



Local Offer for Special Educational Needs and Disability (SEND)

Working together to be the best we can be

Statement approved and adopted: May 2020

Review date: May 2021

Headteacher: Mrs T. Hickie

Inclusion Manager / SENCo: Mrs T. Meadows

SEND Governors: Mrs N. Roberts

Aims

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the Local Authority and other partners.

Who is responsible for meeting a child's Special Educational Need or Disability (SEND) in school?

Class teachers

Responsible for:

- Checking on the progress of your child and ensuring that all learning opportunities are relevant and appropriate to your child.
- Identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and keeping the SENCo informed.
- Writing Pupil Progress targets in the child's SEN profile, based on SMART targets, and sharing and reviewing these plans with parents at least once each term.
- Personalised teaching and learning for children who require it.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with additional needs.
- Keeping their Classroom SEND folder updated so that additional adults (e.g. PPA / supply teachers) who have class contact are aware of the provision for a child with SEND.

Inclusion Manager / SENCo:

Responsible for:

- Developing and reviewing the school's SEN policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are involved and informed about your child's progress.
- 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, Play Therapy.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Headteacher:

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility for supporting children with SEND to the SENCo and class teachers.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

SEN Governors:

Responsible for:

- Ensuring that the necessary support is given for any child with SEND who attends the school.

How will I know how my child is doing and how will you help me to support my child's learning?

Talk to us:

- We offer an open door policy where you are welcome, at any time, to make an appointment to meet with the class teacher and discuss how your child is getting on. We can offer advice and practical ways to enable you to help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. We pride ourselves on being open and honest with parents and hope that you are able to do the same with us.
- There will be an opportunity to meet and talk with the class teacher through parents' evenings where, if your child is on the SEND register, their individual targets will be shared. The targets set are SMART (Specific, Achievable, Measurable, Realistic, Time limited)
- If a member of staff wishes to discuss a matter with you outside of these meetings, they will ring you for a discussion or to arrange an appointment at a convenient time.
- The school may ring and ask for a joint meeting with another member of staff present (such as the school SENCo / Deputy Headteacher / Headteacher).
- There may be a Pupil Led Review (Person Centred Meeting) where the child decides who to invite and their strengths, difficulties, support and dreams for the future are discussed and recorded.
- If your child has an EHCP (Education and Health Care Plan) there will be a formal meeting, in addition to the above, held annually, where your child's progress will be discussed, and a report will be written.

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

- The Class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress, from entry at Year 3 through to Year 6, using a variety of different methods including in-school test papers, Reading and Spelling ages as well as teacher assessment.

- Children who are not making expected progress in reading, writing and maths are picked up through Pupil Progress meetings held with the Headteacher, Deputy Headteacher and / or Team Leaders. In these meetings a discussion takes place concerning why individual children are experiencing difficulty, and what further support can be given to aid their progression.
- Pupils with SEND may also be assessed following an intervention programme in order to assess its effectiveness and impact.
- If a child has an additional need, then their targets in their SEN Profile are discussed with the SENCo. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- At the end of Key stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires all schools to do this and the results are published nationally.
- The progress of children with an EHCP will be formally reviewed at an Annual Review where parents and all adults involved with the child discuss and review the progress and provision for the child.
- The Senior Leadership team will provide the governors with regular progress updates.

How is extra support allocated to children?

The school budget received from Hampshire County Council includes money for supporting children with SEND.

- The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the school.
- The Headteacher and the SENCo discuss all the information they have about SEND in the school. These discussions will inform decisions regarding which resources, training and support is needed. Resources, training and support are reviewed regularly and changes are made as needed.
- We aim for all classes to have LSA support during morning lessons. Any additional support is allocated to children based on the needs of the children in school.
- Children with an Education, Health and Care Plan (EHCP) will be allocated support based on the allocated hours outlined within the documents.

The SEND Code of Practice: 0 -25 years describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Any child receiving SEN support at Cove Junior will be assessed regularly to ensure that they are achieving their targets and progressing. A graduated response is used and a cycle of Assess – Plan – Do – Review will occur to ensure that the very best outcomes are achieved for all pupils. Where pupil outcomes are not met, and additional support has been put in place, the school may increase the level of SEN support by working with outside agencies such as Educational Psychologists. Together with parents, a decision may also be made to apply for an Education, Health and Care Plan (EHCP).

What are the different types of support available for children with SEND at Cove?

The following types of support may be used to support your child in their learning:

- a) Class teacher input, via high quality inclusive classroom teaching (Quality First teaching) for your child. This would mean:
 - The teacher has the highest possible expectations for your child and all pupils in their class.
 - All teaching is built on what your child already knows - their level of ability, skills and understanding.
 - Class teachers plan personalised lessons according to the specific needs of all groups of children in their class, ensuring that your child's needs are met.
 - Tasks are adapted on a daily basis to meet your child's learning needs.

- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical equipment or learning in a real-life context. Different learning styles are offered so that your child can learn something in the way that best suits them, for example visual or auditory.
 - Specific resources and strategies are in place that are well-matched to the purpose of the learning.
 - Your child's teacher will frequently and carefully check on your child's progress and identify any gaps there may be in understanding or learning.
 - Ensuring extra support is given, if necessary, in order to help the pupils make the best possible progress.
- b) Specific group work / Interventions / Additional practical resources
- Run by a teacher or a trained Learning Support Assistant (LSA).
 - Group work may take place within the classroom, or in a suitable area outside of the classroom.
- c) Specialist group or 1-1 work run by outside agencies, e.g. Speech and Language Therapy. These could include:
- Local Authority central services, such as the Primary Behaviour Support Team
 - Outside agencies such as the Education Psychology Service (EPS)

Who else provides support to children with SEND in school?

Directly funded by the school:

- Three trained Emotional Literacy Support Assistants (ELSAs)
- Two trained Speech and Language Learning Support Assistants
- Four Higher Level Teaching Assistants (HLTAs)

Bought in by the school through Service Level Agreements from HCC or provided by Solent Health Service:

- Educational Psychology Service
- Speech and Language Therapy
- Primary Behaviour Support Service
- Occupational Therapy

How are the teachers in school helped to work with children with SEND and what training do they have?

- The school has a training plan to ensure all staff receive regular training linked to various aspects of high quality teaching and SEND. This training takes place through staff meetings and INSET training days and includes issues such as managing challenging behaviour, dyslexia and understanding the learning needs of children on the Autistic Spectrum.
- Staff regularly attend training courses to fill any gaps in expertise or to further their knowledge and skills as a staff. Attendees then feedback their findings to other staff members.
- We have trained ELSAs, who receive regular support from the Educational Psychology Service.
- Other members of staff have had training in various areas such as delivering Speech & Language programmes.
- The SENCo supports class teachers in planning for children with SEND.
- The school buys in extra support from outside agencies, such as the Educational Psychology Service; some of this time is allocated to staff training.

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

- Class teachers plan personalised lessons according to the specific needs of all groups of children in their class, ensuring that your child's needs are met.
- Tasks are adapted on a daily basis to meet your child's learning needs.
- Specific resources and strategies will be used to support your child individually or in a group. This could include guided group work or additional practical resources for your child to use.

- Different learning styles are offered so that your child can learn something in the way that best suits them, for example visual or auditory.

What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.
- The Class teacher has overall responsibility for the pastoral, medical and social care needs of every child in their class, therefore they would be a parent's first point of contact. If further support is required, the class teacher liaises with the Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team.
- The school has three ELSA's (Emotional Literacy Support Assistant) who work, under the direction of the Inclusion Manager, with vulnerable children during the school day.
- The school has a policy regarding the administration of medicine on the school site. If Health Professionals have recommended medication during the school day to manage ADHD or ASC, parents should advise the school office. On a day-to-day basis, the Admin staff oversee the administration of medicine.
- As a staff, we have regular training and updates of conditions and medication affecting individual children (such as anxiety, ASC, ADHD) so that staff are able to support children as appropriate.

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

- The class teacher is regularly available to discuss your child's progress or concerns you may have and to share information regarding what is working well at home and school so that successful strategies can be put in place.
- The SENCo is available to meet with you to discuss your child's progress or wellbeing. If necessary, the SENCo can advise about outside support agencies that could offer further support for your child's individual needs.
- All information from outside professionals will be discussed with you by the person involved directly or, where this is not possible, shared in a report.
- SEND Profiles will be reviewed with your involvement each term.
- Homework will be adjusted, as needed, to match your child's needs. Additionally, a lunchtime homework club is offered and can be utilised if homework is a particular area of difficulty.
- A home / school link book may be used to support communication with you.

Please do come in and chat to us – sometimes a listening ear can help.

How accessible is the school environment?

We are an inclusive school who wish for all children to be fully involved with school life, regardless of their needs.

- We liaise with EMTAS (Ethnic Minority and Travellers Achievement Service) who assist us in supporting families with English as an additional language or families with a travelling background.
- The Upper School is fully accessible to children with physical disability. The ground floor of the Lower School is also accessible to those with physical disabilities. We make every reasonable adjustment possible.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We have two accessible toilets
- We have a hearing loop in the main hall
- Extra-curricular activities and after school provision is available to all children, including those with SEND.

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

- We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- We endeavour to form excellent links with the feeder infant and secondary schools to ensure that all important information is shared. In addition, we ensure that all children work through a transition programme where they have a chance to discuss the changes that will take place.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition / planning meeting will take place with the new teacher.
- All school records are shared with the new teacher.
- Children spend time with their new class teacher, learning about each other and preparing for the future changes.
- If your child would be helped by strategies such as a therapeutic story to support them understanding moving on, then this will be made for them.

If your child is moving to another school:

- We will contact the school SENCo and ensure that they know about any special arrangements that need to be made for your child.
- We will ensure that all records about your child are passed on promptly.

In Year 6:

- The SENCo will liaise with the SENCo of the secondary schools to discuss the specific needs of your child.
- Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.
- Extra visits are arranged for children who may find transition more challenging. Where possible, your child will visit their new school on several occasions and in most cases, staff from the new school will visit your child in school.
- We offer a specific transition programme, in conjunction with Primary Behaviour Service, for children who are judged to be vulnerable or require additional support.

Where can I get further information about services for my child?

This SEN information report is provided as part of Hampshire's local offer. The aim of the local offer is to provide information for parents and carers of children and young people with SEND. The local offer outlines the services and facilities that are available in Hampshire.

http://www.hantslocaloffer.info/en/Main_Page