

Curry Rivel Church of England VC Primary School



School SEND Local Offer

Introduction

At Curry Rivel Church of England CV Primary School, Special Educational Needs is regarded as a whole school responsibility. We believe that all children should be happy and supported to reach their full potential. We encourage all children to become confident and reflective individuals who are able to recognise their strengths and know how to independently use appropriate resources to support their learning.

We aim for the children at our school to grow into confident and independent individuals, living fulfilling lives; we want them to be fully prepared for adulthood.

Special Educational Needs is a **Whole school** responsibility. The Governing Body, Headteacher, SENCo and all members of staff have important day-to-day responsibilities.

Identification of SEN

At Curry Rivel Church of England Primary School, all staff are committed to the early identification of children who have needs which are additional to or different from their peers. It is widely acknowledged that identifying a need at the earliest possible time and implementing good interventions, improves a child's or young person's long-term outcomes. When a child is not making the expected progress despite quality first teaching we will investigate the reasons for this and identify potential barriers to learning.

How do we identify children with SEN?	<ul style="list-style-type: none"> ❖ Parents/carers can raise their concerns with their child's class teacher. These concerns will be recorded and investigated. The class teacher will report back to you and discuss any outcomes they find as a result of their investigations. ❖ Teachers may identify children through observations, analysing assessment data or as a result of noticing a lack of progress. This will inform decisions regarding provision and will also form the basis of discussions with the SENCo ❖ Our SENCo will work alongside parents and teachers to identify the child's needs and to support the teacher in gathering further information regarding the child's progress, attainment and behaviour. As required, specific assessments may be used by the SENCo to identify specific needs ❖ External Agencies may also offer additional support. External Agencies will carry out more detailed and specialised assessments with the consent of the parent/carer.
Who is involved in the identification of children with SEN?	Parents, teachers, Teaching Assistants, SENCo, External Agencies
What should parents do if they think their child may have SEN?	If parents/carers have concerns about their child, in the first instance you should discuss these concerns with the class teacher. If this is not possible or you feel your concerns are not being listened to and addressed then you should make an appointment to see the SENCo.

Provision

SEN provision is an educational provision that is required in addition to or is different from that made for other pupils of the same age. This means provision which goes beyond the differentiated approaches normally provided as part of Quality First Teaching. Schools must use their best endeavours to deliver the correct provision to meet the needs of all children including children with special educational needs.

How will the school support my child?	<ul style="list-style-type: none"> ❖ Quality First Teaching - this the teaching all child receive each day. This is differentiated to meet the needs of all children. All teachers have high expectations of the children in their class ❖ SEN Support- may be delivered within the classroom or in another quieter room. At Curry Rivel, we use a range of interventions including; small group work, 1:1 support, forest school, ELSA, visual timetables and prompts. These interventions will be delivered by a range of staff ❖ Specialist support - some children will require additional support from external agencies. Any visit by an external agencies will only occur once we have parental consent ❖ Educational, Health and Care Plans (EHCP) - if your child is not making adequate progress despite receiving SEN support an statutory EHC assessment may be considered. These are designed to bring agencies together to work towards the best outcomes for the child.
Who will oversee and plan my child's support?	The class teacher and SENCo will put appropriate support in place. This will be discussed with the child and parents and a review date will be set. The delivery and impact of the intervention will be monitored by the class teacher with the support of the SENCO.
How are resources used to support my child?	All decisions about resources are made with regard to the needs of the children in the school. Each term Pupil Progress Meetings are held where children who require SEN support are discussed and appropriate resources reviewed and allocated. Resources include staff, equipment, training and intervention materials

Reviewing

Reviewing a pupil's progress is key to being able to providing appropriate and effective support. Our review process will take into account the views of everyone involved with the pupil. Parents/carers and the child are including in this process

Who will monitor the progress of my child?

- ❖ The class teacher is responsible for reviewing your child's progress in all areas of the curriculum. They will regularly assess your child's progress and use this data to support their planning.
- ❖ If your child is receiving an intervention they will be assessed at the beginning and end of the intervention in order to monitor the impact. This may be done by the class teacher, the person who carried out the intervention or the SENCo
- ❖ If your child has an Individual Education Plan you will be invited to a review meeting with the SENCo. You will discuss the progress made against the targets set. Targets will be reviewed and if required new targets set
- ❖ If your child is receiving support from an external agency then they will monitor the impact of any work they carry out with your child
- ❖ The head teacher, alongside the class teacher, reviews the progress of all children on a termly basis in our pupil progress meetings

When we my child's progress be reviewed and how will it be shared with me?

- The progress of all pupils is formally reviewed by the class teachers and teaching assistants to support and inform planning. This will also help to identify strengths and difficulties
- ❖ Teachers are available to talk to parents during the school week, they are mostly available after school and appointments can be made for more lengthy conversations
 - ❖ Parents/carers are invited into school for parents evenings twice a year
 - ❖ We provide a written report for all parents during the summer term
 - ❖ Annual reviews are carried out for the children in receipt of funding for SEN each year. You will be invited by the SENCo to attend these meetings along with other professionals who have been working with your child. Parents/carers will receive a copy of the Annual Review paperwork

External Support

When a child is making little or no progress, despite targeted support, we will consider seeking addition support from specialist, including those from outside agencies.

What specialist services and expertise are available to or used by the school?	We use a wide range of external agencies in order to support our pupils. These include; Learning Support Service, Educational Psychology Service, Speech and Language Therapy, Occuptioanl Therapy, Physical Impairment and Medical Support Teams, Social, Emotional and Behaviour Support, Child and Adolescent Mental Health Service, GP, Paediatrician, Health Visitor, School Nurse, Social Services and Early Years Area SENCo. This is not an exhaustive list.
How are these services accessed?	Services are generally accessed by the school via a process of referral. A referral is carried out by the SENCo and will always be with the consent of parents/carers. Occasionally, services may be accessed directly via the parents of the child or by the family GP.

Transition

How will the school support my child's transition to a new school?	<ul style="list-style-type: none"> ❖ When moving class the current and new teacher will meet to discuss the children coming into the class. This will include sharing of information, strengths and supportive strategies, barriers to learning and next steps. ❖ When moving schools the SENCo will contact the new school's SENCo to share SEN information prior to the move, once the child has moved their SEN file will be transferred to the new school ❖ When moving to secondary school meetings will be held during the summer term to discuss all SEN pupils. All children will attend a changeover day. The secondary school may ask to meet your child prior to transition. These meetings may result in additional visits to the secondary school; however this is dependent on the needs of the child and the secondary school concerned, so may not always apply
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Accessibility

How accessible is the school site?	The school site is mostly accessible without difficulty. We have two accessible toilet areas with one of these areas consisting of a shower.
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