

Chanctonbury Schools Local Offer

(produced in collaboration by Steyning, Jolesfield, Upper Beeding and St Peter's Henfield Primary schools)

<p>How does School know if children need extra help?</p>	<p>We know when pupils need help when:</p> <ul style="list-style-type: none"> • Concerns are raised by parents/ carers, teachers or the child • Limited progress is being made • There is a change in the pupil's behaviour or progress
<p>What should a parent/carer do if they think their child may have special educational needs?</p>	<ul style="list-style-type: none"> • The class teacher is the initial point of contact for parent/ carer concerns • Parent/Carers can also contact the SENCo and ask for a meeting to discuss possible further investigation of their child's difficulties • Parents can contact the Headteacher if they have concerns about their children
<p>How will Early Years staff support a child with SEND?</p>	<ul style="list-style-type: none"> • Early Years (EY) staff and SENCo liaise with the Pre-school and parents regarding existing difficulties on entry • First Team meetings may be held to plan for provision on entry • Provision will include in-class differentiated and / or focused activities • Adapted environment / resources • Direct intervention based on outside agency advice either in a small group or 1:1 • Regular dialogue between EY staff and parents / SENCo to monitor progress and provision • School Play Therapist available for EY pupils
<p>How will the School support a child's needs?</p>	<ul style="list-style-type: none"> • Each pupil's education programme will be planned by the class teacher; differentiated according to individual need. This may include individual support by the teacher or teaching assistant in the class • If a pupil has needs relating to specific areas of education, such as spelling, handwriting or numeracy etc, they will be placed in a small time-limited focus group run by a teacher or teaching assistant. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future intervention. Any queries related to interventions can be directed to the class teacher or SENCo • Pupils' progress is reviewed each term and any potential problems are highlighted in order for further support to be planned • Occasionally a child may need more support from an outside agency such as the Speech and Language therapy service or Educational Psychologist. A referral will be made with consent from parent/carers, and forwarded to the agency. If they decide to provide support assessments will be made and recommendations for supporting the pupil will be made and discussed with both school and parents/ carers • School governors are responsible for: <ul style="list-style-type: none"> ➢ Entrusting a named person to monitor safeguarding and Child protection procedures ➢ Monitoring correct administration of Disclosure and Barring service procedures ➢ School central record

	<ul style="list-style-type: none"> ➤ Ensuring the school is inclusive and treats all individuals equally ➤ Monitoring and reviewing the Accessibility plan and other statutory policies
How will the curriculum be matched to a child's needs?	<ul style="list-style-type: none"> • When a pupil has been identified with special needs their work will be further differentiated by the class teacher to enable them to access the curriculum more easily • Support staff may be allocated to work with the pupil 1:1 or in a small focus group to target more specific needs • If the pupil has been identified as having a Special Need, they will be given an Individual Education/ Learning Plan (IEP / ILP) with targets set according to their individual need. This will be monitored by the class teacher and reviewed termly by school in collaboration with parents / cares and the pupil where appropriate. The IEP /ILP will be shared with parents and a copy given to them • If appropriate additional equipment will be provided, eg writing slopes, pencil grips etc
How will Parents / Carers know how their child is doing?	<ul style="list-style-type: none"> • Parents will meet with their child's teacher at least annually to discuss progress • Annual reports give progress information across the curriculum • Teachers are available at the end of the school day if parents /carers have concerns they wish to discuss • Appointments can be made to speak in more depth with the class teacher and/or the SENCo
How will school help parents/carers to support their child's learning?	<ul style="list-style-type: none"> • The class teacher may suggest ways parents /carers can support their child's learning • The SENCo and/or class teacher will be able to make suggestions for individual support either with learning or behavioural and emotional needs • If outside agencies are involved suggestions and programmes of study are usually provided in their report for use at home
What support will there be for the overall wellbeing of a child with SEND in School?	<ul style="list-style-type: none"> • Different (and sometimes named) members of staff are readily available for pupils who wish to discuss issues and concerns • Schools all employ play therapists to provide individual, specialist support, liaising with parents and school • Referral to outside agencies can be made by the SENCo for children and families experiencing difficulties <p>For medical needs:</p> <ul style="list-style-type: none"> • A detailed care plan is compiled with the school nurse in consultation with parents /carers • Staff receive annual 'epi pen' training • Details of pupils with medical conditions are regularly circulated to all staff • Where necessary and in agreement with parents / carers medicines can be administered in school but only where a signed consent form is in place • Named staff have first aid training
What specialist services and expertise are available at or accessed by School?	<p>Outside specialist agencies accessed by our schools include:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language therapist • Inclusion support advisory teachers for Learning, Behaviour and Social Communication • Sensory Support Advisors for visual or hearing impairment

	<ul style="list-style-type: none"> • Child and Adolescent Mental Health service • Social Services • Family Link Worker Service • School Nurse • Child Development Centre (Worthing Hospital) – Occupational therapists, Physiotherapists • Young offenders workers • First Team • Integrated Services (Children and young Peoples Planning Forum CYPPF) • Education Welfare Officers • Traveller Education
What training have the staff supporting children with SEND had; or are having?	<p>Different members of staff on all schools have received training related to the SEND of pupils who:</p> <ul style="list-style-type: none"> • Are on the Autistic Spectrum or have social communication difficulties • Have speech and language difficulties • Need support to develop fine and/or gross motor skills <p><i>For more detail of specific school's staff training see individual local offer on the school's websites.</i></p>
How will the child be included in activities outside of the classroom including school trips?	<ul style="list-style-type: none"> • Activities and school trips are available to all. • Risk assessments are carried out and procedures put in place to enable all children to participate fully and safely • If a higher level of adult support is deemed necessary a parent / Carer may be invited to accompany their child for the activity and/or journey
How accessible is the School environment?	<ul style="list-style-type: none"> • All schools have an Accessibility Policy which is available to read on their website.
How will the school prepare and support children with SEND joining School / transferring to a new school?	<ul style="list-style-type: none"> • Discussions between previous/ receiving school where possible well in advance of transfer; with a structured programme for pre-school to mainstream school and mainstream to Steyning Grammar School (SGS) transitions. • Pupils attend a transition session where they meet their new class teaching staff • Additional visits are arranged for pupils who require it, because of SEND or concerns raised by school, parent or the child • SENCos are always willing to meet with parents of children with SEND prior to them joining a Chanctonbury Primary School • Secondary school staff visit pupils prior to them joining SGS • SENCos from primary schools meet with the SGS SENCo to pass on information regarding pupils with SEND • Additional meetings and visits for pupils and/or parents can be arranged
How are School's resources allocated and matched to children's	<ul style="list-style-type: none"> • The SEN budget is allocated each financial year. The money is used to provide resources according to the profile of need across the school

SEND?	<ul style="list-style-type: none"> Resources then allocated pupils may include staff time either in class or 1:1 according to the need identified in their IEP/ ILP
How is the decision made about what type and how much support a child will receive?	<ul style="list-style-type: none"> Schools operate a graduated approach to provision, and so the level of support may vary across their school career according to the level of progress the pupil is making At any time the level of provision allocated is agreed by discussion between the class teacher and SENCo This will often be based on termly pupil progress tracking, or assessments conducted by school or by external agencies (listed above), again according to the level of concern and nature of need Parental view on their child's progress is a valuable part of this process, as is the pupil's
How are parents / carers involved in planning for their child's education/ individual provision?	<ul style="list-style-type: none"> Parents are encouraged to engage in open dialogue with their child's class teacher and the SENCo, and appointments may be made by either side at any time More formal opportunities are offered at Parent/Teacher consultation meetings during the school year Parents are encouraged to contribute to their child's IEP / ILP at termly review time
Who can parents/carers contact for further information?	<ul style="list-style-type: none"> For information about their child's progress and provision Parent/ carers should contact the class teacher In addition the SENCo will provide further information and support If a parent/ Carer or pupil still have concerns they can speak to a member of Senior Leadership, including the Head Teacher If a pupil has support from an outside agency these can usually be contacted directly or via the SENCo Parent Partnership provide information and support to families of children with SEND, details can be found on their website or via the SENCo For medical needs the School Nurse or specialist provider can be contacted directly or via the SENCo