

## **West Boldon Primary School Local Offer for children with Special Educational needs (SEN)**

### **Respective Responsibilities for Pupils with Special Educational Needs and/or Disabilities.**

This Statement sets out, in summary form, the responsibilities of the school, Governors and the Local Authority when making sure that the additional needs of pupils who have been identified as having Special Educational Needs (SEN) are met in a way that works for the pupil without too many meetings and paperwork.

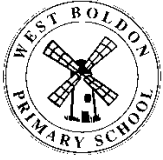
We accept that parents and carers need to feel confident that the school has systems in place which make it possible for us to offer a flexible range of provision which is able to meet the individual needs of each and every one of our pupils. Parents will be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible.

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer (<http://www.southtyneside.gov.uk/article/8126/Special-educational-needs>). All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school.

When a child has SEN and/or a disability, the school and its Governing body are required to fulfil the following duties. (Children and Families Bill 2013):

#### **Schools and Governors must ensure:**

- That they make strenuous efforts to make sure the necessary provision is put in place for any pupil who has SEN.
- That when the Head or a nominated Governor has been told by the Local Authority that a pupil has SEN, those needs are made known to everyone who is likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for any pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and, at the same time, allows the pupil to receive the special educational provision that the learning needs call for and there is efficient use of resources.
- That they report to parents on how the school's policy for pupils with SEN operates.
- That when the school feel that there is a need for additional training for staff, attempts will be made to put this in place.
- That the school will follow the guidance in the Code of Practice when carrying out its duties towards pupils with SEN.
- That the school will make sure that parents are informed of a decision by the school that SEN provision is being made for their child and, where appropriate, the pupil is involved in discussions about what is being put in place.



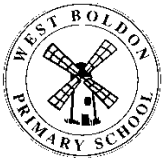
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### **Schools must:**

- Be aware that pupils with SEN will need additional support as they move between phases and prepare to be independent adults.
- Identify pupils who have SEN and make sure that they are provided for in line with the Code of Practice.
- Appoint a SENCO who is a qualified teacher.
- Invest in whole school training and targeted training for staff.
- Make sure that inclusive teaching and support is genuinely embedded in the school and that all teachers understand that they are "Teachers of SEN".
- Provide information on school arrangements for SEN to parents and governors.
- Consider what may be needed for future pupils with a disability.

### **Governors must:**

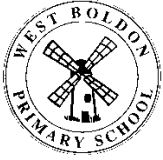
- Appoint an SEN Governor who will oversee the arrangements for SEN in the school.
- Know how many pupils in the school have SEN.
- Know how much money the school gets for SEN and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEN.
- Review and approve the SEN Policy.
- Monitor the expenditure on SEN.
- Monitor the progress of pupils with SEN and make sure the provisions written in Statements and Single Plans are made.
- Make sure that SEN provision is part of School Improvement Plan.
- Publish on the school website the SEN Policy and a description of the arrangements and specialist provisions made in school for pupils with SEN.
- Detail their arrangements for dealing with complaints from parents of children with SEN concerning the provision made at the school.



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### Summary of Provision made by Schools.

<p>1. All children and young people</p>	<ul style="list-style-type: none"> <li>• Trained SENCO with QTS who has a direct link to the Senior Management Team.</li> <li>• SEN Policy, with provision and practice in place.</li> <li>• Accessibility Plan in line with Equality Act 2010.</li> <li>• Information on Inclusion and SEN provided to <u>all</u> parents/carers.</li> <li>• SEN Governor.</li> <li>• SEN Development Plan.</li> <li>• Inclusive ethos and curriculum.</li> <li>• Range of teaching strategies and learning opportunities.</li> <li>• Target setting and tracking process.</li> </ul>
<p>2. Children and young people with additional needs (SEN.) (Previously School Action and School Action Plus.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances.</li> <li>• Additional and different provision such as individualised or small group planning.</li> <li>• Staff collaboration with specialists within the school and with outside agencies.</li> <li>• More detailed planning incorporating specialist information.</li> <li>• Individualised programmes in more than one foundation curricular area.</li> <li>• Increased classroom and small group support.</li> <li>• Environmental adaptations.</li> <li>• Intervention groups for reading, writing, maths</li> </ul>
<p>3. Statutory provision as specified in a Statement of SEN or an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Very detailed planning and tracking.</li> <li>• Individualised programmes in several areas of the curriculum.</li> <li>• Arranging the provision specified in Part 3 of a Statement of SEN or EHC Plan.</li> <li>• Arranging the annual review of a Statement of SEN or EHC Plan and submitting recommendations to the LA.</li> </ul>



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### **Local Offer for children with Special Educational Needs (SEN)**

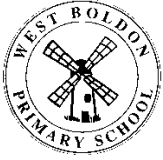
We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Our aim is to identify children who may have special educational needs as early as possible. This way we can assess them then inform and involve the parents to enable us to work together to support a child's individual needs. We can then provide suitable interventions and resources where appropriate. West Boldon Primary can seek advice from outside agencies and liaise with them where appropriate to ensure the child's needs are continually met.

Children are identified as having SEN when their progress has slowed or stopped and the interventions; resources etc, put in place do not enable improvement. Once this occurs, we use specific need-based plans and pupil profiles which help support their development and speed up progress. If you would like further information about what we offer here at West Boldon Primary then please do not hesitate to contact the SENCO (Miss D Makel) directly on: 0191 5364826 or via email

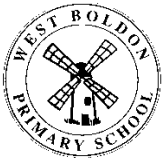
At West Boldon Primary we strive to differentiate all areas of the curriculum to ensure all individual needs are met. Individual Education Plans (IEP's) are used to support the differentiation to match tasks to all abilities and individual needs. Qualified teachers and Learning Support Assistants support all children in whole class lessons, small groups and individual children with specific, targeted intervention programmes.

The class teacher and SENCO work with support assistants to track and assess children on a half termly basis. SEN children are tracked with Pivats which monitor small increment steps in learning. We strive to provide resources to support learning such as visual timetables.



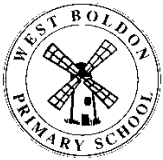
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School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support (Select or add items as appropriate.)
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents.</li> <li>• Differentiated curriculum and resources</li> <li>• Visual timetables</li> <li>• Areas of low distraction</li> <li>• Support/supervision at unstructured times of the day.</li> <li>• Social skills programme/support including strategies to enhance self-esteem.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Strategies/programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety/promote emotional wellbeing.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> </ul>



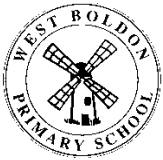
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	<ul style="list-style-type: none"> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN.</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</li> <li>• Fully qualified/trained SENCO who can provide advice and guidance to staff.</li> <li>• All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.</li> <li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li> <li>• Listed staff who have additional qualifications</li> </ul>
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents.</li> <li>• Differentiated curriculum and resources.</li> <li>• Strategies to promote/develop literacy and numeracy.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN.</li> <li>• Support staff are placed where needed throughout the</li> </ul>



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	<p>school to ensure pupil progress, independence and value for money.</p> <ul style="list-style-type: none"> <li>• Fully qualified/trained SENCO who can provide advice and guidance to staff.</li> <li>• All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.</li> <li>• Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN.</li> <li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.</li> </ul>
<p>Behavioural, Emotional and Social Development:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li>• The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• The school provides effective pastoral care for all pupils.</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs.</li> <li>• Access to information and support is available within school for behavioural, emotional and social needs.</li> <li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li> </ul>
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed.</li> <li>• ICT is used to increase access to the curriculum.</li> </ul>



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<p>Impairment</p> <ul style="list-style-type: none"><li>• Multi-sensory impairment</li><li>• Physical and Medical Needs</li></ul>	<ul style="list-style-type: none"><li>• Provision to support access to the curriculum and to develop independent learning.</li><li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.</li><li>• Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.</li><li>• Access to Medical Interventions.</li><li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy.</li><li>• Support with personal care if and when needed.</li><li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li><li>• Staff understand and apply the medicine administration policy.</li><li>• The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li><li>• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</li><li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.</li><li>• The school has disabled toilets/facilities</li></ul>
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If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO, Miss D Makel. Although school complaints procedures are in place we would always hope to resolve any issues or concerns informally by working in partnership with parents.

### **Note**

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345

Email - [parentpartnership@southtyneside.gov.uk](mailto:parentpartnership@southtyneside.gov.uk)