

# All about SEND

*(Special Educational Needs and Disabilities)*

How I can ensure my child is receiving the support they need.



## SEND Information Report

### The LA Local Offer

- The Children and Families Bill became law in June 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is 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 parents in understanding the range of services and provision in the local area. The South Gloucestershire local offer can be found on the website: <http://www.southglos.gov.uk/health-and-social-care/local-offer/>

- The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. They can be contacted by email: [pps@carersgloucestershire.org.uk](mailto:pps@carersgloucestershire.org.uk) or phone on 0800 158 3603.

*The SEND Information Report utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. This document provides answers to a variety of questions parents have asked regarding what support School can provide for your child.*

### Definition of Special Educational Needs or Disability SEND

A child ...has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
  - Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- Code of Practice (April 2014)

Within classes children often need some extra support and/ or challenge to consolidate their learning and to enable them to access the curriculum at an appropriate level.

Teachers use their professional judgements to effectively plan and provide for each individual child. This could be providing slightly different tasks for child and adapting teaching and learning styles to meet the needs of the children. We always do this but sometimes this is not enough and a child may need additional help on top of this.

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The person in school who will oversee this process is our school SENCO (Special Educational Needs Coordinator) who is **Miss Roberts**. There is also a SEND governor who supports the SENCO and staff to meet your child's needs.

### **1) How does the school know if my child needs extra help?**

Teachers and parents may notice that:

- The child is anxious, reluctant to come into school
- There may be changes in the child's behaviour
- The child may find it difficult to concentrate and engage with tasks
- The child's academic progress may be slower than their peers
- The child's attainment may be below expectation of their age group
- The child may have a known condition that hinders their learning
- The child may have a known medical or physical disability
- The child may be demonstrating key behaviours that indicate a problem
- The may have missed early milestones in their development

Teachers and other adults meet with and share information about children starting school in reception.

Teachers will talk to previous settings to find out about your child.

Parents and carers know their child best and we will talk and listen to any worries that you may have.

Sometimes additional information is passed on to school by other agencies, such as doctors, where that information could help the child at school.

### **2) What should I do if I am worried?**

Speak to your child's class teacher who will listen to your concerns and give advice.

### **3) How will school staff support my child?**

Staff will work closely with you and your child to put into place a personalised plan to help your child at school.

### **4) How is this plan communicated effectively throughout the school?**

This is achieved by:

- The plan is shared with all the adults working with your child.
- You will be invited to meet with the adults working with your child to review their progress and update the plan regularly.

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

In addition to the differentiation within each class, we will ensure that all aspects of learning are carefully matched to the child and their needs this will be achieved by:

- Adapting the learning environment (i.e. the classroom) so that it is accessible to all children
- Small group work with a teacher or teaching assistant
- 1:1 support in and out of class when appropriate
- Specific intervention programmes to address gaps in the learning that the child is experiencing
- Use of specific learning programmes from outside agencies (e.g. a speech and language programme)
- Modified resources (e.g. large print text)

### **6) How do you as the parent or carer, and we as the school know how the child is doing?**

As a school, we will:

- Carry out regular observations of your child to see how they are getting on
- Assess their learning and progress regularly
- Share information with you as a parent or carer including successes and next steps
- Work closely as a school team to support your child and review their progress together
- Listen to your child and respond to their ideas and any concerns they may have
- Listen and share comments and advice from other professionals working with your child (e.g. physiotherapist)

As a parent:

- You will be invited to discuss your child's progress with their teacher on a regular basis
- You will be involved in the planning and reviewing of their personal plans

### **7) How will the school help you to support your child's learning?**

Throughout the year there are opportunities for parents to be involved in their child's learning. These may include:

- Regular informal conversations (e.g. on the playground)
- Parent evenings

- Curriculum meetings
- Specific learning workshops (e.g. phonics/calculations)
- Open mornings/afternoons
- Opportunities to share in your child's successes
- Home learning

In addition to this, on personal plans, there are suggestions for ways that you can support your child at home, linked to your child's specific needs.

### **8) What support will there be for my child's overall wellbeing?**

- Listening to the children's concerns and worries
- Family link worker (Parent Support Advisor)
- Lunchtime provision to support the development of social skills
- Social skills groups
- Staff trained to meet medical needs such as administering medicines where necessary (e.g. diabetes/allergy)
- Parents may come into school to give medicines
- Keeping medical records up to date
- Emergency contacts up to date
- Following child protection procedures including having named members of staff responsible for dealing with concerns
- Regular staff training for child protection
- Meetings with parents to discuss

### **9) What specialist services and expertise are available at the school and how do you all work together?**

Schools have access to a range of services and professionals who can support your child.

These include:

- Education –
  - Educational psychologist
  - Education welfare officer
  - Ethnic minority achievement service
  - Hospital/home teaching service
  - Inclusion support team
  - Behaviour support team
  - Speech and language therapy team
  - Ethnic minority and traveller advisor service
  - Non Local Authority services such as NASEN (National Association for Special Educational Needs), Bristol dyslexia centre etc
- Medical –
  - Child psychiatry service
  - Clinical psychology team

- Community child health services
- Child and adolescent mental health service
- Consultant paediatrician
- Co-ordination clinic
- Occupational therapy service
- Physiotherapy service
- School nurse
- Speech and language therapy service

In addition to these services, schools can access social services if there are additional concerns.

### **10) What training has the staff supporting children with SEND had or are they having?**

Staff are kept up to date with relevant training related to specific needs of individuals in school. SENCOs share their knowledge with relevant staff. There are also opportunities for other professionals to come into school to train staff where needed.

Examples include:

- Whole staff training on Autism led by an Inclusion Support Worker
- Training from the Hearing Support Staff
- Support for the lunch break supervisors led by the Behaviour Support Service
- SENCO attends the annual SEN conference held by the local authority and attends meetings each term with SENCOs across the local authority. These sessions have included workshops with Occupational therapists and speech and language therapist.
- The SENCO has the National Award for SEN coordination.

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

The school believes that every child should be fully included in the curriculum and any possible adaptations will be made to cater for this. Children have very individual needs and the support they are given depends on their level of need.

**Through discussion with parents**, actions that may be put into place could be:

- 1:1 support
- Pre visits to new locations
- Specialised equipment accessed where available
- Risk assessments will be carried out to ensure the safety of all children

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

The school is fully wheelchair accessible and has disabled toilet and changing facilities. A range of specialist equipment is already available in school. If further equipment is needed for an individual, enquiries will be made by school as to how this will be secured.

### **13) How will the school prepare and support my child to join school or in their transfer to a new setting?**

The class teacher/SENCO will oversee transition from one setting to another.

This will include:

- Meetings with Early Years settings/previous schools to discuss the needs of your child
- Opportunities for staff to see the child in their previous setting in order to observe the strategies and support already in place
- Opportunities for your child to visit the school and become familiar with the new environment
- Use of photos and social stories to familiarise your child with their new school and adults who will be working with them
- 1:1 meetings between home and school
- Story time and stay and play for children entering EYFS

### **14) How are the schools resources allocated and matched to the children's Special Educational Needs?**

Each South Gloucestershire Local Authority school is required to invest a minimum of 3.6% of its school budget to support children with SEN within the school system. This money may go towards purchasing material resources/specialist equipment, employing teaching assistants and training for all staff.

### **15) How is the decision made about what type and how much support my child will receive?**

The school will use their professional judgement in consultation with parents, other staff members, and outside agencies to judge the level of support needed. The time allocated will vary according to the individual need of the child. Pupils with an Education Healthcare Plan will be allocated a number of hours of support in school that the school must legally provide.

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

If parents/carers would like to discuss their child, they should speak to their child's teacher in the first instance. They may also contact the SENCO via the school office. You can find a link to South Gloucestershire council's Local Offer at:

[www.southglos.gov.uk/localoffer](http://www.southglos.gov.uk/localoffer). Within the Local Authority, other organisations are available to support parents of children with Special Educational Needs, such as:

[www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk)

This is the **Parent Partnership Service (PPS)**. They offer free and confidential advice, information and support for parents and carers of pupils with Special Educational Needs.

<a href="http://www.supportiveparents.org.uk/support-group">www.supportiveparents.org.uk/support-group</a>	Is a charity providing advice and support for parents/carers of pupils with SEN in Bristol, North Somerset and South Gloucestershire.
<a href="http://www.sgloparentsand carers.org.uk">www.sgloparentsand carers.org.uk</a>	Are a group of parents with pupils in South Gloucestershire who have been identified with SEN. They offer coffee mornings, support and advice, parent workshops and information events.

Other organisations you may wish to look at are:

<a href="http://www.netmums.com">www.netmums.com</a>	Netmums offer friendly support and advice covering a range of different areas. This is not just for Mums but Dads too. On the website you can access tips on expert parenting tips, recipes, places to take your child and much more.
<a href="http://www.nasen.org">www.nasen.org</a>	NASEN is the <b>National Association for Special Educational</b> needs and offers development and support for those who work with SEN pupils.
<a href="http://www.mencap.org">www.mencap.org</a>	Mencap is the voice of Learning Disabilities. They value and support people with a learning disability as well as their families and carers.
<a href="http://www.autism.org.uk">www.autism.org.uk</a>	This is the leading UK charity that supports families and people with Autism or Asperger's Syndrome.
<a href="http://www.barnardos.org.uk">www.barnardos.org.uk</a>	Is one of the UK's leading charities that works with families and schools to support vulnerable children. Their vital services include: counselling, fostering and adoption, vocational training and disability inclusion groups.

### **Update to SEND Information Report: COVID-19**

#### **My child has an EHCP. What support will be provided for longer-term partial or whole school closures (over two weeks)?**

In the case of partial school closures, children with EHCPs (Education, Health and Care Plans) will be offered a place in school. We will endeavour for these children to access the same support that they would normally. This may take the form of 1:1 or small group support in lessons and additional 1:1 or small group intervention sessions. If, due to reduced staffing levels, your child is not able to have the same support that they usually would, you will be made aware of this. The school will meet its legal obligations to fulfil the requirements of the EHCP – if changes are made to the legal requirements due to the government taking emergency measures, you will again be made aware of this.

If your child remains at home, they will be set appropriate tasks daily via Google Classroom. They will be differentiated to meet the needs of your child and additional resources will be

provided electronically where appropriate. In addition to this, you will be sent an updated My School Support Plan with adapted targets and associated resources to support additional practise at home. A member of school staff (teacher, SENCo, Family Link Worker, Head-Teacher) will make contact with you weekly via the telephone to answer any questions you may have and check in with your child. At any time, you can contact the school via the office if you need support.

Annual reviews will be held in-line with their planned dates. These will take place via Microsoft Teams. Paperwork will be sent to you prior to the meeting and you will be contacted beforehand to enable you to ask any questions about how to access the meeting.

### **My child has a Support Plan. What support will be provided for longer-term partial or whole school closures (over two weeks)?**

Your child will not necessarily be given a place in school, unless they fall into one of the other eligible categories (you will be contacted if this is the case). If your child is in school, we will endeavour to ensure that they have the support they would usually have. It may be that due to staffing levels that not all interventions are able to run. You will be made aware if this is the case via their adapted My School Support Plan, which will indicate the support they are receiving in school and targets that they could continue to work on at home. If your child remains at home, they will be set appropriate tasks daily via Google Classroom. They will be differentiated to meet the needs of your child and additional resources will be provided electronically where appropriate. In addition to this, you will be sent an updated My School Support Plan with adapted targets and associated resources to support additional practise at home. At any time, you can contact the school via the office if you need support.

### **What happens if my child's pod is closed for two weeks?**

In the case of a whole pod being required to isolate for two weeks, regardless of your child's SEND, they will need to follow isolation procedures in line with government requirements. In this case, your child's class teacher will be setting work daily and available to answer any queries you may have. At the start of this period, your child's class teacher will contact you if your child has an EHCP or Support Plan to advise on bespoke work you can do at home and they will provide additional electronic resources if this is required. If you require further support from the SENCo or Family Link Worker, you can contact the school office at any time via telephone or email.

### **What happens if my child is absent for less than two weeks, due to following guidelines for testing?**

Your child's class teacher will provide a pack of activities that your child can work on at home in this time (if they are well). This will not be submitted daily for feedback. In the case of short-term absence, your child will not be provided with additional bespoke work.