



Dane Ghyll County Primary School

Special Educational Needs and/or Disabilities/Local Offer

How does the setting 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?

Children with SEND (Special Educational Needs and/or Disabilities) are identified in a variety of ways; initially through teacher's concerns, observations in class, from baseline assessments or following parental concerns. This can be either academic or emotional needs, or a combination of both.

Concerns are generally raised by the teacher and followed up by the SENDCo. This is then discussed by the SENDCo in partnership with the parents and the child. Children who are not making adequate progress will be monitored using the Engagement Model.

If the needs are complex or deemed long term, an Early Help Plan will be initiated to help target the child's areas of concern and provide access to specialist services if applicable – this process is a fundamental pre-requisite to a child being considered for additional funding from the Local Authority.

How will the setting staff support my child?

The SENDCo will liaise with the teacher and plan interventions with Quality First Wave Teaching or an individual education plan (IEP) with, where applicable, advice from specialist advisors **and**

in conjunction with the parent and child's views to ensure that the child's needs and views are accommodated. Children with SEND may be timetabled to work with the SENDCo (sometimes in groups or for specific one-to-one interventions) in addition to receiving quality first teaching and in-class support. Children with statements or Educational Health Care Plans will be assigned to an individual teaching assistant or assistants, who will follow guidelines from both the SENDCo and, where applicable, specialist teaching advisors working towards meeting the aims and objectives within the child's EHCP.

All staff will be given opportunities for staff development through inset/in house training or on an individualised basis – this is usually following an audit of training needs identified by the SENDCo and the Head teacher.

Governors are actively involved with the SEND provision within school through regular Governor Meetings which cover the tracking of SEND numbers, resourcing and budget, training opportunities and progression.

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

Where a child is identified as having SEND, the curriculum will be tailored to meet their needs. The teachers, may seek advice from the SENDCo and, if applicable, specialist advisors. Work will be differentiated, to suit the child's academic ability and learning type. This will be set at a level which the child can cope with; but equally with some degree of challenge. It may be addressed through small group work, working alongside the teacher or the teaching assistant within the classroom, or within withdrawal sessions, either with the teaching assistant or with the SENDCo; thus addressing the child's specific needs, and enabling them to gain in confidence as well as academic success.

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

Opportunities to discuss progress are available within regular scheduled parent's evenings which occur each term by speaking with the class teacher and also the SENDCo (parents have the opportunity to opt in to this when details are announced prior to this.) In addition to these scheduled meetings, if a parent has a concern, a meeting can be arranged on a personal basis by contacting the SENDCo directly at school.

Regular monitoring of progress will be scrutinised each half term following initial baseline data obtained at the start of the academic year, and when applicable, adjustments will be made to any programme of work to ensure progression. Regular reviews of the child's IEP will be set with the class teacher and where possible parents, in order to discuss progress and agree the new targets. In the absence of parents, a copy of the child's IEP will be sent home with opportunities for parents to discuss this further if required. At the parent's meeting, the class teacher will be able to inform the parent of where their child should be; in terms of academic ability and the progress that should be made.

Throughout this process, we endeavour to ensure the parent and the child's views will be fundamental in any planning of programmes of work. This will have been discussed in detail at the planning stage with targets set and details of how the parent can extend support at home.

At times, there may be opportunities for parent training or learning events – information on this would be featured on the school's website; on the school's noticeboard and via a letter home.

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

Medical needs: Dane Ghyll has a medical policy which details how children with medical needs are supported. (See Dane Ghyll's Medical Policy for full details) Any child attending Dane Ghyll school with a specific medical need will have a Health Care Plan and if applicable a Fatigue Plan. This will be drawn up in conjunction with the Parent, the child, the SENDCo and any outside specialists and School Health.

Behavioural needs: At Dane Ghyll, we pride ourselves on excellent behaviour and have a good record of both attendance and behaviour. However, at times, children may present with behaviour problems and as such there is a Behaviour Policy to address this.

We believe that with all behaviour, there may be an underlying cause. We will endeavour to pin-point triggers so that potential problems are alleviated and work with the child in small group or 1:1 SERIS (Supporting Emotional Resilience in Schools) sessions. Again, if needed, an IEP OR A Behaviour Management Plan may be drawn up and opportunities for both the parent and the child to voice their opinions, will be sought in planning the child's support.

What specialist services and expertise are available at or accessed by the setting?

Within Dane Ghyll all support staff have the required qualifications, and in some cases above, to support the child. Where the child has individual specific and/or medical needs, staff may undertake additional qualifications to further support this.

At times, outside specialists may need to be consulted to offer specific advice to meet the needs of the child. At Dane Ghyll we have support from: Educational Psychology, Specialist Teaching Advisors: Emotional Well-Being, Early Years, Autistic Spectrum Conditions, Visual & Auditory, Inclusion, English as an Additional Language, Physical and Medical Difficulties and Developmental Language Delay Specialist Advisors. In addition, we have access to Community Paediatricians, Physiotherapists, Occupational Therapists, CAMHS (Child and Adolescents Mental Health Service), Barnardos, Action for Children (A4C), Children's Services and Speech Therapy.

What training is the staff receiving or has completed to support children with SEND?

All members of staff have opportunities to extend their Career Professional Development (CPD), with staff attending courses and feeding back to colleagues to facilitate a holistic approach.

Opportunities for ***whole school training*** in SEND are accommodated within inset sessions following an analysis of SEND needs within the school. Staff supporting specific pupils; children with autism, physical and/or medical needs are encouraged to attend courses relating to the needs of their student. Key Stage 1 staff had received training on PECs (Picture Exchange and Communication System) to help staff support a

child with an Autistic Spectrum Condition and increase their understanding of this condition.

In Spring 2018, a whole school approach focusing on understanding the complexities of children with an Autistic Spectrum Condition was held by the specialist advisor Danny Banks and more recently, insets have been held on mental health and understanding the 'Anxious child.'

How accessible is the settings environment?

Dane Ghyll has very limited access for wheelchairs. There is a disabled toilet, shower facilities and disabled parking access on the school car park next to the main entrance.

How are children supported with English as an additional language?

Children with English as an Additional Language (EAL) with little or no English will have a baseline established by the SENDCo. In addition, if appropriate, the school will seek advice from the specialist advisory service for EAL. Children with little or no English will follow the EALIP programme and any available specialist advice. Dane Ghyll believe that children with English as an additional language should be encouraged to continue to speak in their mother tongue; to enable them to hear correct pronunciation of language and grammar. It is important to maintain their first language as this will support the learning process of English and maintain the social aspects of speaking in their native tongue. If parents/carers have no or very little English an interpreter may be available with prior notice.

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

When a child begins school from Pre-school/nursery, the Reception Teacher and the SENDCo (if applicable) will liaise with pre-school staff to ensure that the child's needs will be met within the new setting. Observations at the pre-school/nursery by the SENDCo will be undertaken to understand fully how the child learns, socialises and any barriers they may have to learning. A meeting with parents will be arranged to allow an opportunity to discuss any worries they may have relating to their child commencing school.

If a child transfers school mid-way to Dane Ghyll, the SENDCo will check with the previous school if the child has any special needs. Generally a baseline of the child's academic ability will be established by the SENDCo to determine the child's strengths and weaknesses to ensure the learning process will be tailored towards the child's needs.

Prior to a child transferring to secondary school, the SENDCo will have prearranged a review with the secondary SENDCo/SENDCo, the pupil and parents to coincide with the IEP/Annual Review. In addition, if appropriate, additional visits to the secondary school may be facilitated to help the child cope with these changes.

All paperwork relating to the child's SEND will be taken or sent to the new school prior to the child commencing including details of strengths and weaknesses, and any information which will help the new school adapt for the child's individual needs.

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

Each individual child is assessed with the help of professional agencies and health professionals (where applicable) who, with the school SENDCo/

Management decide on the appropriate resources for that child. This is reviewed at least annually and the resource provision is fully and carefully considered. A qualified SENDCo is provided throughout for liaison with external agencies and for co-ordination of meetings, datelines, timetables and assessment.

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

Current guidance will be taken from the Local Authority. If a child's needs are deemed long term and greater than what can be provided from the school's notional SEND budget and following advice from specialists, a referral for an Educational Health Care Assessment may be made in consultation with parents. This may involve Specialist Advisory Teachers, Educational Psychologists, Community Paediatricians, Speech Therapists, Occupational Therapists and Physiotherapists as well as SEND Officers depending on the needs of the child.

For a child to receive an EHCP (statement of needs), they will have initially followed an Early Help plan. Information on the process of Early Help can be found by following this link via the Cumbria Safeguarding Children Partnership website:

<https://www.cumbriasafeguardingchildren.co.uk/earlyhelp.asp>

Attendance

It is important that children have full attendance as much as possible in order to keep up with the work within school. Obviously children can and will fall ill at times; however if a child's attendance falls below 90% then school will contact parents to discuss support for this.

If a child continues to have poor attendance and the attendance falls below 85% an action plan will be devised, and in some cases of persistent poor

attendance, the Local Authority may become involved and meet with school and parents to investigate the reasons for this.

It is imperative that any child who may require an EHCP has good attendance; as it may be deemed that the child's additional needs may be due to their absence from school.

Holidays within school term time are deemed as unauthorised.

Holiday requests made for cultural/faith purposes will be granted in-line with current guidance.

At Dane Ghyll, the SENDCo monitors the attendance of all children within school on a half-termly basis; with a copy of the reportsent to the Head teacher.

It is the parents/carers **legal responsibility** to ensure their child attends school regularly. If your child is absent, a call to school is needed for each day the child is absent stating the reason he/she is ill. If the school does not receive this, the child will be marked in the register as 'No Reason/Unauthorised Absence.'

If you have any concerns about your child's attendance, please contact school as soon as possible