

Great Moor Community Infant School

School Offer 2018-19

'Be the best that you can be'

Key contacts for SEND – 0161 483 0242

Mrs Y Dobson Headteacher/SENco

Miss R Wilkinson EYFS Team Leader/SENco EYFS Lead

Miss E May EYFS SEND team

The 'Children and Families Bill' published in 2014 requires that each Local Authority keep under review information about services available for children and young people with Special Educational Needs and Disabilities (SEND). This is referred to as the 'Local Offer'.

The School Offer provides information for parents/carers of children at Great Moor Infant School who have Special Educational Needs or a disability and all staff who support children with additional needs. It will be reviewed at least annually.

At Great Moor Infant school parents, all staff and Governors have very high aspirations for our SEND pupils. By putting in place building blocks for successful learning, it is our aim to enable SEND pupils to achieve highly in school.

The 2014 Code of Practice sets out an individualised and graduated response towards support for children with Special Educational needs and disabilities.

The areas of SEND are:

- Communication and interaction
- Cognition and Learning
- Emotional and Social Development (including mental health / behavioural issues)
- Sensory and / or physical

SEND Provision at Great Moor Community Infant School

In order to further outline the provision at Great Moor Infant School we have considered a number of questions...

How accessible is the school?

- Great Moor Infant School is highly committed to ensuring that the site is environmentally accessible. It is built on one level, has a number of accessible toilets, a hoist as well as hearing loops in three classrooms.
- All staff at Great Moor Infant School are dedicated to improving access to the curriculum for each pupil. Where necessary it is specifically tailored, creatively developed and expanded in order to meet the needs of individual learners.
- As well as teaching and learning, the wider curriculum of the school such as after-school clubs, leisure and cultural activities or school visits are all inclusive.
- In partnership with the Education and Health Authorities, Great Moor Infant School endeavours to assist with the provision of specialist aids and equipment.

How will the SEND procedures help my child?

- The 2014 Code set out a graduated response. This recognises that all children learn differently and have individual needs.
- Great Moor Infant School recognises the critical role that parents/carers have in the process.
- At Great Moor Infants School the parents of SEND pupils are invited to attend a termly 'Person Centred Review'. At the meeting the needs and progress of each child is considered. This enables staff to work in close partnership with parents. Parents are informed of any extra or different help that their child may be receiving. Where appropriate, a child may be invited to join part of the meeting – to share a piece of work for example.
- By making observations and assessments, planning and reviewing in partnership with parents, staff are able to provide stepped support and access professional expertise as appropriate.

- Our aim is for support to be focused on individual needs and personal outcomes. School will continue to work closely with parents in order for the child to reach his/her potential.
- A SEND Support Plan is produced. This includes specific, measurable, attainable and realistic target which are set within a timeframe.

What if my child requires further support?

- An **Education, Health and Care (EHC) Plan** provides support for children with significant and complex needs.
- An EHC plan will place emphasis on personal goals and will describe the support a child will receive.
- EHC plans consider the recommendations of parents, the child and educational, health and social care professionals. This document is produced by the Local Authority Reviewing Officer.
- The Local Authority have a Local Offer. This provides a 'spring board' to services and support that parents and children can access.

What support is available when my child joins the school?

- Early identification of special needs is a priority for us. All staff receive regular updates and training regarding Special Educational Needs and Disability awareness.
- We make contact with any early years' settings or other schools that a child has attended to gather information about their needs.
- We liaise with any involved outside agencies.
- There are detailed transition arrangements in place for all pupils who join our school in nursery and reception. These include visits to school, induction meetings, story sessions, home visits by staff and reduced timetables. Home visits provide an excellent opportunity for the exchange of key information regarding your child.
- Where necessary we may develop an Individual Induction Plan in partnership with you, your child and the setting attended previously.

How does the school know if children/young people need extra help?

- Parents play the most crucial role in informing school about a child's individual needs. We have an open door policy and are always ready to listen to any concerns that parents may have.
- Information and guidance regarding an individual child may be provided from outside agencies e.g. Previous Nurseries/schools, Health, Speech and Language, Health Visitor and School Nurse.
- At school, staff identify each child's rate of progress through regular assessment and begin to identify any barriers to learning and development.
- Where there is concern about a child regarding progress and development staff carry out additional observations and assessments. The class teacher, Special Educational Needs and Disability Co-Ordinator (SENDco) or Headteacher share this information with parents/guardians.
- Considerations regarding the best action to take and necessary support will be made at a Person Centred Review. In some cases additional advice and support may be appropriate via a referral to an additional agency. Parental agreement is always sought.

How we measure the progress of your child in school?

- Progress of the early years child is carried out through an assessment programme called Development Matters. It is banded into different age bands. At the end of Reception Year a profile is completed for each child. For children in Nursery and Reception the assessments which take place indicate how your child is progressing in relation to age related expectations.
- If your child is in Year 1 and above, but it is not appropriate for progress to be considered using National Curriculum levels, a more stepped assessment is used which demonstrates in great detail and smaller but extremely significant steps of progress. The levels are called 'P Levels'.
- During Year 2 of Key Stage 1 all children are required to be formally assessed using Year 2 tests.

- At the end of Year 1 a Phonic Screening takes place. This is repeated at the end of Year 2 should a child not meet the standard.
- Your child will have a SEND Support Plan identifying strengths, interests, areas of concern and targets. This will be reviewed with your involvement, every term and the plan for the next term made.
- The SENDco will also check that your child is making good progress by looking at books, evaluating assessments, participating in the review of SEND Support Plans.
- The Headteacher monitor pupil progress.
- A strategic view of SEND across school is taken by the Headteacher in the SENDco role.
- Assessments for those who have more complex needs are evaluated at termly review meetings involving appropriate input from pupils, parents and all professional agencies.

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

- If you think your child has a special need and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENDco or Headteacher and your child's needs can then be discussed.
- Staff will discuss the needs of your child in a private and confidential manner.

How is extra support allocated to children?

- The school budget, received via Stockport LA, includes money for supporting children with SEND.
- The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support children, to enable additional learning interventions and to purchase specialist help if needed.

What support and interventions are regularly available?

- Stockport Early Reading intervention (SERI)
- Motor Skills United (focus on developing fine and gross motor skills)
- Friendship Group (developing team building and social skills)
- Literacy and Numeracy interventions

- Occupational Therapy programmes
- Speech and Language Therapy
- Social Stories (social and communication issues)
- Talking Together (speaking and listening)

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

- Class teachers plan lessons to meet the specific needs of all learners within the class, and will ensure that learning tasks are adjusted in order to enable your child to access learning as independently as possible.
- To support all children the school delivers the curriculum in different ways. This may mean small group intervention or individual support. Interventions may be daily or two or three times a week and will vary from ten minutes to approximately thirty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- Children learn at their own pace so we closely monitor progress using individual SEND Support Plans.
- Support staff implement the teachers modified/adapted planning to support the needs of your child where necessary.

Could my child have a 'referral' from school to access additional support?

- Before any referral is made, parents are always invited to come and discuss their child's progress and help plan possible ways forward. Parents are welcome to initiate appropriate referrals by discussing their concerns with teachers, Headteacher and the SENDco.
- If staff and parents agree that the support of an outside agency is necessary, parental consent will be sought.
- As a key part of the referral process any of the agencies involved value the views of parents and children.

Professionals that school may suggest referral to include:

- Speech and Language
- Occupational Therapy
- Physiotherapy
- Learning Support Service
- Educational Psychology (on occasion the EP may refer to Child and Adolescent Mental Health Service)
- Sensory Impairment Service
- Behaviour Support Service
- English as an Additional Language Service
- School Nurses
- Special Nurses e.g. asthma, epilepsy, diabetic, incontinence
- Other voluntary/charitable services also are available e.g. for bereavement

Who are the best people to talk to in this school about my child's special education needs?

Headteacher and SENDco – Mrs Yvonne Dobson

SEND Lead Professional Early Years – Miss R Wilkinson

SEND Early Years team – Miss E May

What are the responsibilities of this team?

Mrs Yvonne Dobson:

- The strategic management of all the support for children with SEND.
- Monitoring the progress of those with SEND through the school's termly tracking and internal SEND review meeting procedures.
- Ensuring that the Governing Body is kept updated regarding any issues in the school relating to SEND.
- Ensuring that school is inclusive and accessible.
- Alongside the Governors, ensure that admissions to the school are carried out in line with LA policies.

- Developing the school's SEND Policy to make sure all children get a high quality education.
- Liaising with school staff and external agencies who may be coming into school to help support the wellbeing and learning of SEND pupils.
- Assisting in planning next steps for learners alongside the class teachers. This will then be recorded within an Individual SEND Support Plan.
- Leading Reviews for SEND pupils who have Statements or EHC plans by gathering the views of all involved and establishing the progress made by a child, focussing on assessment levels and next steps.
- Ensuring that all members of staff working with SEND pupils in school are aware of a child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Organising training in order to enhance the skills and knowledge of the school staff.

Miss Rachel Wilkinson is responsible for:

- Ensuring that all Early Years SEND children have access to the highest quality provision.
- Liaising with the SENco to Lead Person Centred Reviews for some of the Early Years SEND pupils at Special Needs Support, gathering the views of all involved and establishing the progress made by a child, focussing on assessment levels and next steps.
- Collating all Early Years SEND documentation for the administrative support team.

What are the class teachers responsible for?

- Ensuring that all children have access to the highest quality provision and that the curriculum is adapted to meet your child's individual needs.
- Enabling pupils to make excellent progress through the differentiation of learning, identifying, planning and delivering any appropriate, additional support your child may need.
- Complying and sharing SEND Plans.
- Carrying out a review of these with parents termly.

- Ascertaining the child's views on how well he/she is progressing and what might support further learning.
- Ensuring that all members of staff working with your child in school are aware of his/her individual needs and what specific adjustments need to be made to enable progress.

What is the SEND link Governor responsible for?

SEND Governor – Lorna Wilkinson

- Ensuring that the school has a SEND policy / School Offer.
- Making sure that the school has appropriate provision for SEND pupils.
- Making sure that the Governing Body are fully informed regarding SEND processes in school.
- Monitoring the support given to children with SEND in the school.

What is the role of the Teaching Assistants (TA)?

- Great Moor Infant School employs a large number of highly skilled and committed TAs.
- Our TAs may be allocated to a pupil or group of pupils with special educational needs and/or disabilities.
- They provide in class support under the direction of the class teacher.
- They also deliver intervention programmes.
- All TAs at Great Moor Infants are imperative to the wellbeing of our SEND pupils.
- They come to know the pupils and families that they are supporting exceptionally well. Relationships are built on trust, kindness, knowledge and care.

Who is responsible for Health Needs and Care Plans?

- The Headteacher is responsible for health and medical needs.
- Care Plans are discussed with parents and are produced in conjunction with the school nurse team.
- Some aspects of the Care Plan or Risk Assessment may be shared with the child.

How are the views of my child considered?

- The 2014 Act prioritises the views and involvement of the child.
- Class teachers promote self-evaluation within their daily teaching.
- Before Person Centred Reviews, teachers meet with each child to gather his/her view.

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

- The named Safeguarding and Child Protect Officers are Mrs Yvonne Dobson and Mrs Diana Heis.
- All staff are trained in Safe Guarding and child protection and are responsible for ensuring your child's safety.
- A high percentage of school staff are trained first aiders.

What training does the staff supporting children and young people with SEND receive?

- All staff receive training from the appropriate personnel in order that individual needs can be met.
- Individual members of the team have further specialist training e.g. A number of TAs are highly trained to deliver the Stockport Early Reading Intervention (SERI) – this is a highly successful programme to support pupils with literacy skills.
- The SENDco or Early Years lead attends Local Authority Briefings to keep up to date with any legislative changes in SEND and the most up to date practice and provision. This is then shared with all school staff through staff meeting and training.
- The SEND leadership team and lead Governor identify training needs.

How will my child be included in activities outside the classroom including school visits?

- The school acknowledges that all pupils are fully included within school life.
- We aim to make provision for all pupils to access the curriculum including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support, to meet required health and safety standards. This may involve a

specific risk assessment to identify any additional support your child may require to ensure full participation.

How will the school support my child in transferring to the next stage of education?

- Where necessary we may develop a transition plan in partnership with you to ensure that they enjoy a smooth transition.
- If your child is moving to another school we will contact the SENDco there and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will ensure that transition between classes is as smooth as possible. Class teachers and LA's make transition booklets with text and photos. These can be read and shared by the child in readiness for the move.
- Care plans, Risk Assessments and medical information are also shared. Parents are involved with this process.

How are parents involved in the school? How can I be involved?

- We have an open door policy.
- We hold twice yearly parents evenings for you to talk to your child's teachers about their progress.
- We are happy to offer individual appointments with school staff or professionals from other agencies to discuss specific issues with you about your child's progress.
- Additional Needs Reviews are held each term. Each child's progress is evaluated. Needs and new targets are discussed.
- The SENDco or Headteacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- We invite specialist agencies into school to talk to you about how they can support you and your child. All information from outside professionals will be discussed with you or where this is not possible, a report is produced.
- A home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

What will happen if my child has a prolonged absence due to illness?

If your child has a prolonged period of ill-health and is going to be absent from school for a long length of time please contact the Headteacher who will liaise with the class teacher and the SENco to provide suitable learning activities.

Please do not hesitate to contact us should you require further information. Key personnel are identified at the top of the document.