

Little Chalfont Primary School

Special Educational Needs - THE LOCAL OFFER



At Little Chalfont Primary School, we strive to support ALL our pupils to enable them to achieve their full potential during their time at the school. In order to do this, many steps are taken to support them through their learning journey.

All pupils have access to excellent quality teaching which is vital. However, for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinator (SENDCO) is: Mrs Abadee who is supported by Mr Rob Hacking, Headteacher.

The SENDCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND. The SENDCO liaises with staff to monitor the pupil's progress and plans further interventions where progress is slower than expected. Where more specialised advice is needed, the SENDCO is in regular contact with a wide range of external agencies.

The type of SEND provision that Little Chalfont Primary School provides is based on individual needs or a pupil's educational health care plan, where their needs can be met within our mainstream setting.

Further Information

Pupil Premium

Pupil Premium funding is allocated to schools to work with pupils who have been registered for free meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel. Schools are held accountable for the decisions they make on Pupil Premium through the performance tables which show the performance of disadvantaged pupils compared with their peers. Ofsted inspectors focus on the attainment of pupil groups, in particular those who attract Pupil Premium.

Children and Families Act and SEND Code of Practice

The Children and Families Act underpins wide-ranging reforms to improve services for vulnerable children and support families so that all children can succeed, no matter what their background.

The SEND Code of Practice sets out how this is to be achieved for children with Special Educational Needs and Disabilities (the full code is available

at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). It extends from birth to 25 years, giving children and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

This includes:

- Education Health Care Plans (EHCPs). These are individualised plans for those children requiring more support than is ordinarily available. They bring together all the services that support a child and his/her family and they detail the specialist provision put in place to achieve both shorter term and longer-term objectives. It has the child and her/his wellbeing as its core tenet. Further information is available at:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=D12uzsNgJhs>

- Requiring local authorities to publish a 'local offer' of support. Buckinghamshire's Local Offer is available at:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5>

The Local Offer

The Local Offer outlines which services are available to support disabled children, children with SEND and their families. This information sets out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their children. A number of questions were devised in consultation with parents/staff and other agencies which reflect their concerns and interests.

Below are Little Chalfont Primary School's responses to those questions:

1. How does Little Chalfont Primary School know if a pupil needs extra help?

We know if a pupil needs extra help through/ when:

- Liaison meetings with Early Years settings
- Liaison meetings with feeder schools
- Child performing below age expectations or not making expected progress relevant to their starting points
- Progress is limited, despite Quality First Teaching and Intervention
- Concerns raised by parents
- Concerns raised by the class teacher
- Liaison meetings with external agencies
- Medical diagnosis

2. 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 following discussions with the class teacher, you still have concerns then contact the Headteacher or the SENDCO.

3. How will I know that Little Chalfont Primary School will support my child?

- The teachers at Little Chalfont Primary School teach using school's pedagogy/high-quality teaching practices, in conjunction with Ambition Institute and the Education Endowment Foundation, to meet the needs of all pupils:
 - Provide resources containing only essential information.
 - New learning is provided in appropriate volume to avoid overloading pupils' working memory.
 - Guided practice and worked examples before independent practice.
 - Pupils interact with new knowledge and apply it to contexts.
 - Use hinge questions and mini-plenaries to check for misconceptions.
 - Make connections to prior knowledge.
 - Retrieval practice used as 'assessment as learning' – E.G. low-stakes quizzes or cumulative tests
- Each pupil's education programme will be planned by the class teacher and will be differentiated according to the pupil's individual needs. This may include support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as English or Maths fluency, the pupil will be placed in a small focus group run by the teacher or SENDCO and receive 'intervention' support. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. Please speak to the Headteacher or the SENDCO, if you have any queries related to these interventions.
- Occasionally, a pupil may require more expert support from an outside agency, such as the Speech Therapy Service, an Educational Psychologist etc. In this instance, a referral will be made, with parental consent and forwarded to the appropriate agency. After a series of assessments, a programme of support will usually be provided for the school and parents/carers.
- Sometimes children's needs can be best met with a higher level of support and additional funding and an application can be made for High Needs Block Funding or an assessment for an Education Health Care Plan.

4. How will the curriculum match my Child's needs?

- As stated above, school's pedagogy ensures that the needs of all pupils are met through universal, high quality teaching. These are detailed above.
- Learning Support Assistants (LSAs) may be allocated to work with the pupil on a 1:1 basis or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given a SEND Support Plan. Targets will be set according to their area of need. These will be monitored by the class teacher and the SENDCO. SEND Provision Support Plans are discussed with parents three times a year and a copy given to them.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, enlarged worksheets, pencil grips or easy to use scissors.

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

You will be able to discuss your child's progress termly at Parent's Evenings and SEND Parents Meetings, and informally, with the class teacher, SENDCO or SLT, throughout the year. Meetings with the class teacher can be organised through the school office, if you wish to raise an initial concern. Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting/phoning/e-mailing the school office.

6. How will the school help me to support my child's learning?

- The class teacher may suggest ways you can support your child, either through conversation or via key information on the class pages of the school website.
- The Headteacher or the SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour or emotional needs.
- If outside agencies or the Education Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at school and at home.

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

School have an Emotional Literacy Support Assistant (ELSA), who works in conjunction with the school SENDCO to ensure children with Social, Emotional Mental Health Needs are identified and receive appropriate support.

Alongside this, school has a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- The headteacher is an Advanced Senior Mental Health Lead.
- Members of staff are readily available for pupils who wish to discuss issues and concerns.
- Regular assemblies about how to improve wellbeing.
- Quiet reading time can be available for pupils who find lunchtimes a challenge.
- If a child has a medical need, then a detailed Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive EpiPen, asthma and epilepsy care training and updates.
- 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.
- All staff have First Aid in Schools or Paediatric First Aid training.

8. 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 more specialised expertise. These may include:

Child Protection and Safeguarding:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=ohzMEotA-qA>

Education Safeguarding Advisory Service:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=eEWWvGK7V1Y>

Educational Psychologist:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=51jAHu4FZKl>

CAMHS (Child and Adolescent Mental Health Team):

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=6peSu41Jd5Q>

Social Services:

<http://www.buckscc.gov.uk/social-care/children-and-families/>

Speech Therapy Team:

https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=jxmoD84_7Jc

School nurse:

<https://www.buckshealthcare.nhs.uk/cyp/school-nursing/>

Health Visiting Service:

<https://www.buckshealthcare.nhs.uk/cyp/health-visiting/>

Occupational Therapy:

<https://www.buckshealthcare.nhs.uk/cyp/occupational-therapy/>

Specialist Teaching Service:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=pAenpCfDzIE>

SENDIAS (Buckinghamshire's Special Educational Needs and Disability Information, Advice and Support Service):

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=FT8eL4flHa8>

9. What training have staff, supporting children with SEND, recently received?

Staff have received training sessions on a range of SEND topics including:

- Identifying and Assessing SEND Needs in the classroom.
- How to use evidence-based interventions across school.
- Using generative drawing to support reading.
- What is High-Quality Teaching and Support?
- The intervention process and the basics of the graduated approach.
- Supporting pupils with SEND in writing.
- Supporting pupils with SEND in maths.
- Supporting pupils with Autism

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

- Activities and school trips are available to all.
- Risk assessments and event specific plans are carried out and procedures are put in place to enable all pupils to participate.
- However, if it is deemed that an intensive 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

11. How accessible is the school environment?

We are happy to discuss individual access requirements. Facilities we have at present include:

- Level entrances to all parts of the school building, with the exception of the school office (which is accessible via nursery).
- A toilet adapted for disabled users.
- Wide doors in some parts of the building.

12. How will the school prepare and support my child when joining Little Chalfont 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:

- Discussion between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend an induction session to familiarise themselves with their new class.
- Additional visits are arranged for pupils who need extra time in their new school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the headteacher or SENDCO.

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

- The school's SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs.
- Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation with the SENDCO, class teacher and the Headteacher, based on termly tracking of pupil progress and as a result of assessments undertaken by outside agencies. For children with an EHCP, the number of hours of support from specialist agencies is usually specified.

15. 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.
- Discussions with the SENDCO or headteacher.
- At SEND Provision Support Plan review meetings.

16. 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 and arrange a meeting with the SENDCO and/or headteacher.

We hope the information set out in this document has answered any queries you may have, but please do not hesitate to contact the school if you have any further questions.

sendco@littlechalfont.bucks.sch.uk

Contact Telephone: 01494 762109

Local Offer Age Bands

Primary (4-11 years)

Nursery Class (3-4 years)

Needs Level

All needs met

SEND Provision Type

Universal service (No referral required)