



Thackley Primary School Special Education Needs and Disabilities (SEND) 'Local offer'



At Thackley Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs). We are a fully inclusive school. We understand that children may have special educational needs that require additional support when progress has slowed or stopped and we are committed to ensuring that all children in our care have access to exciting learning opportunities that fully meet their needs.

This document is intended to give you information regarding the ways in which we ensure we support all our pupils including those with SEND in order that they achieve their full potential.

Children and Families Act 2014

The Children and Families Act takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Act will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability, progress and next steps* by:

-  Introducing a single assessment process and an Education, Health and Care (EHC) Plan to support children, young people and their families from birth to 25 years. The EHC plan will replace statements of special educational needs improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
-  Requiring health services and local authorities to jointly commission and plan services for children, young people and families.
-  Giving children, young people and families the right to a personal budget for the support they receive.
-  Requiring Local authorities to publish a clear, easy-to-read 'local offer' of services available to children and families.
-  Local authorities involving families and children in discussions and decisions relating to their care and education; and providing impartial advice, support and mediation services.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as *"a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."*

What will it do?

The Local Offer aims to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

Here are Thackley Primary School's responses to those questions:

What is a Special Educational Need or Disability?

Children have special educational needs if they have a **learning difficulty** that calls for **additional and different provision** to be made for them.

Children have a learning difficulty if they:

-  Have a significantly greater difficulty in learning than the majority of children of the same age.
-  Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
-  Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2014 SEN Code of Practice)

How are Special Educational Needs or Disabilities identified and assessed at Thackley Primary School?

Initial concerns about a child's progress or development may come from:

-  Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
-  Our rigorous assessment cycle/Pupil Progress Meetings, highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
-  A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
-  Previous Educational settings such as Nurseries or Children's Centres.
-  You, speaking to the class teacher or SENCo about anything that you have noticed at home.
-  Your child, expressing concerns about their own development or progress.

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENCo, will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child's short term targets should be and what 'additional provision' should be put into place to help them to meet their targets. The school will invite you and your child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

Who should I speak to about my child's difficulties with learning/ Special Educational Needs or Disabilities?

Your child's class teacher

-  Is responsible for:
-  Monitoring the progress of all children.
-  Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.

-  Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum.
-  Discussing any initial concerns with you and highlighting these concerns to the school's SENCo.
-  Writing and evaluating Individualised Learning Targets and sharing these with you at least termly.
-  Ensuring that they follow the school's SEND policy.
-  Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties. Helping other adults to deliver the planned program to help your child to meet their targets.

The SENCo- Mrs C Bolton

Is responsible for:

-  Writing the school's policy for Special Educational Needs and Disabilities.
-  Coordinating all of the provision for pupils with Special Educational needs or Disabilities.

Ensuring that you are:

-  Made aware of any concerns regarding your child's progress.
-  Involved in supporting your child's development.
-  Involved in evaluating and reviewing their progress towards set targets.
-  Liaising with any other people or agencies who may be coming into school to support your child's development.
-  Updating the schools SEND register (a system for ensuring that the needs of pupils with SEND are known.)
-  Ensuring that there are in-depth records of your child's needs, targets and progress.
-  Providing support to teachers and teaching assistants so that they can help all children to reach their potential.
-  Keeping the Governing Body informed of any issues related to SEND.

The Head of School/Executive Headteacher - Mrs A Patterson/Mr T Patterson

Is responsible for:

-  The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities.
-  Working closely with the SENCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.

The Inclusion Leader: Miss P Stanworth

Is responsible for:

-  Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the SENCo.
-  Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

What should I do if I have concerns about my child?

-  If you have any concerns about your child's learning or development you should speak to your child's class teacher initially.
-  This can be done at parents evening or by telephoning the office on 01274 414437 to make an appointment.
-  If you continue to have concerns please ring to make an appointment with the SENCo- Mrs Bolton.

 If you are unhappy that your child's needs continue to be unmet please contact the Head of School.

How will the school let me know if they have any concerns about my child?

Initially your child's teacher will speak with you either at parents evening or at an arranged meeting to discuss their concerns.

 They will listen to your views on your child's learning.

 They will discuss with you any additional support that they feel would benefit your child and will discuss short term targets for the coming term.

 Where further support is needed the SENCo will contact you to review the provision that has been put in place and to gain your views on your child's progress.

 This may involve the implementation of further in-school interventions or a discussion about referrals to outside professionals.

 We value your partnership in all aspects of supporting your child's needs whilst at Thackley Primary school.

What support is available for my child to support their Special Educational Needs or Disabilities?

 At Thackley Primary School we believe that children should be involved and informed with all aspects of their education.

 To support this, all children have the opportunity to meet with their teacher regularly on a one-to-one basis to discuss progress and set targets

 Children with additional needs will have time to discuss their specific needs and reflect on the progress they have made. This discussion will ensure that the child has input into setting their future targets.

 Targets are shared from Year 1 onwards so that parents can support their children in achieving the targets set.

Quality First Teaching- Class teacher input through specially targeted teaching

 Teachers have high expectations for all learners.

 Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand.

 Teaching is carefully planned to help a child to meet their personalised targets or to fill an identified gap in knowledge or understanding.

 Teaching takes into account a child's preferred way of learning and may include the use of additional equipment.

 The use of specific strategies (possibly identified by the SENCo or outside agencies) to fulfil your child's needs.

Specific small group work

 An intervention run by a teacher or Teaching Assistant which is specially focussed on helping a small group of children to meet their individualised targets.

 May take place in or out of the classroom.

 The adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties.

 The interventions are carefully planned to fill an identified gap in knowledge or understanding.

 May include the use of additional equipment and will take into account pupil's preferred learning styles.

Support from 'Outside Agencies'

Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and Specific small group interventions advice may be sought from professional agencies outside of the school.

This might include:

 Local Authority Services such as Learning Support Services, The SEBD team, Pre 5 Team or an Educational Psychologist

-  Agencies such as the Speech and Language Therapy Service. (SALT)
-  Medical professionals such as the School Nurse.

What would this mean for you and your child?

-  Your child will have been identified as having additional needs which the school feels requires more specialist input.
-  You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead.
-  The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs.
-  The school will discuss with you the conclusions and recommendations of the professional and what support/ strategies will be put in place to support your child.

Specified Individual Support

Where your child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for.

What would this mean for you and your child?

-  Your child has been identified as needing a high level of individual support.
-  Specialist professionals will have been involved in trying to meet your child's needs.
-  The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered.
-  If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan.
-  You and your child will be asked to contribute to this.
-  An EHC plan will have long and short term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals.
-  You will be contacted to discuss a 'personalised budget' for your child's additional provision.
-  The EHC plan will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets.
-  If the Local Authority do not agree that your child's needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support.
-  We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), then we provide the support detailed in the plan.

What 'additional provision' may be offered?

1. Thackley Primary School's offer to children with additional needs (Range 1-3)	
Area of need	Possible Additional Support
<p>Communication and interaction needs including:</p> <ul style="list-style-type: none">  Autistic Spectrum Disorder  Speech, language and communication need 	<p>Assessment</p> <ul style="list-style-type: none">  Part of normal school and class assessments. SENCo may be involved in more specific assessments and observations such as : The British Picture Vocabulary Scale or The Aston Index.  Where appropriate staff and other agencies will offer support as appropriate through observations, specific assessments and follow up reports  Children identified as having an SLCN need are referred by the SENCo to the local authority SALT team  Progress is carefully monitored and discussed at half termly pupil progress meetings. <p>Planning</p> <ul style="list-style-type: none">  Curriculum plans reflect levels of achievement and includes individually focused targets  Additional steps taken to involve parents and pupil as appropriate (through consultation meetings , informal discussions or training)  There are targeted opportunities for talk and individually differentiated questions, shown on planning <p>Grouping for teaching</p> <ul style="list-style-type: none">  Mainstream class with targeted support  The need for small group work or one to one intervention to develop individual targets and introduce any new concepts  Daily opportunities for 1:1 support focused on specific targets and any SALT programme as appropriate <p>Human resources and staffing</p> <ul style="list-style-type: none">  Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT  Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.  Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.  Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding <p>Curriculum & teaching methods</p> <ul style="list-style-type: none">  Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom  One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations  Individualised level/pace/amount of teacher talk.  Learning style determines teaching methods.  Emphasis on consolidation and lateral progress before introducing new skills.  Regular opportunities for explanation, clarification and reinforcement of lesson content and language.
<p>Cognition and learning needs including:</p> <ul style="list-style-type: none">  Moderate learning needs 	<p>Assessment</p> <ul style="list-style-type: none">  SENCo takes advice from assessment and the involvement of education and non-education professionals as appropriate.  Progress is carefully monitored and discussed at half termly pupil progress meetings.

<p> Severe learning difficulties</p>	<p>Planning</p> <ul style="list-style-type: none">  Curriculum plans are monitored by the SLT as indicated on our monitoring and evaluation plan.  Targets are individualised, short term and specific.  Continued regular engagement of parents  <p>Grouping for teaching</p> <ul style="list-style-type: none">  Mainstream class, predominantly working on modified curriculum tasks with provision for alternative ways of recording.  Frequent opportunities for small group work based on identified need.  Where appropriate, daily opportunities for 1:1 support focused on specific targets. <p>Human Resources/Staffing</p> <ul style="list-style-type: none">  Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.  Additional adults may be used, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none">  Tasks and presentation increasingly individualised and modified in an inclusive curriculum  Visual cues to support auditory information at all stages of delivery.  Individualised level/pace/amount of teacher talk.  Ensure opportunities for practise and development of skills before teaching anything new.  Small steps targets within group programmes and/or 1:1  Visual cues to support auditory information at all stages of delivery
<p>Behavioural, emotional and social development needs including:</p> <ul style="list-style-type: none">  Behavioural needs  Emotional health and well-being  Social need 	<p>Assessment</p> <ul style="list-style-type: none">  SENCo takes advice from assessment and the involvement of education and non-education professionals as appropriate.  Progress is carefully monitored and discussed at half termly pupil progress meetings. <p>Planning</p> <ul style="list-style-type: none">  Creation of behaviour plans to engage and support pupils. More frequent involvement of parent/carer to continue support at home.  CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained  Input from CAHMs where appropriate <p>Grouping for Teaching</p> <ul style="list-style-type: none">  Mainstream class, predominantly working on modified curriculum tasks  Frequent opportunities for small group work based on identified need  Daily opportunities for small group or 1:1 support focused on specific SEBD/learning targets

	<p>Human Resources/Staffing</p> <ul style="list-style-type: none">  Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate  Regular access to staff in school with experience of BESD, including Mrs Bolton (SENCo) and specific TAs with SEBD experience  Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks  Increased access to a combination of individual, small group and whole class activities <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none">  Teaching focuses on both curriculum and BESD outcomes throughout the school day (behaviour plans/charts to support)  Tasks and presentation personalised to pupil's needs.  Individualised level/pace/ amount of teacher talk.  Learning style determines teaching methods  1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations  Small steps targets within group programmes and/or 1:1 work tasks  Targets are monitored with the pupil daily targets  Accessing mainstream lessons for most of the time with Individual timetabling opportunities for some children, incorporating a range of different learning opportunities e.g. gardening, food technology
<p>Sensory and physical needs including:</p> <ul style="list-style-type: none">  Hearing impairment 	<p>Assessment</p> <ul style="list-style-type: none">  Part of school and class assessments  Support from member of the Deaf Team  May require modification to the presentation of assessments  Use of speech audiometry and other specialist tools to assess access to spoken language in class <p>Planning</p> <ul style="list-style-type: none">  Curriculum plan reflects levels of achievement and includes individually focused targets <p>Grouping for Teaching</p> <ul style="list-style-type: none">  Mainstream class with opportunities for 1:1 and small group work  Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none">  Main provision by class/subject teacher  Contact family  Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil

	<p>Speech discrimination Gather data on progress Advise staff (class teacher / SENCO)</p> <ul style="list-style-type: none">  Written report circulated to school, family, hospital  Annual electroacoustic hearing aid checks  Monitoring visit to speak to pupil/SENCO  Issue radio aid and Monitor radio aid use <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none">  Full inclusion within National Curriculum  Possible differentiation by presentation and/or outcome  Opportunities for explanation, clarification and reinforcement of lesson content and language  Specific interventions for speaking, listening and teaching of phonics
<ul style="list-style-type: none">  Visual impairment 	<p>Assessment and Planning</p> <ul style="list-style-type: none">  Planning based on current visual performance and prognosis of possible changes. <p>Grouping for Teaching</p> <ul style="list-style-type: none">  Mainstream class.  Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none">  Quality First Teaching  Full inclusion within mainstream class.  Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.  Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil.
<ul style="list-style-type: none">  Multi-sensory impairment 	<p>Assessment and planning</p> <ul style="list-style-type: none">  Part of school and class assessments  Visual and hearing assessments  SENCo takes advice from assessment and the involvement of education and non-education professionals as appropriate  As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development  Assessment trackers closely track levels of achievement  Targets are individual, short term and specific <p>Grouping for teaching</p> <ul style="list-style-type: none">  Opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none">  Significant modification to learning materials and curriculum delivery  Individual mobility and independence/life skills programmes

	<p>Human Resource and Staffing</p> <ul style="list-style-type: none">  Daily access to individual support, trained to meet the needs of pupils with MSI  Input from other educational and non-educational professionals as appropriate  Need for balanced approach to support and intervention to facilitate social inclusion
<p> Physical and medical needs</p>	<p>Assessment</p> <ul style="list-style-type: none">  For mobility and curriculum access to be carried out by both educational and health colleagues.  May need specialist seating  May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none">  Curriculum planning closely linked to individual targets.  Modified PE/outdoor play curriculum is likely to be needed. <p>Grouping for teaching</p> <ul style="list-style-type: none">  Mainstream classroom setting.  Small group or one to one adult input to practice skills.  Individual skills based work may need to take place outside the classroom. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none">  Programme to support pre handwriting and handwriting skills.  Differentiated writing materials and equipment.  Differentiation to PE curriculum.  Dressing and undressing skills programme.  ICT equipment to aid recording  Will need specialist seating and or furniture or equipment. <p>Resource</p> <ul style="list-style-type: none">  Flexible use of classroom support to access curriculum and develop skills in recording.  Training and advice from specialist support service for teaching and support staff.

Breakfast Club and After School Activities:

Pupil Premium and children with SEND will be targeted to attend both breakfast club and after school clubs and activities to further support their individual targets and needs.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms:

SALT	Speech and Language Therapist
SENCo	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
VI	Visual Impairment
HI	Hearing Impairment