



SPECIAL EDUCATIONAL NEEDS REPORT (Local Offer)

Review Date: Spring 2018

Senior Member of Staff Responsible: Kelly Park (SENCo)

Required Level of Approval: FGB

Ratified by the Governing Body: 25th March 2015

Minor updates: Sep 2016

Local Offer – Pensford Primary School

All local maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

At Pensford Primary school we ensure that all children; including those identified as having a special educational need have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life. We believe that every teacher is a teacher of every child including those with SEN.

Who's who in SEN at Pensford?

Miss Kelly Park, Special Educational Needs and Disabilities Co-ordinator

Mr Warrick Barton, Head teacher.

Miss Jo Barnes, SEN governor.

People who support children with Special Educational Needs and/or disabilities in our school:

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs (also known as differentiation). • Checking the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) Amendments should be discussed with support staff or the SENCO as necessary. • Writing Individual Education Plans (IEPs), and sharing and reviewing them termly (6 times per year) with pupils and parents, and planning for the future. • Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress. This involves ensuring that these members of staff see the SEND children’s pupil passports. • Ensuring that all members of staff working with your child are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specifically planned work and resources, • Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>Contact by: Telephoning (01761 490470) or visiting the school to arrange an appointment</p>

	<p>The Head teacher and SENCO (Special Educational Needs Co-ordinator)</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of the support for children with SEND. They will give responsibility to teachers and TAs for educational provision, but are still responsible for ensuring that your child's needs are met. • Co-ordinating all the support for the children with SEND, and developing the school's SEND policy to make sure that all children get a consistent, high quality response to meeting their needs in school. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. • Ensuring that parents are: <ul style="list-style-type: none"> • involved in supporting their child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of the planning ahead for them • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychologists. • Updating the school's SEND record of need, (a system for ensuring that all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) to achieve their potential. • Supporting your child's class teacher to write Individual Education Plans (IEPs) that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school. <p>Contact by: telephoning (01761 490470) or visiting the school to arrange an appointment. Please note that Miss Park works on a Monday and Tuesday.</p>
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	Teaching Assistants (TAs). May be allocated to some pupils with SEN or disabilities.	<p>A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.</p> <p>Of course as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback!</p>
	SEND Governor	<p>Is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy. • Making sure that the school has appropriate provision and has made adaptations to meet the needs of all the children in the school • Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. • At Pensford our SEND governor is Miss Jo Barnes.

Common Questions Answered

<p>1) How does Pensford Primary School know if children need extra help?</p>	<p>We know when children need help if:</p> <ul style="list-style-type: none"> • concerns are raised by parents/carers, teachers or the child's previous school or pre-school • the child's progress is very slow and/or their attainment is noticeably behind that of their peers in the same year group • there is a change in the child's behaviour • a child asks for continuous help and seems to struggle to understand age appropriate work <p>If your child is not making expected progress or if there is another indicator of concern the school will discuss with you:</p> <ul style="list-style-type: none"> • any concerns you may have • any further interventions or referrals to outside professionals to support your child's learning • how we can work together, to support your child at home and at school • Carry out assessments <p>Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family</p>
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<p>What should I do if I think my child may have Special Educational Needs?</p>	<p>breakdown</p> <p>Talk to your child’s class teacher, Miss Park (SENCO) Mr Warrick Barton (head teacher). Your concerns will always be taken seriously – your views on your child’s development and progress are always very valuable.</p> <p>You may also want to get some advice from the Parent Partnership Service. You can find further information on their website - http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers-educational/parent-partnership-servic-5. They can be contacted by calling 01225 394382 or by emailing parent_partnershipservice@bathnes.gov.uk.</p> <p>Further information can be found from the school’s policies for SEND and Behaviour.</p>
<p>2) How will Pensford Primary School staff support my child?</p>	<p>All children have individual needs! Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:</p> <ul style="list-style-type: none"> • Other staff in the school • Staff who will visit the school from the Local Authority central services such as the ASD (Autistic Spectrum Disorder) Outreach Team or Sensory Support Service (for students with a hearing or visual need). • Staff who visit from outside agencies such as the Speech and Language therapy (SALT). • An assessment by an Educational Psychologist or other specialists e.g. Dyslexia consultant. • Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a teaching assistant) • Providing special equipment/resources as required to support your child’s learning and development <p>The class teacher (sometimes with the SENCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENDCO.</p> <p>Regular reviews of a child’s progress are discussed at Individual Education Plan (IEP) meetings 6 times per year. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.</p> <p>If a specialist professional works with your child, there may be recommendations that are made, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better.

	<ul style="list-style-type: none"> • Support to set targets which will include their specific professional expertise. • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or fine motor control support. • A group or individual work with outside professional.
3) How will the curriculum be matched to my child's needs?	<p>Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop children's skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.</p> <p>Opportunities for parents/carers to discuss the curriculum with the class teacher will be given at the termly review meetings.</p>
4) How will I know how well my child is doing?	<p>Class teachers are always happy to discuss how well your child is doing; these discussions do not need to be limited to the regular IEP review meetings! All children with SEND will also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. This will contain work set from school to support children in meeting their IEP targets. Staff will write in these books at least twice per week and the aim is that pupils, with support from parents/carers, will complete the activities set. Parents/ carers and pupils are encouraged to use this book as a three-way partnership working towards meeting targets.</p> <p>All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home. You will also receive an annual report from the class teacher for your child.</p>
5) What support will there be for my child's overall well-being?	<p>The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time' or Personal, Social, Health and Economic (PSHE) lessons, 1:1 discussions with the class teacher or the SENCo, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific social skills resource to support the child.</p> <p>Sometimes the school will get support from elsewhere e.g the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.</p> <p>For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family.</p> <p>For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical</p>

	<p>and Sensory Support team. This may lead to the assessment or support of, for example a disability nurse or an occupational therapist.</p> <p>Where appropriate, homework tasks may be adapted to suit the needs of individual children.</p> <p>See also section 13 below 'How are parents involved in discussions about and planning for my child?'</p>
<p>6) What specialist services are available at or accessed by our school?</p>	<p>We have access to a wide range of specialist services as follows:</p> <p><u>Autism Outreach Service</u> The ASD outreach service is attached to Fosseway School in Radstock and will offer support for children on the autistic spectrum within school relating to curriculum, inclusion and wellbeing.</p> <p><u>Behaviour Support Service</u> The school can make a referral to the Behaviour Support Service, and if agreed by a panel, support can be offered ranging from play or art therapy to individual support.</p> <p><u>Primary Child and Adolescent Mental Health Services (PCAMHS)</u> The school can make a referral to PCAMHS and if a child reaches a certain threshold of need they may be offered support. Appointments take place out of school and parents are responsible for taking their children to sessions. Examples of services offered by PCAMHS include; bereavement support, infant mental health (for under 5's), specialist parenting courses for parents of children with emotional and or/mental health issues, evidence based short term interventions such as solution focused therapy and behavioural interventions.</p> <p><u>Counselling Services</u> The school is able to supply counselling and mentoring services through recommended providers as necessary.</p> <p><u>Educational Psychologists</u> The school is allocated a Local Authority employed Educational Psychologist, currently Lisa Plaskett, and if a child shows a complexity of need emotionally and/ or educationally he may be called upon for advice, or assessment.</p> <p><u>Paediatrics</u></p>

If the school or parents have concerns over the development of a child then the school may make a referral to the community paediatric team. As paediatrician is able to assess whether a child has a genetic, medical or developmental condition that may be affecting their learning.

Occupational Therapy (OT)

Pupils with physical difficulties, such as fine and gross motor skills problems, may be referred to OT for an assessment. This may happen within school, or at the Royal United Hospital (RUH). The OT may then offer therapy at the RUH or may suggest exercises and activities for parents and school to complete on a regular basis.

School Nursing Team (Sirona)

The school nursing team offers a range of support including advice on toileting, behavioural issues, anxiety and bereavement. They are usually the first point of contact before PCAMHS as they work in conjunction with the psychiatrists and psychologists. Our current allocated school nurse is Danielle Taylor.

Social Care teams

If the school feels that a family will benefit from the support of social care a referral will be made, with parent's knowledge, by Mr Barton.

Child Protection Officers

Mr Barton may also refer to Child Protection Officers if deemed necessary, parents will always be informed.

Speech and Language Therapist (SALT)

The school employs a speech and language therapist to work within the school for 3 hours twice per term. Her name is Jo Williams and she is from the Sirona Speech and Language team, based at the RUH in Bath. Stuart works with pupils 1:1 and in small groups helping them improve their speech and language abilities. She also carries out formal assessments and directs teaching assistants and teachers to continue to support children in school on a daily basis.

Children Missing Education Officer (CMEO)

In the first instance, if a child misses a significant amount of time at school, whether due to health, behaviour or unauthorised absence, Mr Barton will contact the family to assist them. It may also be necessary for the school to contact the Children Missing Education Officer.

Sensory Support

This service supports children with sight or hearing difficulties and helps to ensure that they can fully access the curriculum.

Physiotherapy

This is usually accessed through paediatrics or occupational therapy if deemed necessary.

Parent Partnership

Parents can access support through Parent Partnership (for contact details please see section 'What should I do if I think my child has Special Educational Needs?')

Play/Music/Art therapist

The school may access outside services who offer therapy in different forms.

Brighter Futures Social Enterprise

At times the school may feel that they need further educational expertise to meet the needs of a child, in which case they may contact a specialist consultant from a service such as Brighter Futures Social Enterprise.

Audiology

If a child is showing difficulties with their learning, it can sometimes be linked to their hearing.

Continence Services

For children having difficulty with toileting.

Kickstart

Kickstart offer support for pupils who have English as an additional language and work in collaboration with parents and school to aid their development.

Some of these services can only be accessed if the child's needs, progress and attainment are deemed of great concern.

If parents would like to find more information about services and activities that they can access outside of school a good place to start is the Rainbow Resource website: www.rainbowresource.org.uk/rainbow_resource.

<p>7) What training are the staff supporting children with SEND had or are having?</p>	<p>The head teacher and SENCO's job is to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</p> <p>Whole staff training is used to disseminate knowledge, strategies and experience and to ensure consistency of the school's approach for children with an SEND.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service.</p> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the head teacher or SENCO. Recent training (i.e. in the last two years) includes training on: ASD level 1 (all staff), working memory, dyslexia, NUMICON, English as an Additional Language (including working with EAL SEN pupils), supporting writing for TAs, Spelling, punctuation and grammar (SPAG) for TAs, Developmental Coordination Disorder (DCD). The SENDCO also attends regular national and local training.</p>
<p>8) How will my child be included in activities outside the classroom including school trips?</p>	<p>Activities and school trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access for to all activities where payment is needed.</p> <p>Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.</p> <p>For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.</p>
<p>9) How accessible is the school environment?</p>	<p>We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. If a child is due to attend the school and has specific requirements an Occupational Therapist and/or a member of the Sensory Support Service will visit the school to make recommendations of how the school site needs to be altered.</p>
<p>10) How will the school prepare and support my child to join the</p>	<p>Induction for all Early Years children takes place in Term 5 or 6. Usually we host two afternoon visits to the school where the children attend without their parents. Children are allocated a year 6 buddy who will look after them in the playground and</p>

<p>school or transfer to the next school?</p>	<p>act as a mentor throughout the whole of the reception year. Some children may require extra visits, the class teacher or SENCO will be able to arrange this. Reception teachers also visit pre-school settings to observe children and discuss their early years' progress with pre-school staff. If your child joins the school in Reception and has an identified special educational need or disability, there may be transition funding available to support your child to settle into school.</p> <p>For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website.</p> <p>For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and class teacher/SENCOs are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.</p> <p>If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.</p>
<p>11) How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school budget, received from the Local Authority, includes money for supporting children with SEND (this is called 'notional SEND funding'). The head teacher and Senior Management Team, in conjunction with the School Business Manager, decide on the allocation of the total budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.</p> <p>The Head Teacher and the Senior Management Team discuss all the information they have about SEND in the school, including</p> <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected <p>and decide what resources/training and support is needed. SEND funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, educational psychologists) and to buy resources and equipment.</p> <p>All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or can no longer meet and where their inclusion in the curriculum has exceeded £6000 in cost, the school applies for an Education and Health Care Plan for the child, which may lead to further support being provided by the LA. Parents can also request that the LA carry out an assessment of your child's needs. This is a legal process and you can find more details about this either from the school or from the LA by</p>

	contacting the Parent Partnership Office.
12) How is the decision made about what type and how much support my child will receive?	<p>Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.</p> <p>If a child joins from another school, information provided by the feeder school, along with our own assessments, will allocate resources/support for the child.</p>
13) How are parents involved in discussions about and planning for my child?	<p>All parents are encouraged to contribute to their child's education. This happens through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher – either formally at 6 IEP meetings per year and parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school. We use the communication books at least twice per week. • Discussions with other professionals e.g. the SENCO, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both). <p>This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) meetings.</p>
14) Who can I contact for further information?	<p>If you wish to discuss any aspect of your child's education, please contact (in preferential order):</p> <ol style="list-style-type: none"> a) Your child's class teacher b) The SENCO c) The Head teacher d) The SEND governor <p>Please contact the school if you have any further questions.</p>

GLOSSARY OF TERMS

IEP	Individual Education Plan
SEND	Special Educational Need or Disability
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHCP	Education and Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDSCO	Special Educational Needs and Disabilities Coordinator
OT	Occupational Therapy
CAF	Common Assessment Framework
CMEO	Children Missing Education Officer
LA	Local Authority

Some Useful Support Services and Contacts for Parents

Parent Partnership Services

Parents can access support through Parent Partnership. You can find further information on their website - <http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers-educational/parent-partnership-servic-5>. They can be contacted by calling 01225 394382 or by emailing parent_partnershipservice@bathnes.gov.uk.

Parenting Courses

Several Parenting Courses are run in BANES throughout the year, please ask the SENCo for details or contact Paul Hamnett on 01225 396966 or email: paul_hamnett@bathnes.gov.uk.

Clubs and Other activities for SEND children

Rainbow Resources have a list of activities available to support children with SEND in Bath. www.rainbowresource.org.uk/rainbow_resource.

Bath Area Play Project offers a range of inclusive play opportunities in Bath. www.bapp.org.uk

FACES Bath ASD Social Group meets at Percy Community Centre and is for families of children with ASD who attend mainstream settings. Tel (day): 07771 543172 Email: asdbath@outlook.com