



## **Robins Lane Primary School**

### **Special Educational Needs 'The Local Offer'**

At Robins Lane CP School we strive to support all children to enable them to achieve their potential at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them to achieve their learning journey.

*The Special Needs Co-ordinator: Miss Kirsty Graham*

*The Pastoral Manager: Mrs Kelly James*

### **Roles & responsibilities of the Special Educational Needs Co-ordinator (SENCO) and Pastoral Manager:**

Our SENCO and Pastoral Manager are responsible for the operation of the Special Educational Needs and Inclusion Policy and co-ordination of specific provision made to support individual children with SEN.

We liaise with staff to monitor the pupils' progress and plan further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

### **Current SEN Updates**

#### **What is Pupil Premium?**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school 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.

#### **Why has it been introduced?**

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

#### **Who decides on how the money is spent?**

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding as they are best placed to assess what their pupils need.

#### **How are schools accountable for the spending of Pupil Premium?**

They are accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

## **The Local Offer**

The Children and Families Bill, which becomes enacted in 2014, will require Local Authorities to publish and keep under review information from services that expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25, this will be known as the 'Local Offer'. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, health and social care agencies.

## **What is the Local Offer?**

Our Local Offer is information for parents/carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

## **What will it do?**

The Local Offer will provide parents/carers with information about how to access services in their area and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them and what they can expect across the local settings.

There are a set of questions, which were devised in consultation with parents/carers and other agencies, which reflected their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

## **Below are Robins Lane Primary School's responses to these questions:**

### **1. How are Special Educational Needs defined?**

Robins Lane values the unique individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest possible standards. We do this by taking account of pupils' varied life experiences and needs.

We strive to provide the best possible enriched learning experience in order to meet the children's holistic needs. We offer an exciting and stimulating curriculum and have high expectations for all children to achieve their full potential. We are determined for every child to succeed and challenge their personal achievements in a safe and secure environment. The achievements, attitudes and well-being of all our children matter and are at the heart of every member of staff within the school.

The Education Act 1996 states that:

*Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*

*Children have a learning difficulty if they:*

*a) have a significantly greater difficulty in learning than the majority of children of the same age; or*

*b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority*

*c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

*Special educational provision means:*

*a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school maintained by the LEA, other than special schools, in the area*

*b) for children under two, educational provision of any kind.*

## **2. How will the school know if my child needs extra help?**

We know when pupils need help if:

- 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
- information from previous settings to aid transition

## **3. Who is the best person to talk to about my child's difficulties with learning/SEN?**

How will I be able to raise any concerns I may have?

- the class teacher is the initial point of contact for responding to parental concerns
- a further discussion may be needed with the school SENCO, Pastoral Manager and/or a Senior Leader

Following on from this, staff will follow the following concerns process:

- evidence gathered / observations made
- raise a concern
- class action and IEP
- liaise with parents
- monitor / evaluate / review/ next steps
- concern raised at Multi-Agency Planning Meeting
- Planning Meeting recommendations actioned
- follow on concerns / assessments / agency inputs / apply to panel
- implement recommendations
- further support and advice

## **4. How will I know how the school will support my child?**

Each pupil's education programme will be planned by the class teacher and or any service that supports the children e.g. speech and language. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

## **5. How will the curriculum be matched to my child's needs?**

The curriculum will meet your child's needs in the following ways:

- differentiated work by the class teacher
- Learning Support Assistants may be allocated to work 1:1 or small focus groups
- IEP/IBP given (Individual Education Plan/Individual Behaviour Plan)
- targets set according to area of need which will be monitored by the teacher weekly and SENCO three times a year. This will be discussed at parents' evening
- appropriate specialist equipment maybe given as recommended e.g. pencil grips, concentration cushions, etc.

## **6. How will I know how my child is doing?**

- you will be able to discuss your child's progress at parents' evenings and termly reviews.
- your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

## **7. How will the school help me to support my child's learning?**

- the class teacher will suggest ways of how you can support your child through differentiated home activities.
- the SENCO and/or Pastoral Manager may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour/emotional needs.
- if outside agencies or the Educational Psychologist have been involved, suggestion and programmes of study are normally provided that can be used at home.

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

At Robins Lane, we consider our school to be a caring and nurturing environment.

We provide:

- variety of pastoral support
- clubs are available for those who find breaks a challenge
- enrichment clubs which include Yoga and Mindfulness
- whole school scheme of work, 'Jigsaw', to enable children and young people acquire knowledge, understanding and skills they need to manage their lives with now and in their futures.

Medical needs;

- if a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- staff receive Epi-pen training delivered by the school nurse.
- where necessary and in agreement with parents/carers, prescribed 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.
- designated staff have basic first aid training and/or paediatric first aid training.

Behaviour needs;

- discussion with class teacher, SENCO, Pastoral Manager and Senior Leaders regarding strategies to improve behaviour.
- behaviour targets identified, recorded as an IBP and reviewed termly.
- designated staff receive positive handling training.

## **9. What happens if my child has a high level of need?**

- we work closely with parents and the school inclusion offer from the local authority to and assess specific needs and future provision.
- part of our Pastoral Manager's role is to support children's well-being. In addition to this, each class has a Learning Support Assistant whose role is to support children's learning and emotional needs.

## **10. What specialist services and expertise are available at this school?**

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- The Bridge Centre (0-5 years)
- LASC (Language & Social Communication Teams)
- Child Protection Advisors
- Educational Psychologist
- Bridgewater Community Healthcare Trust (Speech and Language/Occupational Therapy)
- CAMHS (Child & Adolescent Support Team)
- CDS (Children's Disability Service)
- Paediatric trust
- Inclusion Team
- Social Services
- LSS (Learning Support Service)
  - School Nurse
- Traveller Support Service
- English as an Additional Language Service
- PSS Young Carers Service (Person Shaped Support)

*An Educational Psychologist Educational Psychologists (EPs) bring a specialised perspective to working with children. They are concerned with children's learning and development and they aim to bring about positive change for children. They have skills in a range of psychological and educational assessment techniques and in different methods of helping children and young people who are experiencing difficulties in learning, behaviour or social adjustment.*

## **11. Are the staff who support children with additional needs in this school provided with appropriate training?**

Different staff members have received training related to SEN, including supporting pupils:

- on the Autistic Spectrum
- with social & emotional needs
- with speech & language difficulties
- with physical and co-ordination needs
- with dyslexic needs

## **12. How will my child be included in activities outside of the classroom, including school trips?**

- risk assessments are carried out and procedures are put in place to enable all children to participate.
- if it is deemed that an intensive level of 1:1 support is required then extra members of staff will be asked to accompany the child.

## **13. How accessible is the school environment?**

The school building is old and is built on a hill. There are two levels to the building and two sets of stairs. The lower floor has a small set of stairs as this floor is not on one complete level. The school does not have a lift.

The facilities we have at present include:

- ramps into school to make the building accessible to all
- 3 toilets adapted for disabled users
- wide doors in some parts of the building

## **14. How will this school prepare and support my child when they are starting, leaving this school or moving to another year?**

Many strategies are currently in place to enable the pupil's transition to be as smooth as possible. These include:

- discussions between the previous or receiving schools prior to the pupil joining or leaving.
- all pupils attend a transition session where they spend some time with their new class teacher in their new classroom.
- additional visits are arranged for pupils who need extra time in their new school.
- the Headteacher is always available to meet parents/carers prior to their child joining the school.
- secondary school staff visit pupils prior to them joining their new school.
- the SENCO and Pastoral Manager liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO, Pastoral Manager, secondary SENCO, parents/carers and where appropriate the pupil.
- transition 'play dates' for new starters for both EYFS classes.

## **15. What if my child needs transport to and from school?**

St. Helens Special Needs Transport Service is currently under consultation for review.

At present, if a pupil is unable to walk to school because of his/her mobility problems or because of associated health and safety issues related to their special educational needs or disability (SEND), and he/she is attending the nearest suitable provision, you may be entitled to assistance with transport.

Assistance can be any one of the following:

- A public service bus pass - for those students who can travel independently.

- Independent Travel training and a public service bus pass.
- Parental mileage - if a family member is able to drive.
- A seat on a hired service with or without a Passenger Assistant.

All requests for transport will be forwarded to the Transport Section from the Additional Needs Administration Service, to process.

#### **16. How are the school's resources allocated and matched to the children's special educational needs?**

- the SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- the additional provision may be allocated after discussion with the class teacher at progress meetings or if a concern has been raised at another time during the year.

#### **17. How is the decision made about how much support my child will receive?**

- these decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- during their school life, if further concerns are identified due to a pupil's lack of progress or well-being then other interventions will be arranged.

#### **18. 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
- during parents' evenings
- during provision review meetings
- during discussions with the SENCO and Pastoral Manager or other professionals
- during discussions with the Senior Leadership Team
- parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated

#### **19. 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 then please contact the school office to arrange a meeting with the Headteacher, SENCO and/or Pastoral Manager.

*We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.*