

# Castle Hill Junior School Primary School Local Offer

## Special Educational Needs and Disability (SEND)

*Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. Our school provision is part of the Local Offer for Suffolk.*

Castle Hill Junior School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout their time with us.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review. For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as High Tariff Needs Funding.

**How does Castle Hill Junior School know if children need extra help?**

We regularly observe, assess and report the progress of children to be able to identify those who are not progressing as we expect. We also know if:

- concerns are raised by parents/carers, teachers, teaching assistants, learning support mentor team or the pupil's previous school/setting
- there is lack of progress in key areas
- poor test scores
- there is a change in the pupil's behaviour
- a pupil asks for help
- the child has existing identified special educational needs

**What should I do if I think my child may have special educational needs?**

- If you have any concerns then your first point of contact is your child's class teacher.
- Arrange an initial concerns meeting with the class teacher who can talk about strategies that are already in place or suggest ways to help further.
- After a six week period, if things still haven't improved a second meeting should be arranged with Mrs Dedicoat (Mainstream SENCo) or Ms Watson-Morse (SSC SENCo) as well as the class teacher.
- New targets will then be set and monitored as well as an individual learning plan put in to place. These are reviewed termly.

**How will I know that Castle Hill Junior School are supporting my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher and/or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the pupil's provision map (this is a record of the interventions, timings, cost and impact of the intervention) If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.
- In addition to interventions, Castle Hill Junior School Primary School offers focused teaching during Literacy and Numeracy outside of their usual classroom for children who are significantly below or above the other pupils in their class.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher and other staff to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCO.

Occasionally a pupil may need more expert support form an outside agency such as;

- The Early Intervention Service (specialist learning and behaviour advisory teachers)
- The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs)
- The Educational Psychology Service, CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- School Nurse, Speech and Language Therapists

We obtain parental permission before referring a pupil to an outside agency for support with their learning etc. Referral forms are then completed in conjunction with parents/carers 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.

- The Governors for Castle Hill Junior School are responsible for entrusting a named person, Mr Daniel Jones to monitor Safeguarding and Child Protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

*High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils' ability.*

- Learning opportunities are designed so that all pupils in the class can take part using a variety of teaching methods including those designed to meet the needs of learners who respond better when taught in a visual or kinesthetic way.
- In some lessons, pupils are grouped with others that are working on similar targets.
- Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors.

#### **How will I know if my child is making progress?**

- You will be able to discuss your child's progress at two termly Parents meetings with your child's class teacher and Mrs Dediccoat where appropriate.
- Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.
- Some children with SEN will have IEPs (Individual education Plans) which can be used to target children's needs more carefully. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.
- Children with EHC plans (or Statements) have an annual review meeting a year from the point their EHCP (Or Statement) was awarded.

#### **How will you help me to support my child's learning?**

- The class teacher may suggest ways of supporting your child's learning through targeted home support, at parents' evenings or if you are requested to attend a meeting.
- Mrs Dediccoat, the SENCO or the class teacher may meet with you to discuss how to support your child in class or share strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions that are offered can be developed and used at home

#### **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 detailed in the list of interventions below.

- Safeguarding and Child Protection procedures are in place. The named person is Debbie Richards.
- Our behaviour policy is followed by all staff.
- Nurture Groups
- Art, Music and Play therapy

- Choices lunchtime club
- BSS (Behaviour Support Service)
- Attendance is monitored regularly to ensure all children have good attendance and arrive punctually.

#### **Pupils with medical needs**

- If a pupil has a medical need then a detailed Care Plan is compiled by Mrs Dedicoat in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receive basic First Aid training in addition to those that are already fully trained.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.

#### **What specialist services and expertise are available at or accessed by the school?**

Sometimes we need to consult an outside agency for their more specialist expertise. The agencies we work with are listed below:

Speech and Language service

Education Psychologist

County Inclusive Resource (advice on support children who have been diagnosed ASD)

BSS (Support with children who are experiencing difficulties managing their behaviour)

#### **What training are the staff supporting children and young people with SEND had or are having?**

Training opportunities are regularly offered to staff resulting in the expertise listed above. If a child with a specific condition is to be educated at our school, appropriate training will be given.

#### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable 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 the activity.

#### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

- Our school is fully wheelchair accessible, there is a wheelchair accessible toilet and all doors are wide enough for wheelchair users.
- Pupils' specific learning needs are supported through the use of technology (e.g. computers) where appropriate.
- There is a disabled parking space.

#### **How will the school prepare and support my child when joining Castle Hill Junior School or transferring to a new school?**

Castle Hill Junior School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Mrs Dedicoat, where appropriate, attends the SENCO Transfer meeting for Year 6 pupils.
- All pupils have a transition session where they spend the morning with their new class teacher.
- Mrs Dedicoat is always willing to meet parents/carers prior to their child joining the school.
- High School runs extra transition sessions with vulnerable Year 6 pupils before transition.
- Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Dedicoat, the secondary school SENCO, the parents/carers and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised on completion of the assessments Mrs Dedicoat will investigate further support or advice from outside agencies if required with permission from parents.

#### **How is the decision made about how much support my child will receive?**

- Support is allocated based on need, decided at Pupil progress Meetings and in PLP review meetings. Usually, in consultation with class teachers, the SENCO will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

#### **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.
- During discussions with Mrs Dedicoat or other professionals.
- Parents are encouraged to comment on their child's education plan with possible suggestions that could be incorporated.

#### **Who can I contact for further information?**

- If you want more information or have concerns please see your class teacher, the SENCO Mrs Dedicoat via the school office.
- The Suffolk parent partnership service, is a free, independent and confidential service that supports parents of children with special needs. You can contact them on 01473 265210.
- If you have a complaint or concern please refer to the school's complaints procedure which is available from the school office upon request.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

# Interventions at Castle Hill Junior School

## **Social Skills programmes/support including strategies to enhance self-esteem run by trained teaching assistants**

- Lego Therapy
- Circle of Friends
- CAMHS advice (Child and Adolescent Mental Health Service)
- Educational Psychologist support
- An open door for parents to come to school and share their knowledge of their child

## **Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)**

- Laptops available for children who would benefit from access to this technology
- I pads with Apps targeted to meet individual needs

## **Strategies/programmes to support speech, language and communication**

- Programmes put in place by Speech and Language Service actioned in school by ELKLAN trained support staff
- Visual timetables
- Visual prompts to support learning

## **Mentoring activities**

- Individual/small group weekly mentor sessions

## **Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs**

- Gym trail
- Resources such as a writing slope, pencil grips

## **Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**

- Regular meetings with individual programmes of support
- Access via referral to the Behaviour Support Service
- Home school liason manager

## **Strategies to support/develop literacy inc. reading**

- Accelerated reader
- Visual support
- CUED spelling/ spelling support
- Sound discovery
- Oxford Owls online reading activities
- Daily guided reading focussed on individual reading gaps

## **Strategies to support or modify behaviour**

- Individual Behaviour Plans
- Pastoral Support Programme (PSP)
- Individual support from a teaching assistant
- Referral to other agencies with Suffolk (BSS)
- Common Assessment Framework (CAF)
- Parent Partnership officer support for families
- Visual prompts

**Strategies to support/develop numeracy**

- Numicon (both in small groups and as a classroom resource)
- Springboard

**Provision to facilitate/support access to the curriculum**

- Differentiated work in class
- Modifications to the curriculum – aids to access curriculum as recommended by other professionals
- Assessment by SENCO/Advisory teacher/Educational Psychologist

**Strategies/support to develop independent learning**

- Individual programmes with targets and rewards
- Tasks broken down into small achievable steps

**Support/supervision at unstructured times of the day including personal care**

- Teaching assistant support for children with a Statement of Special Need

**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**

- Working together with parents to formulate a plan of action
- Shared outcomes of assessment to plan a way forward
- Multi agency meetings both formal and informal
- Preparation of application for request for EHC Plan if appropriate

**Access to Medical Interventions**

- Work with School Nursing Service to support children with medical protocols
- Key staff are First Aid trained
- All staff are trained to use an epipen and to be asthma aware.
- Children's medical condition requirements are displayed discreetly in the staffroom so appropriate action can be taken.