



Dane Ghyll County Primary School: SEN Policy/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 SEN are identified in a variety of ways; initially through teacher's concerns, observations in class, from baseline assessments or following parental concerns.

Concerns are generally raised by the teacher and followed up by the SENCo. This is then discussed by the SENCo in partnership with the parents and the child.

How will the setting staff support my child?

The SENCo will oversee and plan an individual education programme (IEP) with, where applicable, advice from specialist advisors and in conjunction with the parent and child's views. Children with SEN will be timetabled to work with the SENCo 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 who will follow guidelines from both the SENCo and, where applicable, specialist teaching advisors and work towards covering the aims and objectives within the child's statement or EHCP.

The SENCo will liaise with outside specialists; parents and the child to ensure the child's views and needs are accommodated. Baseline

assessments, if needed, will be carried out and an individualised programme will be devised – the SENCo will ensure the provision will be appropriate for the child and will regularly monitor the child's progress. All staff will be given opportunities for staff development through inset/in house training or on an individualised basis.

Governors are actively involved with SEN with regular meetings to discuss SEN figures, resourcing and budget, training opportunities, SEN tracking and monitoring.

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

Where a child is identified as having SEN, the curriculum will be tailored to meet their needs. The teachers, following advice from the SENCo and, if applicable, specialists advisors, will differentiate work to suit the child's academic ability. This will be at a level which the child can cope with, but equally with some degree of challenge. This may be addressed through small group work working alongside the teacher or the teaching assistant within the classroom or within withdrawal sessions with the SENCo; either small group or 1:1, in order to address specific barriers to learning. 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 SENCo. In addition to these scheduled meetings, if a parent has a concern, a meeting can be arranged on a personal basis.

Regular monitoring of progress will be scrutinised and adjustments made to any programme of work to ensure progression. As the child would be working from a baseline, progression will be analysed from this. Termly

reviews of the IEP will be set with the class teacher and parents in order to discuss progress and agree new targets. The teacher and SENCo 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, the parent and the child views will have been 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 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 coming to 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 SENCo and School Health.

Behavioural needs: At Dane Ghyll, we pride ourselves on good 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 needs to 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 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. (Please see table 1 for details)

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

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

The SENCo who will oversee SEN, has a BA (Hons) with Qualified Teacher Status specialising in English Language and English Literature, PGC (Masters Level) in Working with Children and Young People with Autism and a PGC (Masters Level) for the National Award for SEN Co-ordination, in addition to attending various courses to support Special Educational Needs, Children with Physical and Medical Disabilities, English as an Additional Language (EAL) and has undertaken training on Dyslexia screening using LUCID Rapid.

Throughout school, opportunities for Career Professional Development is undertaken to ensure all staff are continuing to build on their academic knowledge.

At times, outside specialists may need to be consulted to offer specific advice to meet the needs of the child. At Dane Gyll we have support from: Educational Psychology, Specialist Teaching Advisors: Early Years, Literacy, Visual & Auditory, Inclusion, English as an Additional Language, Physical and Medical Difficulties and Speech and Language. In addition, we have access to the School Nursing Team, Community Paediatricians, Physiotherapists, Occupational Therapists, CAMHS (Child and Adolescents Mental Health Service), 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 staff has opportunities to extend their Career Professional Development (CPD), with staff attending courses and feeding back to colleagues to facilitate a holistic approach. An opportunity for whole school training in SEND is planned for insets following an analysis of SEN need 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. The SENCo is Reading Intervention, Reading & Spelling programme and Maths Recovery trained, as well as having a PGC in Autism and a PGC for the National Award for SEN Co-ordination. In addition, the school has staff trained in supporting children with Specific Literacy Difficulties as well as other areas.

How accessible is the settings environment?

Dane Ghyll has very limited access for wheelchairs. There is a disabled toilet and shower/changing facilities.

In addition, a disabled designated parking place within the school car park is available and steps within the school building are clearly marked. For children with a physical and medical need, a risk assessment would be arranged to ensure handrails etc. are at the correct height for the child.

Children with English as an Additional Language (EAL) with little or no English will have a baseline established and if appropriate, the school will seek advice from the specialist advisory service for EAL. In addition, an interpreter may be used 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 SENCo (if applicable) will liaise with staff to ensure that the child's needs will be met within the new setting. Observations at the pre-school/nursery 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 schools mid-way, the SENCo will check with the previous school if the child has any special needs and if needed, will assess the child's academic ability in order to make sure the learning will be tailored towards the child's needs with a baseline being established.

Prior to a child transferring to secondary school, the SENCo will have already arranged a review with the secondary SENCo at the time of the IEP review in order to meet the child and his/her parents, and to ensure continuity of support where possible in the secondary setting. 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 SEN will be taken or sent to the new school prior to the child commencing secondary, 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 (when applicable) who, with parents and the school SENCo/Management decide on the right resources for that child. This is reviewed at least annually and resource provision is fully considered. The school management and governing body are responsible for ensuring is of

the correct standard for each child. A qualified SENCo 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?

Guidance will be taken from the Special Needs Code of Practice Handbook. Where appropriate, if a child needs are deemed long term and greater than what can be provided from the school's SEN 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 Statementing Officers depending on the needs of the child.

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

Opportunities for discussions will be held at parent's evenings and at reviews. If a child is subject to an Early Help – this will be a fundamental procedure when completing the action plans. You and your child's views are important and further opportunities can be available by making an appointment to see the class teacher and/or the SENCO.

Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs your first response would be to contact:
- your child's class teacher,

- SENCO,
- the Head teacher
- SEN School Governor (to be appointed)

If you are unhappy about your child's SEN support relating to their statement or EHCP – your first port of call is to speak to the SENCo. If issues cannot be resolved contact the Head teacher and follow the school's complaints procedure. If you are still unhappy contact the local authority www.cumbria.gov.uk

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