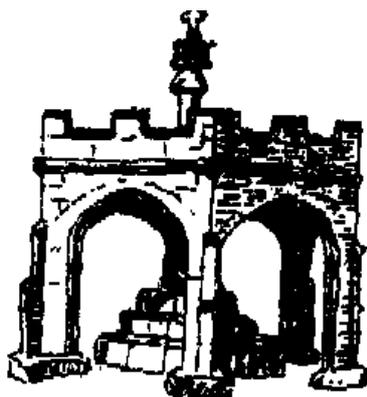


Cheddar First School

A member of the Mendip Edge Federation

Special Education Needs

School Offer – September 2014



Part of the Cheddar Valley Learning Partnership



Working together for your children

The Kings of Wessex Academy

Fairlands Middle School

Hugh Sexey Middle School

Axbridge First School

Cheddar First School

East Brent First School

Draycott & Rodney Stoke First School

Lympsham First School

Mark First School

Shipham First School

Weare First School Academy

Wedmore First School Academy

The Special Needs Co-ordinator is: Miss Margaret Wilson/ Mrs Suzi Smith

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for 'special educational provision' to be made for them.

(a) If they have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) if they 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 schools within the Cheddar Valley.

C) Or 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.

All pupils in school receive quality first teaching. All teachers are trained and supported in teaching students who have difficulties with learning. A range of teaching and learning styles are used and appropriate learning objectives are set for all children.

We work hard to ensure all children are successful at school. In order to achieve this many steps are taken by a range of staff to support them through their learning journey.

However for some children there are occasions when special educational provision may be needed to help them achieve their targets.

Children and Families Bill 2013

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, and aims to promote effective communication between school, children and families.

Changes to be implemented from September 2014:

- Three year plan to replace statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Schools are required to publish a response to a set of questions about their special educational needs provision. This is called the 'School Offer'. Across the Cheddar Valley, professionals have met to try and ensure that the special educational

provision we provide for children as they move up the schools is joined up and prepares children well for the next stage.

School Offer

1. How does Cheddar First School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Pupils have been previously identified by their feeder school/setting/health professionals
- Limited progress is being made
- There is a change in the pupil's behaviour.

1a. What should I do if I think my child may have special educational needs?

- The class teacher/form teacher is the initial point of contact for responding to parental concerns
- If you still have concerns then contact the SENCO – Miss Wilson or Mrs Smith

2. How will I know how Cheddar First School supports my child?

- Each child's learning objectives will be planned by the class teacher. They will be differentiated accordingly to suit the pupil's individual needs.
- If a pupil has significantly greater difficulty in learning than the majority of other pupils of the same age then a pupil may need 'special educational provision'. This may mean a specific intervention which you will be informed about and which will be reviewed termly on their Individual Learning Plan to ensure that there is a positive impact. If you have any queries related to the intervention please contact the school.
- Occasionally a pupil may need more expert support from an outside agency – contact details below. A referral may be made to the most appropriate agency. After assessment, a programme of support will be planned.

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

- When a pupil has been identified with special educational needs their work will continue to be differentiated by the class teacher to enable them to access the curriculum more easily.
- If a child has been identified as having a special educational need, they will be given a Individual Learning Plan. Targets will be set according to their area of need.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings and at the termly reviews when we update their Individual Learning Plans.

4a. How will you help me to support my child's learning?

- The class or subject teachers may suggest ways you can support your child.
- We can direct you to resources and offer advice to help with things like literacy, numeracy and revision materials.
- If external agencies have been involved, suggestions and programmes of study are often provided that can be used at home.
- We will be happy to work with families and recognise that collaboration and a consistent approach between school and home is essential.

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

The school is keen to support children's overall well-being. Provision is likely to be personalised.

Initial points of contact might be:

- Class teacher or the SENCo for students with SEN

Pupils with medical needs

- If a pupil has a medical need then they may need a Medical Care Plan compiled with support from the appropriate professional in consultation with parents/carers. These are discussed with all staff involved with the pupil.

- Staff receive necessary training for medical support delivered by the appropriate professional where needed.
- Medicines are administered in school in accordance with the school medication policy and with the agreement of parents/carers.
- The school has trained first aiders on site.
- It is essential that parents/carers keep school informed regarding medical conditions and any changes relating to students' needs or care.

6. What specialist services and expertise are available at or accessed by the 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:

- Autism and Communication Team
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Psychologist
- Educational Welfare Officers – Attendance
- Hearing Impairment Service
- Learning Support Service
- Integrated Therapy Service – Occupational Therapy, Speech and Language Therapy, Physiotherapy
- Physical Impairment and Medical Service (PIMS)
- Social Services – Somerset Direct
- School Nurse
- Visual Impairment Service
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7. What training have the staff supporting children and young people with SEND had or are having?

Through the Local Authority annual training sessions are available for staff related to SEND. Some training takes place through external courses and others through 1;1 training with key staff for individual pupils.

There are sessions on:

- Communication and interaction
- Cognition and Learning

- Social, mental and emotional needs
- Sensory and physical needs
- School specific training is arranged as required to meet the needs of individual children.
- Cheddar Valley training sessions for LSAs and SENCOs

8. How will my child be included in activities outside of the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate as far as possible.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- Toilets adapted for disabled users.
- Hoisting system

10. How will the school prepare and support my child when joining Cheddar First School or transferring to a new school?

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

- Discussions between the previous and receiving schools/ pre-school settings prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time in their new school.
- If a parent has questions or wishes to share information then they can contact the school. Cheddar First School liaise with the SENCOs from the receiving school to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with key staff from Cheddar First School, pre-school practitioners or the SENCO from Fairlands Middle school, the parents/carers, outside agencies and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide special educational provision or resources dependant on an individual's needs.
- Special educational provision may be allocated after discussion with the class teachers / SENCO and parents.

12. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teachers, the SENCo and parents / carers. Decisions are often based upon tracking of pupil progress.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be suggested when their needs are reviewed.

13. How will I be involved in discussion about 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/s
- During parents evenings
- During discussions with the SENCo or other professionals
- Parents are encouraged to comment on their child's Individual Learning Plan with possible suggestions that could be incorporated.

14. Who can I contact for further information?

If you wish to discuss your child's special educational needs please contact the SENCO.