



## Local Offer

### What is the SEND Local Offer?

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward that health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN, and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

### Bessacarr Primary SEND Local Offer

All Doncaster maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. Our local offer aims to answer the following types of questions:

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

What are the different types of support available for children with SEND in Bessacarr?

How can I let the school know I am concerned about my child's progress in school?

How will the school let me know if they have concerns about my child's learning in school?

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

### **Class/subject teacher:**

Responsible for:

Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO and Inclusion Leader know as necessary.

- Writing an Individual SEN Support Plan, a detailed Provision Map and a personalised One Page Profile, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND
- Seeking additional support from the school Inclusion team where required

### **The SENCO and Inclusion Leader (Mrs Stewart and Mrs Howe):**

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Making appropriate referrals to external agencies, including the educational psychologist, school nursing service and other services
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
- Auditing and updating SEN Support Plans, compiling Education, Health and Care Plan evidence for referral and carrying out SEN reviews

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Meet with parents to discuss specific needs and review progress

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

### **Executive Head (Mrs Cairns) and Head Teacher (Mrs Patterson):**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

### **SEND Governor (Miss Halifax):**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Meeting annually with the SENCO to review the SEND action plan
- Drop ins to classes to review SEND provision

### **What are the different types of support available for children with SEN in Bessacarr?**

**Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching**

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific guided group work with in a smaller group of children.

This group, often called intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant who has had training to run these groups.

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside professionals e.g. Speech and Language therapy or Occupational therapy groups.

### **Stage of SEND Code of Practice: SEN Support**

This means they have been identified by the SENCO and Inclusion Leader as needing extra support. This may consist of specialist support in school from a professional outside of the school. This may be from:

- Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as CAMHS (Child and Mental Health Service), Educational Psychologists, the Speech and Language Therapy Service, Occupational Therapists and Physiotherapists.

For your child this would mean:

- Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set relevant targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual Support Transitional Period:**

The changes to SEND provision for the 2017-18 academic year are as follows:

Statements of special educational needs and Learning Difficulty Assessments (LDA) are continuing to be replaced with a single Education, Health and Care Plan (EHCP) for children and young people with complex needs. The EHCP will place much more emphasis on personal goals and will describe the support your child will receive while they are in education or training.

Children with current statements will transfer over to the Education Health and Care Plan by 2018. It is likely that the transition will take place for most pupils prior to this deadline especially those transitioning to secondary school.

If your child has been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching and this exceeds the allocated funding for your child the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

The biggest change is that now early years services and schools will lead on the request or assessments not GPs. This is because we have the relevant information on your child that clinicians need to be able to make a good assessment. Schools will continue to have support from school nurses for this process of referral. Further details of this new process are available from the Inclusion team.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with their SEN Support.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The ECHP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO, Inclusion Manager or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

### **How will the school let me know if they have concerns about my child's learning in school?**

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.

**This information will be reviewed in September 2018.**