



## Central C of E Junior School: Local Offer

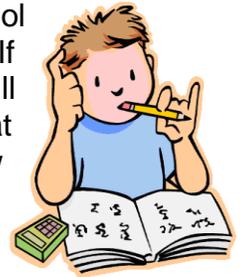
### Support for children with Special Educational Needs or Disabilities (SEND)

#### What is the Local Offer?

Each school is required to publish details of how they endeavour to support and enhance the learning experience for pupils with SEND. The intention is that this easy to understand information will set out what you and your child can expect from the school. 14 questions have been devised in consultation with parents, carers and other agencies that reflect their concerns and interests and answers to them are intended to provide the essential information you need to plan for the best learning experience for your child.

#### 1. How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

Class teachers assess and monitor the progress of pupils throughout their school career using a variety of data including that passed up from the Infant schools. If expected progress is not being made through differentiation in lessons we will discuss with you and your child what steps and interventions are available and what additional in-class support may be needed. We will then agree a plan to show how this support will be delivered and monitored. Often this is sufficient to bridge the gap; however some pupils require further support and intervention. If further help is needed the SEND team in school or outside agencies such as the Educational Psychology Service or Speech and Language Therapist can be involved.



If you have a concern about your child's progress or believe they have a special educational need, this should be discussed with the class teacher. Additional assessment or support can then be discussed with the Special Educational Needs Co-ordinator (SENCo).

#### 2. How will the school support my child?

Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs. The named SENCO for the school is Ms F Ryder. The school will support children in a variety of ways depending on their level of need. Firstly in the classroom with the teacher providing differentiated support to match learning tasks to individual needs. Additional targeted support may be given outside the classroom in small groups or through further one to one sessions with a member of staff. Specific outcomes will be set and these targets may be set out in an ISP (Individual Support Plan). This will be recorded and monitored using the school's Provision Map.



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

Our school provides an engaging and exciting curriculum for all children. The Cornerstones Curriculum is designed to meet the differing learning styles of individual children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with special educational needs, the teacher may provide different resources or there may be an adult to assist a small group of children to complete the task as independently as possible.

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

Assessment is an ongoing part of classroom procedures. We hold regular teacher-parent consultations through the year to review the progress and attainment your child has made and agree future targets together. If you have any concerns at other times, the class teachers are available for informal discussions at the end of each day. Ms Ryder is contactable via email which can be found on the School website. If you have more significant concerns an appointment can be made with the appropriate member of staff which will give more time to discuss any issues or worries.

Some pupils benefit from regular communication between home and school and a home-school communication book is used to record significant events and achievements. This also helps to provide a consistent approach in both settings.

If your child has a statement of SEN or an Education Health and Care Plan (EHCP) an annual review will be held to consider the impact of current provision and future plans.

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

The safety and well-being of all pupils form the foundation of all we do in school. We want every child to reach their potential in an environment where they know they are safe, valued and accepted. As a team, the teachers, support staff, and Senior Leadership Team work to create an ethos where pupils want to learn and achieve and where they know they are supported and encouraged. We work with parents and specialists in school and outside agencies to overcome barriers to learning.

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

**Health services:** Including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Clinical Psychology, School Nurses, Play Therapy and CAMHS. Advice and support from the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs and Family and Child Support Specialist (FACSS) Claire Mitchell

**Education services:** Educational Psychology Services, SEN team, Inclusion Support, Social Communication Team



**Social Care:** Integrated Services, Children and Young Peoples Planning Forum, Social Services, Family Link Worker, Family Resources Team

**Parent/Carer support:** Parent Partnership, Think Family, Family Link Worker

**SEN support:** National Association For Special Educational Needs, The Autistic Society

We always seek your permission before making referrals to any other agencies.

## 7. What training have the staff supporting children with SEND had or are having?

Each staff member undergoes a program of continual professional development. This includes in-service training days and staff meetings. In addition, training in the following areas has been completed:

- First Aid
- Speech and Language therapy
- Narrative Therapy
- English as an Additional Language
- Autism
- 1<sup>st</sup> Class @ Number
- Talk 4 Number
- Behaviour Management
- Emotional Resilience
- Dealing with Anxiety
- Fine and Gross Motor Skills (Jump Ahead)
- Physiotherapy
- Numicon: Closing the Gap

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

The school is committed to providing effective learning opportunities for all pupils. As outlined in the National Curriculum statement on Inclusion, the school aims to:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.
- enable all children to achieve to their full potential.
- promote equal opportunities





All pupils are encouraged to take part in school activities, including school council, class monitor posts, clubs and school trips. If necessary, support will be provided to enable all pupils to be included in any school activity. This could be included in the Schools Risk assessment.

### **9. How accessible is the school?**

The school building is accessible to wheelchair users, and where required, there are ramps to enter and leave the building, and doors are wide enough for wheelchair access. Lighting and white lines indicate steps, and have been designed to enable those with a visual impairment. There is a spacious disabled toilet facility for staff, visitors and pupils, and a shower is available. Some of the school staff are trained in Makaton signing, and signing for those with hearing impairment. We work closely with the social communication, sensory support and occupational therapy teams to ensure appropriate accessibility for all.

### **10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

When a child joins the school, a transition programme appropriate to their needs is devised, in consultation with the pupil, parents, carers and school. For many, a single pre-visit and information pack is all they require before starting at the school. Others require a number of pre-visits and visits to their school by staff here in order to reduce potential anxiety, uncertainty and distress.

Transition to the next setting will follow a similar pattern of pre-visits, information sharing and a graduated transition. For anxious or vulnerable pupils in Year 6, there is a Transition group run in the second half of the Summer Term.

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

The school receives money as part of their annual budget to support provision for special educational needs. It is used to pay for staffing and resources which support children with special educational needs throughout the school. The specific allocation of resources is dictated by individual need and the statutory requirements of a statement of SEN or Educational Health Care Plan (EHCP). The guiding principle is for all pupils to be able to access their learning effectively and by so doing make good progress.

### **12. How are the decisions made about what type and how much support my child will receive?**

Having identified the strengths and gaps in learning, the desired outcomes for your child is the starting point for making decisions about the types of support they will receive. The school SENCo will work with you to agree a set of outcomes that will be achieved through a range of support.



### 13. How are parents involved in the school? How can I be involved?

Parents will be involved in discussions about their child's needs from the moment they start at Central. In addition, parents and carers can become involved in the life of the school as a Governor, Friend of Central School, helping with school clubs, as librarian, volunteer on school trips and swim walks and more.

### 14. Who can I contact for further information?

School staff can be contacted in the following ways:

- **Email:** office@centralschool-chichester.org.uk
- **Address:** Central C. of E. Academy, Orchard Street, Chichester, West Sussex. PO19 1DQ
- **Telephone:** 01243 783709

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