
| How is extra support allocated to children and how do they move between the different levels? | * The school budget, received from Cumbria County Council, includes some money for supporting children with SEND. * The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. * The Head Teacher 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. * All extra interventions and support is then documented in the school’s provision map. | | |

**Working Together**

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| Who are the other people providing services to children with an SEN in this school? | | 1. Directly funded by   the school | * Learning support teachers * Teaching Assistants * Higher Level TAs |
| 1. Paid for centrally by the Local Authority but delivered in school | * Educational Psychology Service * Sensory Service for children with visual or hearing needs * Speech and Language Therapy (provided by Health but paid for by the Local Authority). * School Improvement Services – Specialists for ASC, Literacy, Early Years etc. |
| 1. Provided and paid for by the Health Service but delivered in school | * School Nurse * Occupational Therapy * Specialist Nurses for medical conditions such as epilepsy, diabetes etc. |
| **Staff Development and Training** | | | |
| How are the teachers in school supported to work with children who have a SEND and what training do they have? | The SENCO’s job is to support the teachers in planning for children with SEN/D.   * The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEN/D issues such as ASD, dyslexia etc. * Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from specialists for autism etc. | | |

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| **Teaching and Learning** | |
| How will the teaching be adapted for a child with learning needs (SEND)? | * Teachers plan lessons according to the specific needs of all groups of children in their class. * Support staff will support with a child’s learning in the classroom. * Specific resources and strategies will be used to support a child individually and/or in groups. * Planning and teaching will be adapted on a daily basis if needed to meet a child’s learning needs. * Children with statements or EHC Plans will have some work planned specifically for them by their learning support assistant. |
| **Pupil Progress** | |
| How will we measure the progress of pupils with a SEND in school? | * A child’s progress is continually monitored by teachers, SENco and members of the Senior Leadership Team and the Head Teacher. * Progress is reviewed formally every term. * If a child has severe SEN/D the school may use a variety of other assessment tools, which measure smaller steps of progress I.e- Sandwell Maths, Salford reading ages and a range of diagnostic testing dependent upon the needs of individual children. * 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 a child is making good progress within any individual work and in any group that they take part in. If progress cannot be shown adaptations to the EHCP will be considered including making a request for further support from the Local Authority. |
| **Parental Support** | |
| What support do we have for parents of child with an SEN? | * We would like parents to talk to the child’s teacher regularly so we know what they are doing at home and we can tell parents about what we are doing in school. We hope this will make sure that we are doing similar things to support a child both at home and school and can share what is working in both places. * The SENCO is available to meet with parents to discuss a child’s progress or any concerns/worries a parent may have. * All information from outside professionals will be discussed with a parent and with the person involved directly, or where this is not possible, in a report. The SENCO or class teacher will also arrange to meet with parents to discuss any new assessments and ideas suggested by outside agencies for a child. * Homework will be adjusted as needed to suit a child’s individual needs. |
| **Accessibility** | |
| How have we made Jericho Primary School accessible to children with SEND?  (including after school clubs etc.) | * We ensure that equipment used is accessible to all children regardless of their needs. * We provide emotional support through ‘time out’, ‘worry boxes’, ‘Time to Talk’, ‘Volcano in my Tummy’ and our school councillor etc. * Key words and literacy resources are used across the school to support learning. * Learning spaces are adapted to suit the needs of the child is necessary or appropriate. * We sign post to appropriate groups after school such as PE, dyslexia clubs etc. * Wheelchair users can access the school through the ramp at the main entrance and the entrance to the EYFS area. |
| **Transition** | |
| How will we support a child when they are leaving this school or moving to another Year? | We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible.   * If a child is moving to another school:   + We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for them.   + We will make sure that all records about a child are passed on as soon as possible.   + Invite SENCo’s from prospective secondary schools to attend the final review and agree a transition plan. * When moving years in school:   + Information about your child will be shared with their new teachers   + If a child would be helped by a personalised plan for moving to another year, we will put this in place. |
| How will we support a child if they are moving to our school? | * If a child is transferring or entering our school,   + We will contact the previous SENCO or Nursery SENco and ensure we know about any special arrangements or support that need to be made for the child.   + We will make sure that we receive all records about the child from their previous setting.   + We will arrange transition visits if necessary to ensure that a child is confident with their move.   + We will provide transfer photo books if necessary for pupils to familiarise themselves with the school.   + We will meet with parents to discuss any concerns that they may have and also to gain information to make a child’s transition a happy one.   + If necessary, we will visit the setting that a child is transferring from.   + A home visit is offered on request. |