

Great Orton School - Local Offer - July 2018

My Child has Special Educational Needs or Disabilities, what can you offer at Great Orton School?

This is an excellent question with some complicated answers, yet the simplest answer, is that we at Great Orton School genuinely place children and families at the very heart of everything that we provide educationally, socially, morally and emotionally. We value every child at our school and that is why all children, including those with SEND (Special Educational Needs and Disabilities) do well here.

Special Educational Needs has undergone a huge reform (in place September 2014) and both schools and the Local Authority now need to put in place a Local Offer. The Local Offer from the Local Authority will set out in simple terms all of the services available to support children and young people with a range of Special Educational Needs and Disabilities and information to help you to access that support and those services. This is our Local Offer; which sets out what we do to make provision and provide support for pupils with SEND and their families.

You can find information about our Local Authorities' Local Offer by entering: <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page> into your internet address bar.

e-mail: localoffer@cumbria.gov.uk

Our school Local Offer aims to:

- Provide clear information about what we normally provide in school to support children with SEND.
- Provide clear information about SEND and the processes involved.
- To support parents and carers in making decisions and taking action in support of their children's needs.
- To provide parents with information and further avenues of support.

Here are some questions that you may have and our answers to them.

How does school know when pupils need additional support?

We know when pupils need help if:

- Concerns are raised by parents/carers, the teacher or the child.
- Limited academic progress is being made.
- There are concerns about the child's behaviour or emotional development.
- Your child receives a diagnosis or advice from medical professionals.

What should I do if I think my child has SEND?

- First talk to the class teacher, they are the first point of contact for parents and know your child best.
- If there are still concerns, then you can contact Mr Robertson, the SENDCo (Special Educational Needs and Disability Co-ordinator) through the school office.

How will school support my child if they have SEND?

- Mr Robertson, our SENDCo organises support in school for children with SEND and works with class teachers and support staff to ensure that children's needs are met.
- Each pupil's education is carefully managed by the class teachers who will provide differentiated (we adjust how easy or hard it is) work to suit children's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has specific needs then there may be some personalised planning to meet their needs. This may involve working in a small focus group with either a teacher or a teaching assistant. The frequency of and length of time that this kind of work will continue for will depend; but it will usually be for a long enough period of time for progress to be evaluated e.g. half a term or a term. Any such interventions will be regularly evaluated to make sure that they are helping your child to make progress and to help us to plan what to do next. This kind of work may well require an IEP (Individual Education Plan) and class teachers and our SENDCo would work together to draw up a plan to share with you, so that we can get ideas from you before plans are made final.
- Occasionally a child may need more expert support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Teacher. Please don't be put off by the titles of the external specialists, Educational Psychologists just assess in detail

the strengths and weaknesses of children in terms of their learning and do not assess their psychological make-up! If we need to get specialist help, then we will make a referral with your permission and arrange a meeting where we all sit down together and discuss your child's needs.

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

- When a child has been identified as having SEND, the class teacher will differentiate their work to help them to understand and learn more easily.
- Teaching Assistants (TAs) may be allocated time to work with your child either 1:1 or in a small group situation. Wherever possible we do work with children in groups to avoid making children feel uncomfortable and to place them in a joint learning situation, which helps to re-enforce their learning through the contributions of the other children in the group.
- If your child has been identified as having SEND, then they will have an IEP (Individual Education Plan). This is a plan that targets a child's specific areas of need and carefully maps out how we are going to help them to take the next logical step in their learning. You will be given a copy of your child's IEP and given an opportunity to come into school and discuss it with the class teacher and/or the SENDCo if you would like to. IEPs are monitored regularly and are reviewed at least twice a year in accordance with Government guidelines.
- If appropriate, your child may be provided with specialist equipment e.g. pencil grips / sound buttons etc.

How will I know how my child is doing?

- We will discuss your child's progress with you at parent's evenings and at IEP reviews (it is really important that you come to these).
- We are always very positive about children and like to focus on what they *can* do and what they *are* achieving. This means that when we talk to you at parent's evenings, we will celebrate your child's successes. It is important for you to remember that children with SEND do not generally make as much progress as children without SEND because things are harder for them. They probably won't be able to catch up with the other children, but

they can still do well and still need you to be proud of them when they're trying hard and making steps forward with their learning or behaviour!

- We know how your child's getting on because we have excellent termly assessment systems in place and if your child has an IEP, we'll be monitoring progress towards those targets regularly too!
- We can tell you where the Government says your child should be and explain to you where they are now.
- We are great at picking up e-mails, so you can drop us a line or pop in to tell us things you think we should know.
- We'll also let you know about things that have happened in school if we think you need to know.
- If you ever have any concerns about your child, *please feel free to arrange to speak to the class teacher or SENDCo at any time.* Please don't wait until you are frustrated and upset, as a quick chat can often sort things out and save you all that energy and stress.

How can I support my child's learning at home?

- When we write IEPs (Individual Education Plans), we often name you on the bits that you can help with at home. If you need any support at all in how to do this, we can offer lots of tips and ideas. Just ask!
- As a general rule, you can help your child at home by making sure that they have enough to eat and plenty of sleep. Children benefit hugely from reading at home every day, having support with homework and also by having positive out of school experiences. If a child is struggling in school, it can be really helpful for them if they can spend some time out of school developing a hobby or interest that are good at e.g. Judo, fishing, horse-riding etc. This helps to build confidence and esteem and helps children to keep things in perspective!
- Be positive, almost all children with SEND go on to be happy and successful adults. As adults, we can choose to avoid careers that need strong maths skills etc, the most successful adults are confident and hard-working - help your child to focus on their strengths.
- Children with SEND often find personal organisation really tough. It will help them to be much less stressed if you can keep on top of things for them and help them to come to school with the right things on the right days!

What support will there be for my child's overall wellbeing?

- If a child were to be thought to be at risk of harm, our Head Teacher has primary responsibility for Safeguarding (protecting the safety and welfare of our children) and is supported by all out staff in ensuring children are safe and well.
- We are a small school with a family feel and we strive to have close and extremely positive relationships with children and their families. As a result, we are very caring and supportive and families and children trust us to help them to solve their problems.
- Staff members are always on hand to offer time and support to children and children are really good at picking out who they want support from in school. This helps your child to tell us what they think and how they feel and we do listen to and take account of what children tell us.
- There are also (child) members of the School Council on hand to support other children.
- We offer a morning breakfast club and this is staffed by school staff. This creates an excellent opportunity for us to get to know children better.
- We also offer a range of after school clubs and these can help children to develop their range of skills and create additional opportunities for success.
- Our school ethos is one of support, acceptance and tolerance and our children flourish in the 'culture of care' that lies at the heart of our school.
- If your child has medical issues, you will be the expert about this and we will be glad to get advice and support from you so that we can do everything we can to help! For specific and significant medical issues, we must also get advice from medical professionals. It also really helps if you can give permission to any medical people that are involved with your child to share information with the school and ask them to copy reports to us so that we are fully aware of what your child needs and how we can take steps to help.

What specialist services and expertise are available at or accessed by the school?

In school we have members of staff with expertise in:

- Reading Intervention
- Structured Reading and Spelling
- Child Bereavement
- Behaviour Management
- Speech and Language Development
- Big Maths
- Outstanding Teacher program
- Positive Handling

We have links with:

- Educational Psychology (to assess in detail children's learning skills).
- Speech and Language therapy.
- Specialist Advisory Teacher in Autism.
- Specialist Advisory Teacher in Language and Communication.
- Specialist Advisory Teacher in Literacy.
- Occupational Therapy.
- SEND IAS (Information, Advice and Support)
- Child and Adolescent Mental Health Services (CAMHS).
- Health Visitor (for under fives).
- Specialist Advisory Teacher for visual impairment.
- Specialist Advisory Teacher for hearing impairment.
- Children's Services (previously social services).
- The Children's Centre.
- Focus Families.

Staff have attended and continue to attend a range of training to support them in meeting the needs of pupils with SEND.

How are children included in activities outside of the classroom including school trips?

- Activities and school trips are available to all pupils; subject to our behaviour policy.

- Detailed risk assessments are carried out to ensure that all children have access to trips and special events.

How accessible is the school environment?

- Our school is a single storey building with wheelchair access.
- We have a disabled toilet.
- As a school we are happy to discuss individual access requirements and are committed to making any reasonable adaptations to meet the needs of our pupils.
- Specialist equipment and assistive technology (e.g. i-pad, modified keyboard etc) are available in school.
- We have in place systems to make sure that we can communicate with parents who do not speak English as their first language.

How does school prepare children for starting at Great Orton School, or for moving to a new school?

- We welcome visits for all children prior to coming to join our school and offer enhanced programmes of support before starting school with us for children with significant needs.
- If a child is moving on to a new school, we offer transition planning, where the child's needs are established and a programme developed to support them and their new school in the move. The plan would identify and deliver on key actions e.g. additional visits to the new setting and the identification of a mentor in the new school and supported meetings with them etc.
- SENDCos from both schools also liaise to share information and to ensure the continuing success of the children as they move on to a new school.
- Our receiving secondary schools have excellent transition plans in place to support all children moving there from our school and are happy to offer additional support to children with SEND.

How does school allocate and match resources to children's special educational needs?

- The SEND budget is allocated every financial year. We then provide additional resources and support to children based on our assessments of children's individual needs.

- Our school SEND budget is used to pay for our fantastic teaching assistants. It is often the TAs who are sought out by unhappy little people and it is they who provide much of the extra support and help that makes such a huge difference to our children both as people and as learners.
- To help us to decide how to match resources to needs we have a detailed assessment process in school, which helps us to clearly identify how much progress each child is making. This reveals how much help children who are not progressing well will need and in which specific area or areas of learning.
- Class teachers will initially differentiate work and offer higher levels of in class support to children to help them to make progress.
- If this is not enough to help a child make progress, we increase our levels of support and intervention and may use specific programmes of support until progress is achieved.
- We will continue to take action until all children are making progress in school and allocate and re-allocate our own resources and seek additional resources from the Local Authority until this happens.

How does school involve parents in the planning for children's education?

All of our parents are encouraged to be involved in their child's education and in the life of the school.

This may be through:

- Discussions with the class teacher.
- During parents' evenings.
- By contributing to IEPs, Early Help planning or Annual Reviews of EHCPs.
- By coming along to school events and getting to know us.
- By answering questionnaires or responding to other information gathering drives.
- By keeping us up to date with anything that might affect how your child is feeling.

Who can you contact for further information?

If you wish to discuss your child's needs or are unhappy about any aspect of provision, please contact the school office to arrange a meeting with the SENDCo Mr Robertson.

I hope we have answered any queries you might have, but please do feel free to contact us if there's anything else we can help you with. Our SEND information flowchart is at the bottom of the document and it shows what our procedures are.

Useful Contacts:

Springboard Child Development Centre

Orton Road, Carlisle, Ca2 7HE Tel: 01228 608112

Barnardo's Carlisle West Sure Start Children's Centre

19-23 Shadygrove Road Carlisle, CA2 7LE Tel: 01228 401042

Contact: Nick Robley E-mail: nickyrobley@barnardos.org.uk

SEND IAS (Information, Advice and Support)

They provide impartial advice and Tel: 07825 088031

support to parents and the E-mail: tracey.oroarty@cumbria.gov.uk

Carlisle contact is Tracey O'Roarty

Public Health and Wellbeing

Nurses (used to be school nurses)

<https://www.cumbriapartnership.nhs.uk/our-services/children-families/our-children-and-families-services/school-nurses>

NHS Choices -

To find a local NHS dentist / other NHS services.

www.nhs.uk/Service-Search

Asthma UK -

Providing support for parents on managing asthma in children.

www.asthma.org.uk/advice-children-and-asthma

ADHD -

Support for parents.

www.adhd.org.uk

- The National Autistic Society - Tel: 0808 800 4104
www.autism.org.uk
- Afasic - Supports parents and children with Speech, Language and Communication Needs (SLCN)
www.afasic.org.uk/about
Parents' Helpline: 0300 666 9410
- British Dyslexia Association - Support for parents of children with dyslexia and dyscalculia (mathematical)
www.bdadyslexia.org.uk
- Dyslexia SPLD Trust - www.thedyslexia-spldtrust.org.uk
- Young Epilepsy Helpline - Parents' Helpline: 01342 831 342
e-mail: helpline@youngepilepsy.org.uk
- The National Eczema Society - Tel: 0800 089 1122
www.eczema.org.uk
- The Dyspraxia Foundation - Tel: 01462 454986
www.dyspraxiafoundation.org.uk
- Diabetes UK - Tel: 0345 123 2399
www.diabetes.org.uk
- Bullying UK - Tel: 0808 8002222
www.bullying.co.uk/advice-for-parents
- Bereavement UK - Bereavement support for children
Tel: 0800 0288840
<https://childbereavementuk.org/>
- Cruse - Bereavement support for adults
Tel: 0808 8081677

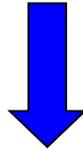
<https://www.cruse.org.uk/>

SEND Flowchart

Here is a flowchart showing you the steps we take to support children with SEND. We only move from one step to another if your child still needs further support and is not making good progress. If your child makes excellent progress, we may decide to move back a step. You will be involved every step of the way and please feel free to ask us if you have any questions!

Step 1 - Initial Concern

You and/or teachers raise concerns about your child. Concerns are discussed between parents or carers and the class teacher. The SENDCo will be made aware of these early concerns.



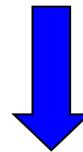
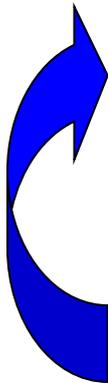
Step 2 - Teacher Adapts

The class teacher adapts work and/or re-organises classroom support to help your child to make better progress.



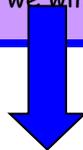
Step 3 - IEP

Your child's needs are assessed in detail and an IEP (Individual Education Plan) is developed with the SENDCo to support your child. School resources and/or expertise may be assigned to deliver the IEP.



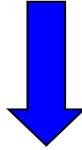
Step 4 - Early Help Assessment

The SENDCo arranges a TAC (Team Around the Child) meeting and invites you and outside specialists to come along and help us to carry out an EHA (Early Help Assessment). We need lots of information from you at this stage to help us to fully understand your child. The information we collect, helps us to plan very closely to meet the needs of your child. Plans made will be reviewed through another TAC meeting and we will all decide what to do next.



Step 5 - Education and Health Care Plan

If it has been agreed by everyone at step 4, we will apply for an ECHP (Education and Health Care Plan) from the County. This replaces the old 'Statement of Special Educational Needs' and is where the County assesses your child's needs and gives the school extra resources to help us to support your child's learning and development. This process takes around 20 weeks from start to finish and can be quite involved. Don't worry, we will help you through the



Step 6 - EHCP is in place

Once we have the EHCP, you will have a copy and have chance to come into school to discuss it so that you know exactly what is going to happen. The EHCP will be reviewed once a (school) year and everyone that supports your child (including you and your child) will be involved in the review to make sure that the Plan is working well.