



MOWBRAY

Education Trust

SEND Local Offer

This policy is reviewed through a cycle of monitoring and was agreed by the Local Governing Body of Ab Kettleby School in June 2016

Signed:

Headteacher

Chair of Governors

AB KETTLEBY SCHOOL
Local Offer



What are Special Educational Needs & Disabilities?

The new Special Educational Needs and Disability Code of Practice states that:-

'a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her'

'for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools'

A disability is defined in terms of the Equality Act 2010 as:-

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Further information can be found in the 'Special Educational Needs and Disability code of practice: 0-25 years' June 2014. This can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What does that mean at Ab Kettleby School?

At Ab Kettleby School, we follow the Special Educational Needs and Disability Code of Practice. We believe that every child is unique and individual, we also acknowledge that some children will, at times, need more support than others. We recognise that children may have additional needs for a short period of time. Support will be tailored to ensure that they can fulfil their potential and achieve across the curriculum.

Children who have special educational needs can fall into one or more of the following four categories:-

Cognition and Learning

Communication and Interaction

Emotional, Behavioural and Social

Sensory and Physical

We will, as a staff, make every effort to ensure that your child is identified and, therefore, supported from an early age, in order to ascertain the support and intervention that might be needed. We have access to a wide range of specialist outside agencies that we can call on as required.

What Should I Do If I Think My Child Has Special Educational Needs?

Your first point of call would be your child's Class Teacher

The class teacher will review latest assessment results and progress over a period of time. Together, you will devise a plan of action. This might be intervention planned for or extra work at home, for example.

If the class teacher perceives necessary, they will pass on information to the school SENDCO, Hayley Barnett or SENDTA Sam Brunt.

SENDCO's Action

If necessary, the school SENDCO and the Class Teacher may place your child on the Special Needs Register.

Next Steps

Targets may be put together, in the form of an IEP (Individual Education Plan) or advice/assessment may be asked from an Outside Education Support Agency.

How Will The Academy Respond To My Concern?

After initial concern is shared with the class teacher

The class teacher will consider latest assessment results, observations and general notes about your child.

Meeting with the SENDCO

If necessary, the Class Teacher will contact the school SENDCO & SENDTA to discuss concerns. A meeting for the parent and SENDCO may take place.

IEP

If necessary, the SENDCO will generate targets with the Class Teacher that will help the child. This will be explained and shared with parents at a meeting.

Outside Agencies

It may be necessary for the SENDCO to consult a number of Outside Agencies to decide the most suitable course of action. Parents/carers will always be informed. Their advice may be used in the IEP.

IEP Review

The IEP will be reviewed at suitable times during the year. Targets may be reviewed and the child may stay on the SEND register, or be removed if progress and attainment has improved.

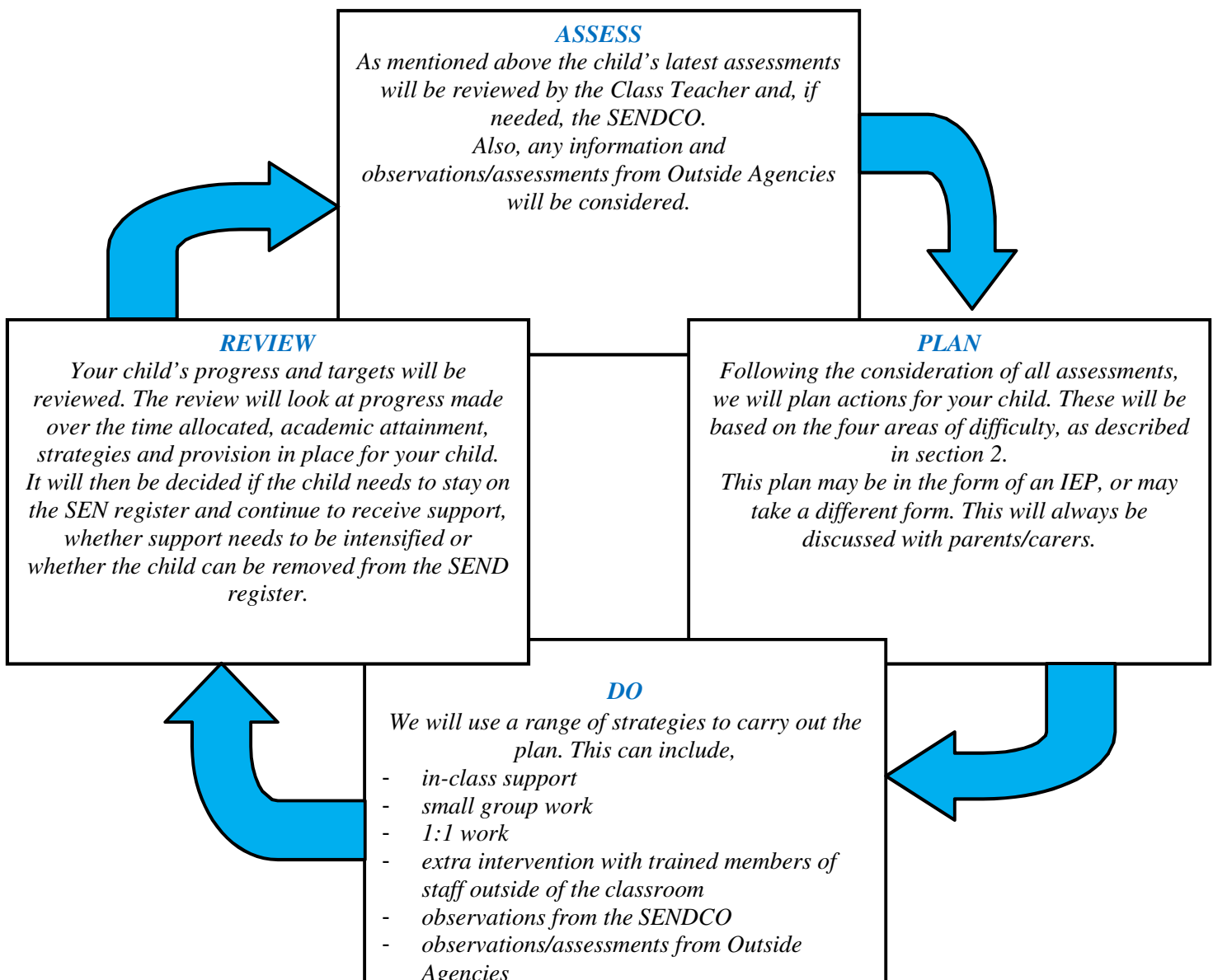
How Will The School Decide If My Child Needs Extra Support?

Decisions will be made using a variety of evidence. This evidence may include:-

- Formal assessments, such as tests
- Informal assessments, such as observations of learning or behaviour in school
- Monitoring of data, including the child's attainment in various areas of the curriculum and also rates of progress over time
- Discussions with pupils
- Discussions with parents
- Advice sought by the SENDCO from Outside Agencies

What Will The School Do To Support My Child?

At Ab Kettleby School, we follow a principle for planning for children's provision and support. This is a cycle of Assess, Plan, Do, Review:



Who Will Support My Child In School?

<u>MEMBER(S) OF STAFF</u>	<u>ROLES AND RESPONSIBILITIES</u>
Class Teacher	The Class Teacher is the person that you should make contact with first if you have any worries or concerns about your child. Their responsibility is to teach your child and make judgments about your child's attainment. They will also ensure that behaviour is monitored and your child is happy in school.
Teaching Assistants	The school employs a teaching assistant in every class in school. If the class teacher is not available, please talk to the Teaching Assistant. They teach children each day and are fully involved in the planning process for the class(es) in which they work.
SENDCO	The school SENDCO will monitor the progress of all children on the Special Needs register in school. They will also set effective targets for the children on the register and monitor the effectiveness of interventions in school. The SENDCO will also refer to Outside Agencies if it is deemed necessary. The SENDCO will review IEPs and chair meetings.
SENDTA	Our highly experienced SEND Teaching Assistant will work closely with children, parents and outside agencies. The SENDTA and SENDCO will work in partnership to provide the best possible provision for your child.
Outside Agencies	Ab Kettleby School works with a range of Outside Agencies including:- Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers and Specialist Nurses. The role of the Outside Agencies is to support the SENDCO in setting targets, assessing and observing children in school.
Head Teacher	The Head Teacher line manages the SENDCO and asks questions about the provision and strategies used to support the children at Ab Kettleby School. It is the Head Teacher's responsibility to ensure that all documentation and policies are up to date and that the SENDCO is updating paperwork, as needed.
SEND Governor	The Local Governing Body at Ab Kettleby School has a named SEND Governor. The SEND Governor regularly meets with the SENDTA & SENDCO to monitor provision in school. The SEND Governor also reports to the Governing Body.

What Training And Experience Do Staff Have For The Additional Support My Child Needs?

STAFF	QUALIFICATIONS/EXPERIENCE/TRAINING
Hayley Barnett (SENDCO)	<p>The academy SENDCO has experience of working with pupils with a wide and varied range of additional needs. She is currently enrolled on the National Professional Qualification for SENDCOs.</p> <p>The SENDCO has also undertaken training on various areas of Special Educational Needs and continues to do so in line with CPD requirements.</p>
Sam Brunt (SENDTA)	<p>The academy SENDTA is a qualified Teaching Assistant. She has extensive experience in working with SEND pupils, and has a wide knowledge over many areas. Some of her specific training has included looking at Dyslexia friendly working, Developing Social Skills and supporting children with specific needs.</p>
Ian Toon (Headteacher)	<p>The Headteacher has 9 years of leadership experience and has supported staff in a range of settings, including those beyond Ab Kettleby School. In this role, the Headteacher has proven impact with SEND pupils.</p>
Teaching Staff	<p>All teaching staff at Ab Kettleby have Qualified Teacher Status. Their training and qualifications are varied. All teaching staff undertake the same SEND training in school. This is delivered by the SENDCO or Outside Agencies.</p>
Teaching Assistants	<p>Our teaching assistants hold a range of qualifications, including NNEB and NVQs,</p> <p>The Teaching Assistant team are experienced members of the team, and many of them have been working at Ab Kettleby School for several years.</p>
SEND Governor	<p>The school SEND governor is a qualified teacher. She has been responsible for monitoring and reporting on standards of SEND provision for several years at Ab Kettleby School.</p>

Who Else Might Be Involved In Supporting My Child?

AGENCY	ROLES/RESPONSIBILITIES
Educational Psychology Team	It is the role of the Educational Psychologist, who is employed by the Mowbray Education Trust, to assess a child's special educational needs and to support and advise staff.
SALT	The Speech and Language Therapy service are a team of therapists who are trained to give specialist assessments, advice and treatment for children with communication difficulties.
Physiotherapy	The Physiotherapy service work with schools to assess fine motor and gross motor control. They may advise a programme to be used in school in order to develop motor control in children.
Occupational Therapy	The team has professionals trained to give advice on equipment, adaptations and activities to support the learning/social development of children.
SESS	Sensory Education and Support Service. The service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment.
TLC (Teaching and Learning Centre) Oakfield	TLCs offer alternative educational provision for children who may have been excluded from school. They also offer support and advice to staff in mainstream schools who may deal with challenging behaviour.
Nursing	There are many nursing teams who advise and support school, including Specialist Nursing for Medical needs, Diabetic nurses and Community Nurses.
Grief and Loss Counselling service	The Grief and Loss service offer support to children who are coping with loss in their life. This could be through the loss of a loved one, as well as the break-up of a family home.
Pediatricians	Pediatrics specialise in the health and care needs of babies and young children. They can also offer diagnosis for children who may have a medical condition.
CAMHS	CAMHS are based in community locations, the multi-disciplinary teams can help with a range of complex mental and emotional health issues, including: anxiety, depression, trauma, eating disorders and self-harm.
ESCO~ Supporting Leicestershire Families	Early Support Care Coordination works alongside children and young people with a disability and their families, providing timely support and care co-ordination.

What Support Will Be There For My Child's Emotional And Social Well-Being?

At Ab Kettleby School, we have a classroom based SENDCO, as well as a full time classroom based SENDTA. These two members of staff work closely with each other to coordinate care and support for children who may have pastoral and social needs. They work closely with the Head Teacher to plan for these children.

The staff in school work hard to encourage a non-bullying culture, which includes anti-bullying assemblies and lessons. However, should you believe that your child, or another child, is the subject of bullying, please do not hesitate to contact a member of staff at the academy. The academy will respond in line with academy policies and procedures.

A copy of our Behaviour and Anti-Bullying Policies can be found at: www.abkettleby.leics.sch.uk

How Will My Child Be Involved In The Process And Be Able To Contribute Their Views?

Your child's views will be sought at every suitable opportunity. This includes their input into target setting and reviewing of provision, what has worked well and what they feel they need to work on next.

Your child, when suitable, will be informed of their assessment results. This means that they will be aware of the level that they are working at and what they need to do in order to improve.

Your child's class teacher will be involved with reviews and provision planning. As much as possible, your child will be supported by the same staff each year, in order to offer continuity.

You will be included in meetings and you will be asked for your child's views and ideas. You will be able to feed this into review meetings.

How Will The Curriculum Be Matched To My Child's Needs?

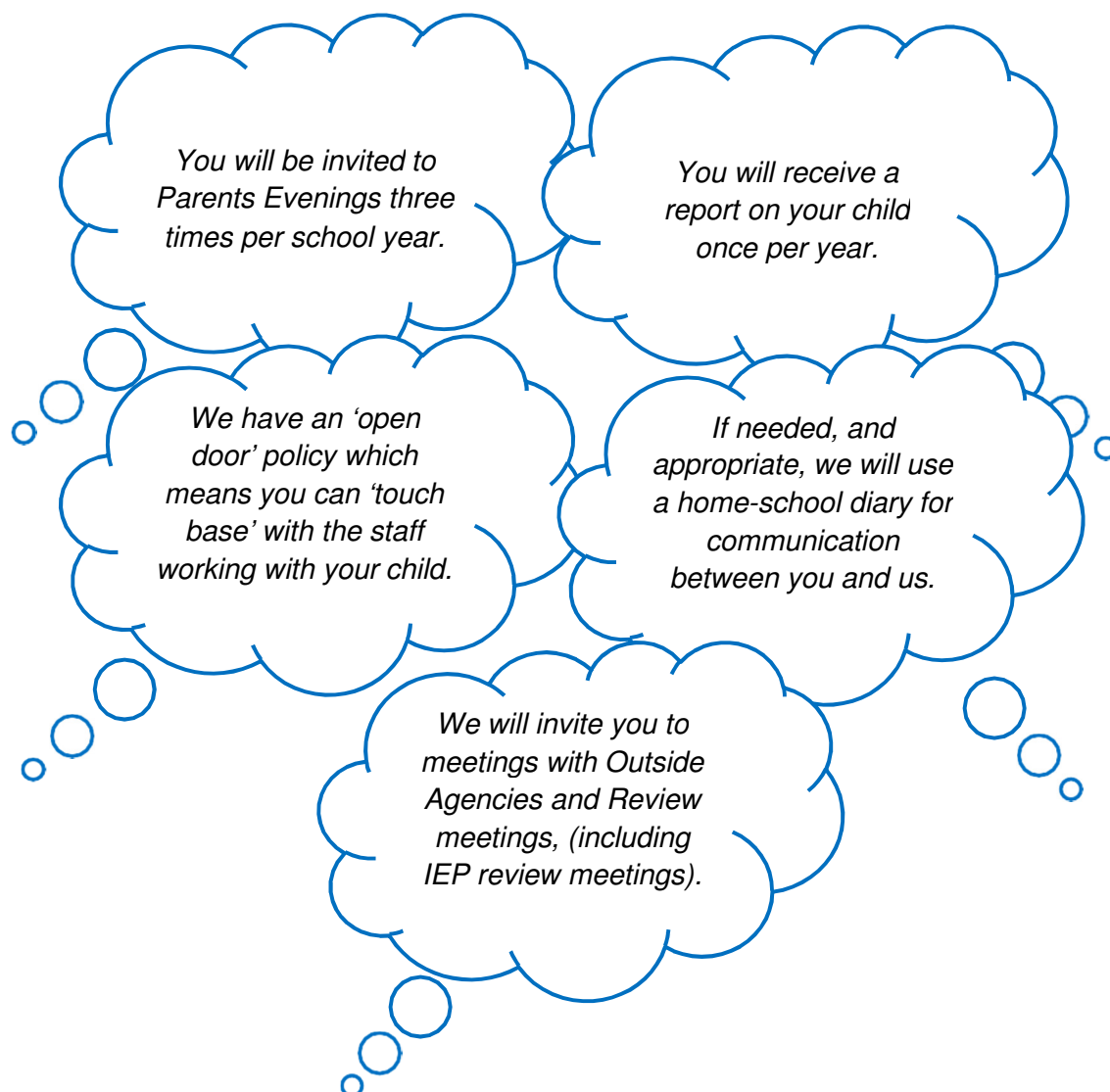
If your child is identified as having Special Educational Needs or a Disability, it means that they have needs which are additional to other children of the same chronological age. This means that the support they require will be 'additional to or different from' other children.

At Ab Kettleby School, we believe that each child is unique and therefore we attempt to match the curriculum to their needs as much as possible.

For children with SEND, we offer many strategies to meet needs. The following table offers examples of how we might do this:-

<p>Differentiated Curriculum Our teachers plan for differentiated activities in class. This will ensure that all children in the class have their needs met in an academic sense.</p>	<p>Interventions We plan for additional learning intervention. This can be for a variety of reasons, including if your child is finding new concepts difficult to grasp, or if they need extra work to consolidate prior learning.</p>	<p>Small group work Your child may work in small groups in order to meet specific learning intentions. This will be planned for by the Class Teacher.</p>
<p>1:1 work If needed, and deemed appropriate, your child may work 1:1 with the Class Teacher, a Teaching Assistant, SENDTA or 1:1 teacher.</p>	<p>Named places to sit in class If your child needs to sit in a particular chair to support posture or a particular place on the carpet, to assist in visual or hearing needs, this will be planned into the classroom environment.</p>	<p>Use of ICT We use differing equipment to assist your child in the recording of their work, including I pads, PC Computers, laptops and apps.</p>
<p>Extra-curricular activities We offer many extra-curricular activities in school. These focus on sporting and social activities.</p>	<p>Use of topic-based learning We plan and deliver a topic based curriculum so that children can begin to make links in their learning between different areas of the curriculum.</p>	<p>Use of Visual Aids Visual Timetables are in often used, different displays around school to support your child's learning and word mats etc to assist in your child becoming an independent learner.</p>
<p>Use of concrete apparatus or equipment Wherever possible we will use equipment to help your child with their learning.</p>	<p>Use of Talking Partners/Pairs Each classroom has a different way of working but we aim to use Talking Partners in school for all children for generating and sharing ideas.</p>	<p>Targeted resources in class In line with a child's IEP targets, we may use particular resources to meet needs.</p>
	<p>Support from Outside Agencies In section 9, we have listed all the agencies that we may work with at any one time.</p>	

What Opportunities Will There Be For Me To Discuss My Child's Attainment And Achievement? How Will I Know How Well My Child Is Progressing?



How Does The School Know How Well My Child Is Doing?

At Ab Kettleby School, we assess children's progress in Reading, Writing and Maths each term. This enables class teachers to very quickly identify children who have not made expected progress or are not working at Age Related Expectations (ARE). We also use Early Learning Goals, reading ages, Learning Journeys and standardised assessments to build a picture of your child's progress.

How Will My Child Be Included In Activities Outside The Classroom Including School Trips?

We often undertake school trips, including a residential trip in Class 3. The trips are planned for by the class teachers in that class. We will never exclude your child from a trip because of their needs, but we may ask your assistance in planning for the trip to ensure your child's Health and Safety needs are met.

How Accessible Is The School Environment?

The building is designed to allow full access for all pupils.

How Will The School Prepare And Support My Child To Join The School?

Each year, Ab Kettleby pupils and staff undertake plan for 'transition'. This includes opportunities for the children to meet their new class teacher, visit their new classrooms and undertake activities that they have planned for them.

Staff also have 'transition' meetings, where information is passed from teacher to teacher, including latest assessment levels, interests of children and background information.

How Will The School Prepare And Support My Child To Transfer To A New Setting, School Or College?

We also plan transition for children to move into our setting or leave us to join another setting. Children are given a 'buddy' to help them orientate themselves into the academy. Records and information are also shared between ourselves and the child's previous setting where this is available.

How Can I Be Involved In Supporting My Child?

Parents know their children better than anyone else, and we as staff need your support in order to plan for your child's provision.

There are many ways in which you can support your child, including:-

- Attending meetings when offered the chance to
- Keeping 'open lines of communication' with the staff in school, informing us of any concerns or difficulties
- Reading regularly with your child
- Assisting your child to complete homework when asked to
- Joining academy based activities eg productions, school assemblies etc

How Can I Access Support For Myself And My Family?

Leicestershire County Council offers support for parents from various agencies. Information can be found at the Council's website: <http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer>

Information On Terminology Used

Sometimes, terms and acronyms will be used, it can be difficult to understand what each one means. If in doubt, please ask.

Who Can I Contact For Further Information?

Please contact:

Hayley Barnett

(SENDCO)

Sam Brunt

(SENDTA)

on 01664 822302, or via email: admin@abkettleby.org