

Cronton CE Primary School

Special Educational Needs Information



At Cronton CE Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Our Inclusion Team consists of;

Linda King- SENCo

Sarah Jones - Assistant Head and Inclusion, Health
and Well-Being Leader

Gill Gaskin- Learning Mentor

Roles & Responsibilities of the special Needs Co-ordinator (SENCO).

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

She liaises with staff to monitor the pupil's progress and alongside the Leadership Team and class teachers, plans and co-ordinates further interventions where progress is slower than expected.

She regularly has contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact us.

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.

ADD/ADHD	Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder
ASD/ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
CAF	Common Assessment Framework
CAMhs	Child and Adolescent Mental Health Service
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
IEP	Individual Education Plan
LAC	Looked After Child
LEA/LA	Local Education Authority/ Local Authority
OT	Occupational Therapist
SA	School Action
SaLT	Speech and Language Therapy
SA+	School Action Plus
SEND	Special Educational Needs and Disability
SEN Code of Practice	The legal document which sets out the requirements for educating children with special educational needs.
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill 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 Bill 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 Bill 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:

- replacing statements and learning difficulty assessments with a new birth- to-25 "Education, Health and Care Plan", extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Authority 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."

At Cronton CE Primary School

We have set out our School Offer/ SEN Information report through a series of questions through which you can get more information. You may also wish to refer to our SEN policy for further information

Below are Cronton CE Primary School's responses to these questions.

Cronton CE SEN Information Report

1. How does Cronton CE Primary School know if my child needs extra help?

The school knows when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

If the school has any concerns about your child this will be discussed with you by the class teacher and/or SENCo.

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have further concerns then contact Mrs King who is the SENCo.

2. How will Cronton CE Primary School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

- These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Child Development Team, Educational Psychologist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of Cronton CE Primary School are responsible for entrusting a named person, **Mrs Debbie Doyle**, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a supportive and challenging role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equal way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). We use a child friendly IEP format to ensure that the child is fully involved in this process. Targets will be set according to their area of need. These will be monitored regularly by the class teacher and formally by the SENCo. IEPs will be discussed and reviewed with parents and a copy given to them three times a year.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available, by appointment, if you wish to raise a concern. Appointments can be made to speak to the class teacher or SENCo by visiting the school office.

How will you help me to support my child's learning?

- The class teacher will suggest ways of how you can support your child.
- Mrs King may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are sometimes provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, Learning Mentor and SENCO are readily available for pupils who wish to discuss issues and concerns.
- Provision such as adult support and planned activities is available for those who find playtimes a challenge.
- Junior children will annually complete the "PASS" questionnaire which analyses their perceptions of themselves as learners. This can be used to target pastoral support for areas of particular difficulty.
- The school runs a range of peer support for children such as "Gardeners and Seedlings" (a buddy system between older and younger children), Peer Mentors, Circle of Friends etc.
- The school will sometimes get advice from other professionals and these professionals will sometimes work with children in consultation with the parents.

Pupils with medical needs

- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive relevant medical training delivered by the school nurse or other professionals such as the use of Epipens, Asthma etc.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Qualified First Aiders are available across the school.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These agencies may be from Halton, Liverpool or Knowsley depending on the address of the child and the child's GP.

The agencies used by the school include:

- ASC Specialist Advisory Teacher
- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- The attendance service
- Hearing and Visual Impairment Team
- Local Authority Inclusion Team
- Child Development Centres
- School Nurse

An Educational Psychologist is allocated to our school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at termly Planning and Review Meetings. These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of a Planning and Review Meeting (P and R meeting) is to gain an understanding of and try to resolve a pupil's difficulties

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after any assessment or observations have been completed. He/she will offer advice to

the school and parent/carers on how to best support the pupil in order to take their learning forward.

7. What training do staff at the school receive?

Different members of staff have received training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.

The school has worked closely with our Specialist Literacy Teacher to achieve the Dyslexia Friendly Schools Award. This has consisted of a wide range of training sessions for staff.

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, an adult will accompany the child during the activity. On rare occasions the school may view it necessary to ask a parent/carer to accompany the child.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and will be flexible, where possible, to make reasonable adjustments to provide access for all. Facilities we have at present include:

- ramps into school to make the building accessible to all.
- a toilet adapted for disabled users in both the main school and the nursery.
- wide doors in some parts of the building.
- the school is a single storey building.

10. How will the school prepare and support my child when joining Cronton CE Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools or settings prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs King is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs King and the Year 6 class teacher liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs King, the secondary school SENCO, the parents/carers and where appropriate the pupil.
- Pupils coming from other schools or settings with specialised needs will be discussed by the SENCO, parents and staff from the previous setting. If children move from the school or nursery to another setting the same procedures will occur.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

12. How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teachers and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions may be arranged.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs King or other professionals
- parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCo.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.