



Special Educational Needs

Local Offer

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1. What kinds of Special Educational Needs can be met at our school?

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.

Barriers to learning include:

- Communication and Interaction (Speech and language difficulties or Autism Spectrum)
- General learning difficulties both moderate and severe, and including, for example, dyslexia
- Social, emotional and mental health difficulties such as ADHD or attachment disorder
- Problems with sight or hearing, or other physical disabilities

Alternatively, your child may have a different less common disability or medical condition that causes a barrier to learning.

2. How do we identify and assess the needs of children?

Where a need is already identified, we will aim to gather information from you, the parents/carers, other professionals and previous settings before they start their time with us. We regularly review progress, talk to parents/carers and children, and make observations on how your child is doing in class. These all help us to see any difficulties your child might have and would generally lead to informal chats first with all involved before a more formal process is started where needed.

More details can be found in the school SEN policy, Section 8

3. How do we assess and provide for children with SEN in our school?

Within the whole class:

The class teacher is the first, most important person in making sure each pupil has the right levels of work and support. Careful checking of progress leads to different approaches, supported work, and use of practical equipment where needed.

All children in school should be getting this as a part of excellent classroom practice when needed.

Within a smaller group:

We want all our children to learn how to be independent learners; but sometimes the teacher will find a specific or general gap in learning that needs some extra teaching in a small group in or outside the classroom. This will be with a Teaching Assistant or the teacher.

Sometimes the pupil's disability means that we need to provide a Teaching Assistant more often to help them to access what is happening in school. This may occasionally be on a 1:1 basis.

Support from outside school

In some cases, we need to work with professionals from outside the school. These may be from the Local Authority or from Health. We would always talk to you first before talking to any of these professionals.

More information about this kind of professional support is in the School SEN policy, Section 17.

What if your child has a more complex, long term need or disability?

For a very small number of children assessment and provision may be provided through an Education, Health and Care Plan (EHCP). The following steps will lead to this:

- The school or the parent asks the Local Authority to consider whether there it is necessary to formally assess your child's needs
- Information is gathered by the LA from parents/carers, school and any other agencies involved
- A decision is made by the Local Authority about whether an EHCP is needed or not
- Either an EHCP is written with support and long/short term targets agreed or the Local Authority decide that the support already provided by our school is sufficient to meet the needs of your child

How do we know if we are doing the best we can for your child?

- We review and track your child's progress regularly
- We talk to you and your child and listen to your views
- We take advice from and work with any professionals involved

4. How will we support a child with special educational needs with their emotional and social development?

We want each child to make progress socially, emotionally and with their learning. We will always talk to parent/carers and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

- Student Support Centre
- School Nurse
- Pastoral Support Workers
- Friendship groups
- Student Mentors
- Breakwell Assault Cycle (helping children to understand and deal with their emotions)
- SEAL (Social and emotional aspects of learning)

5. Who are the best people to talk to in our school about your child's difficulties with learning/SEN or disability?

As parents/carers know the child best, we want you to share any information and concerns you may have with us.

Form Tutor

The first person to chat to is your child's **Form Tutor** as they are responsible for tracking the progress of your child.

SENCO

Sometimes the class teacher will want to take your concerns to the school's SEN Coordinator, **Linda Smith**

The SENCO is responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning and in reviewing progress. Contact with the SENCO can be made through the school office or via email on: stsmithl@selstonhigh.org.uk

Headteacher

If your child has a specific learning or physical disability, and you would like your child to come to our school, the best person to talk to initially is the Head teacher, Mr P Halcro. He will work with you to make sure that we can meet your child's needs.

6. How are our staff supported and trained to meet the needs of your child?

Within our family of schools, once each term the SENCOs meet to discuss our training needs. The Family SENCO organises training events across the schools either in-house or using external providers.

The SENCO supports all staff within school and will organise whole staff and individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals.

We always welcome parental help in identifying the most appropriate external support.

More information can be found in the SEN policy, Section 13

7. How do we make sure your child with SEN can access our building and equipment?

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required

- Ensuring that the right equipment is available to meet every child's needs
 - Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service team to assess needs and provide advice and/or equipment.
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8. How will we involve you in your child's progress, provision in school and how you might help at home?

We want parents to feel fully involved in every stage. Sharing information is vital and will be done through

- Regular more formal contact to discuss progress including monthly tutor contact, parent's evenings, review meetings and tracking reports
 - Informal chats or phone contact and an invitation to come into school if needed if something arises between more formal meetings
 - Sharing ideas about how you can help your child at home
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9. Who will listen to your child and make sure their views are considered?

All children are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEN in addition there will be times to chat with a member of staff

Informally this will happen during or at the end of supported work with a teacher or TA, or at other times when the child feels they need to talk.

More formally it will happen during review meetings where there will be an opportunity for your child to share views and feelings.

10. What should you do if you have concerns about how your child is supported?

Where appropriate, the first person to speak to is the Form Tutor. Occasionally you may need to speak to the SENCO directly. We always try to resolve any concerns as soon as they are raised.

Should it be difficult to resolve concerns, the more formal process outlined in our school's Complaints Policy should be followed.

11. What support is available for you as a parent of child with SEN?

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school. The SENCO will give you information we have available in school but in addition, the [LA Local Offer Website](#) provides links to all of these organisations across the authority.

12. How are parents/carers and children with SEN supported during transition times?

We understand that special preparations may be needed when children with SEN will be starting at a new setting, moving between classes or schools, or when they move into adult life. We aim to make this as smooth and reassuring as possible through:

- careful planning with the next setting,
- sharing of information with parents/carers including the opportunity to meet new staff before the move
- additional visits to the new setting
- home visits prior to starting school
- transition booklets (Passports) prepared in school with your child providing information for the next setting

For more details see the SEN policy section 4.

13. What else is available locally for your child with SEN?

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in our Local Authority area on the [LA website Local Offer](#).