INSERT SCHOOL LOGO

**School Offer for SEND**

**Rationale**

xxxxxxxxxxx CE Primary School is a fully inclusive school**, passionate in our drive to ensure all pupils achieve their potential in all areas of school life.** We aim to enable all pupils to be successful learners, who enjoy their learning, make progress and achieve. We want them to be confident, creative individuals who are able to live safe, active, healthy and fulfilling lives, and are responsible citizens, doing the right thing – in the right way.

**Our aims are to promote success amongst all our children by:**

* equipping our children with the skills and knowledge so that they make a positive contribution in their future lives.
* developing high self-esteem, confidence and self-awareness.
* promoting effective learning partnerships between home, community and the school.
* providing an inviting and stimulating environment based on high expectations.
* providing a zero tolerance approach to bullying.
* developing respect and responsibility for self, others and the environment.
* inspiring each child through providing a stimulating range of differentiated learning opportunities.
* encouraging individuals who are considerate and tolerant of differences.
* encouraging happy, motivated children who can aspire to learn throughout their lives.

To achieve these aims we will:

* create an environment that meets the special educational needs of each child;
* ensure that the special educational needs of children are identified, assessed and provided for;
* ensure that children with additional needs who require personal profiles are provided with appropriate, good quality targets;
* make clear the expectations of all partners in the process;
* identify the roles and responsibilities of staff in providing for children’s special educational needs;
* enable all children to have full access to all elements of the school curriculum;
* ensure that parents are able to play their part in supporting their child’s education;
* ensure that our children have a voice in this process;
* Implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum using advice given by specialist agencies where necessary.

Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs we have specific provision maps which help support their development and accelerate progress.

Students have a *learning difficulty* if they have difficulties in the following areas:

* **Communication and interaction**. For example autistic spectrum disorder and speech and language difficulties.
* **Cognition and learning**. These pupils will have a significantly greater difficulty in learning than the majority of pupils of the same age. This can include children with dyslexia, dyscalculia or moderate learning difficulties.
* **Social, emotional and mental health**. For example ADHD or ADD as well as significant other social and emotional issues.
* **Sensory/physical/medical**. Pupil’s progress is directly attributable to the impact of hearing/visual impairment/ physical difficulties/medical conditions)

**In line with the Local Authority SEN Policy we adopt the guidance offered in the Special Educational Needs Code of Practice (2014) for the identification and assessment of pupils with Special Educational Needs. We follow current legislation and guidance including making adjustments in light of ongoing reforms and approaches.**

**Our SEND and Inclusion Policy outlines our provision and support further, and demonstrates our commitment to the early identification of individual learning styles and proactive approach to high-impact intervention programmes.**

**Further practical information to support parents and families can be found on our website.**

Curriculum

# **We adopt a broad and balanced curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, good behaviour and successful progression to the next stages of learning.**

# **Meeting the needs of pupils with special educational needs is the responsibility of all teachers and teaching staff, and pupils’ needs are usually met through a bespoke personalised learning approach and differentiated curriculum. We operate a graduated response to supporting all pupils including those with additional learning needs, the initial response being through Quality First Teaching.**

**What does this look like in practice?**

xxxxxxxxxxx Cof E Primary School is an inclusive school and works hard to provide for all its pupils. Below are some of the interventions that are being offered, or have been offered recently. This list is continually growing as new interventions are trialled and their impact measured.

|  |  |
| --- | --- |
| **Area of Intervention** | **Intervention** |
| **Behaviour, Emotional and Social Development** | * A ‘can-do’ attitude to learning * Playground buddies * Time2Talk with SENDCo (ex Childline counsellor and Bereavement volunteer and trained Mental Health First Aider) or TA (trained in Mental Health First Aid and ELSA – Emotional Literacy Support Assistant) * Nurture groups to develop social skills * A qualified ELSA (Emotional Literacy Support Assistans) who delivers support on a range of emotional well being areas (self esteem, sense of belonging,etc) * Social Stories to improve children’s understanding of different social situations * Small group work * Drawing and Talking Therapy * Support during unstructured times * Supported Activities during Lunchbreaks. * School Nurse Drop-Ins. * Individual behaviour plans * Home school links including home/school books * Access to specialist support/ agencies as needed e.g CAMHS * Individual Behaviour Plans * Open door policy for parents * Work with Family Support Workers (Early Intervention Team) * Lego Therapy to develop focus and attention * HERO Club to develop self esteem and emotional well being * Worry boxes * Themed assemblies and PSHE programme * Small group yoga sessions |
| **Communication and Interaction** | * Individual Interventions suggested by Speech and Language team * Use of talk partners * Small group programmes focusing on communication skills and language development * Pre-learning of new vocabulary and availability of word banks * Use of visual strategies to support language, including visual timetables and Now and Next Boards * Talking tins to record ideas and instructions * Lego Therapy to develop social communication skills * Circle of Friends to develop social communication and friendships especially for those with ASD (Autistic Spectrum Disorder) * Ginger Group in EYFS to develop language and social communication * I CAN friendly / communication friendly classroom environments * Simplified language * Consistent routines and expectations |
| **Sensory and Physical** | * Physcial Literacy programme to improve gross and fine motor skills * Specialist handwriting Programme – Speed Up * Individualised programmes (generated by specialist teachers) * Specific equipment eg pencil grips, writing slopes, sensory cushions * Motor skills programmes for small group * Access to specialist support/ agencies/ resources as needed * TA experienced in braille |
| **Cognition and Learning** | * Reading Doctor – a multi sensory package to support reading * SNIP spelling programme * Direct Phonics to develop reading through splitting words into syllables * Phonic Boosts * Targeted  small group work * Targeted individual work * Access to programmes specialist teachers(dyslexia)/other professionals * Peer tutoring * Dyslexia Screener from Yr2 * Dyslexia friendly classrooms * Nessy Reading and Writing programme * Co-writer to support writing * Coloured overlays and coloured exercise books * Island of Caroo and Dinosaur Island – maths and literacy intervention programmes |
|  |  |

# Secondary Transition

**Review meetings take place for Y6 pupils with an Education Health Care Plan, or with a specific need, which will give families a chance to discuss their child’s needs. KS3 settings will be available to explore options prior to the application process. This may also involve developing a transition support package if needed and/ or additional visits to the chosen setting, once a place has been allocated, to familiarise both the pupil and their family with the routines of Y7.**

**Links are developed for all pupils with our local secondary schools,**

**Catmose College;** [www.catmosecollege.com](http://www.catmosecollege.com)

**Casterton Business and Enterprise College:** [www.rutlandcountycollege.com/](http://www.rutlandcountycollege.com/)

**Uppingham Community College;** [www.uppinghamcollege.org.uk/](http://www.uppinghamcollege.org.uk/)

‎**Oakham School;** [www.oakham.rutland.sch.uk/](http://www.oakham.rutland.sch.uk/)

‎**Bourne Grammar; Kings (boys) Grammar; KGGS (girls) Grammar Grantham** [www.grammarschools.lincs.sch.uk/](http://www.grammarschools.lincs.sch.uk/) Stamford Endowed Schools [www.ses.lincs.sch.uk/](http://www.ses.lincs.sch.uk/)

[](http://www.google.co.uk/imgres?q=catmose%20college&um=1&safe=active&sa=N&hl=en&tbm=isch&tbnid=RKVjRYCprCIKaM:&imgrefurl=https://www.makewav.es/blog/416977/firstdaysatcatmosecollege&docid=hqhMjA-F9RIxsM&imgurl=https://d8kyhhndkm363.cloudfront.net/8/416977/catmose_t.jpg&w=500&h=500&ei=TxTxUpH9MMqf7AbUsoCYBQ&zoom=1&iact=rc&dur=764&page=1&start=0&ndsp=31&ved=0CGAQrQMwAw)[](http://www.google.co.uk/imgres?q=casterton%20business%20and%20enterprise%20college&um=1&safe=active&hl=en&tbm=isch&tbnid=CQy25nEjBnzJtM:&imgrefurl=http://www.ncass.org.uk/Members/7064/casterton_business_and_enterprise_college.aspx&docid=K05u0CjsRKco1M&imgurl=http://www.ncass.org.uk/Members/7064/logo_652011142411CBEC.JPG&w=140&h=124&ei=7BXxUrXrENCShQeGhYHwDQ&zoom=1&iact=rc&dur=904&page=1&start=0&ndsp=31&ved=0CIQBEK0DMA8)

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# Parent information

**We believe in a fully inclusive approach to supporting pupils with additional needs. This means working in partnership with you as parents or carers to support your child in whatever way we can to enable your child to achieve their potential.**

**We follow a graduated response to need from initial conversations with the class teacher, targeted class support to more specific personalised support, including offering a Dyslexia Portfolio of screening feedback and comprehensive analysis of any assessments and observations made by external agencies. All actions are always through discussion with yourselves as parent/carer initially informally, and through parent meetings and/or reviews as part of our SEND arrangements in school.**

***If you would like to discuss your child’s needs at any time please do not hesitate to contact Mrs Gorman (SENDCo) who will be pleased to meet with you.***

**Rutland County Council have set up the Parent Partnership Service to ensure that parents of children with SEN are fully informed and involved in their child’s education. Rutland Local Authority provides further information, which you can access by following the link below.**

<http://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page?localofferchannel=0>

Funding

The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs and Disabilities. We aim to support pupils through early intervention.

Funding is used to facilitate:

Quality First teaching

Whole school inclusive practice (also INSET)

SENDCo roles and the wider Inclusion team

Parent Liaison

Liaison with external agencies including, Educational Psychology and Speech Therapy provision.

Provide resources to support differentiation including IT.

Time to support staff in developing Provision Maps.

Staff training (CPD)

External Agency Support

**At times pupils may access external support from one or more agencies. We actively seek and encourage partnerships with whom we consider the best professionals most suited to the child and their need – whether that is a local or national contact, and work together to support pupils through fully inclusive practice, to achieve the best possible outcomes for children.**

**Key professionals who you will often see in school are:**

**Russell Posthlethwaite - Educational Psychologist.**

**(Futures in Mind)**

**Lisa Chenery - Speech Therapist**

**(Speech and Language Therapy Team- SaLT- Leicestershire County Council)**

**Andrea Fiford- our School Nurse**

**(Rutland School Nursing Team)**

**Rutland County Council Inclusion and Outreach Teams**

**Visiting staff from:**

The Families, Young People and Children’s Division of Leicestershire Partnership NHS Trust including:

**Child and Adolescent Mental Health Service (CAMHS).**

**Visually Impaired Service**

**Hearing Impaired Service**

**Also : Early Intervention Team, Rutland County Council.**

Inclusion Team Key Staff

XXXXXXXXX is the Special Educational Needs and Disabilities Coordinator (SENDCo) at school, working closely with teachers and TAs to support them and our pupils.

XXXXXXXXXXXXXX, (Mental Health First Aider and ELSA qualified (Emotional Literacy Support Assistant) works alongside the SENDCo to support SEND Provision across our school, complementing our dynamic team of Class Teachers and Teaching Assistants.

The SEND governor for Whissendine School is XXXXXXXXXXXX.           .

***If you would like to talk to Mrs Gorman at anytime, please ask at the school offices to arrange a meeting, she will be only too pleased to have a chat.***

**A-Z of SEN Professionals**

**Audiologist**

An audiologist carries out hearing tests and explains the results of those tests. If your child needs hearing aids they will identify the best type and arrange to get them for you. They also monitor your child’s hearing, to make sure that any hearing aids supplied are appropriate.

**Clinical psychologist**

A clinical psychologist is a health professional who helps children with specific problems with learning or with overcoming behaviour difficulties.

**Community nurses**

Community nurses are based at a local GP’s surgery. They can give advice and training to parents and pre-school groups on administering epipens (for severe allergic reactions)  and other medical issues.

**Dietician**

A dietician is a health professional who gives advice about nutrition and swallowing or feeding difficulties. Occasionally children need nasogastric or gastrostomy feeding to receive the nutrition they need. This means liquid feed is given through a tube that is inserted directly through the abdominal wall or through a narrow tube that is passed through the nose, down the food pipe and into the stomach. Dieticians make a full nutritional assessment and are often responsible for ordering the supplies and equipment and will make sure you have a regular supply of the things you need to feed your child.

**Duty social worker**

A duty social worker is a person who deals with telephone calls and takes details when you ring to make contact with social services.

**Educational psychologist**

An educational psychologist may be a qualified teacher who has additional training as a psychologist. Educational psychologists help children who find it difficult to learn or to understand or communicate with others. They can assess your child and provide support and advice.

**Health visitors**

Health visitors are responsible for pre-school aged children and all children with disabilities. A few health visitors do pre-school screening or developmental tests. Some will visit early years’ settings and discuss individual children with parental permission. They are often an informal point of contact for a parent who has a concern about their child, and can be accessed through your local GP or clinic.

**Key worker/Lead professional**

Key workers or lead professionals maintain regular contact with families and take responsibility for checking they have all the information they need, that services are well co-ordinated and that information about the child is shared efficiently (with permission) with everyone who is working with the family.

**Learning disability nurses**

Learning disability nurses are specialist nurses who work with children and adults with a learning disability and with their families.

**Occupational therapist**

An occupation therapist (OT) helps children with difficulties they have in carrying out the activities of everyday life. This could include sitting in a chair, holding a spoon or fork or drinking from a cup. OTs work for both health and social services and assess children for things like specialist seating and equipment that may be supplied.

**Outreach service**

Some early years’ centres, special schools and Portage services offer an SEN outreach service to pre-school groups. Individual children can be discussed with their parents’ permission. Advice can be given on setting IEPs or in accommodating the child within the group.

**Paediatric neurologist**

A paediatric neurologist is a doctor who specialises in how the brain works in very young children.

**Paediatrician**

A paediatrician is a doctor who specialises in working with babies and children. They are often the first point of contact for families who find out their child has an impairment or disability very early on in hospital. They can offer advice, information and support about any medical condition a child has. It is usually a paediatrician who refers your child to any other specialists they need to see.

**Parent Partnership Service**

The Parent Partnership Service provide independent advice and support for parents and carers to help them understand special educational needs and the SEN Code of Practice, including the Education Health Care Plan process. They help by providing information and sometimes by going with parents to meetings.

**Physiotherapist**

A physiotherapist is a health professional specialising in physical and motor development. They will assess the child and develop a plan that might include helping with head control, sitting, rolling, crawling and walking. They can also advise how to handle the child at home for feeding, bathing and dressing and on equipment that might help the child’s mobility. A physiotherapist may see the child at home, in a setting such as a nursery or in a child development clinic.

**Portage Home Visitor**

A Portage Home Visitor is someone who has received training in supporting children with SEN and their families. They come from a wide range of backgrounds including teaching, nursing, early years’ education and health therapy services. They will work closely with you and the child to understand and develop the child’s skills and will visit regularly (usually weekly) at home. They will also liaise closely with all of the other people who are involved in the child’s care and development.

**Social worker**

A social worker is a professional who supports children and families by advising on appropriate services. They are normally employed by the local authority and can provide practical advice about counselling, transport, home helps and other services. They may also be able to help you with claiming benefits or obtaining equipment needed at home.

**Specialist teacher advisors**

There are specialist teacher advisors for the deaf and hearing impairment, visual impairment and physical development. They are specially trained and qualified in their respective area. They support children, their families and other professionals who are involved in the child’s education.

**Speech and language therapists**

A speech and language therapist specialises primarily in language, communication and speech problems and, in some circumstances, may also offer support with feeding problems. They assess, diagnose and develop programmes to help children develop communication skills. This may include verbal (ie using speech) or non-verbal skills, using signs, symbols or communication aids. They work closely with families and the settings children attend depending upon the child’s needs and circumstances. Often the best way for a speech therapist to work is by assessing the child’s needs and developing a programme that is then carried out in the child’s setting or home. This allows for more opportunity to practise their skills in a natural and relaxed environment. This programme will be regularly reviewed by the speech and language therapist.

Updated October 2018