

## **Irthington Village School- Local Offer.**

### **How do staff at Irthington Village School know that a child may have special educational needs?**

Prior to starting school we work closely with families and feeder nurseries to identify children with additional needs. For children transferring from another school, we contact that school to gain any relevant information. 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.*

### **What should I do if I think my child has special educational needs?**

The class teacher is the initial point of contact for responding to parental concerns. The head teacher is also available.

### **How will I know how this school will support my child?**

The class teacher, with the support of the head teacher/Special Educational Needs Coordinator will differentiate the teaching style/pace/content /learning experiences to suit the pupil's individual need. This will be recorded on an Individual Education Plan [IEP]. Progress and support is reviewed at least every term and the next steps in learning and support planned for. Parents are encouraged to take part in this process. Parents, the pupil, the class teacher and the SENCO will all have a copy of the IEP.

Additional help may be provided within or separate to the class; in a small group or on a one to one basis. These interventions will be recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the intervention).

Occasionally, a pupil may need more expert support from an outside agency such as a Speech and Language therapist, Special Advisory Teacher, an Educational Psychologist etc. This will be fully discussed with you and with your consent, an Early Help referral will be made. After assessment from the outside agency, the school and parents/Carers are given advice to best support and meet the needs of the child.

The Governors of Irthington Village School are responsible for entrusting a named person, Lynn Harrison, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. The Governors ensure that the school is as inclusive as possible and treats all children and staff in a fair, respectful and equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department of Education [DfE].

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

- Pupils with special needs have their work differentiated in a variety of ways by the class teacher. This makes it easier to access the curriculum.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Children with special needs have an Individual Education Plan (IEP) with targets and strategies set according to their area of need. These are monitored by the class teacher weekly and reviewed with the

head teacher/SENCO at least three times per year. Parents are involved with reviewing IEPs termly and a copy given to them.

- Specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors if appropriate.
- The teacher may employ additional teaching strategies eg for children who easily fatigue or have difficulty concentrating.

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

- We have an 'open door' policy at Irthington and as such parents/carers can speak to your child's teacher, or the headteacher at your earliest convenience.
- You will be involved with the termly review of the IEP to discuss progress.
- You can also discuss your child's progress at Parents' Evenings.
- All children have a yearly report written by their class teacher.

### **How will you help me to support my child's learning?**

- The class teacher can suggest or show you ways to support your child. You are very welcome to ask about these. These can be further discussed and reviewed with the IEP each term.
- Lynn Harrison may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's emotional/behaviour needs.
- When an outside agency is involved, they are able to discuss your child's needs with you and to give suggestions for support and activities that can be used at home.

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

- The school offers pastoral support for pupils who are encountering emotional/behaviour difficulties. This can include nurture groups and social groups as well as some individual support when appropriate.
- If a pupil has a medical need such as an allergy or asthma then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Staff have training from the relevant nurse depending on the needs of children in school eg for Epipen use, diabetes, epilepsy and asthma.
- Where necessary and in agreement with parents/carers 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.
- All staff have basic first aid training and/or paediatric first aid training.
- We work hard to maintain high pupil attendance and promote positive behaviour management strategies throughout the school.

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

We have a range of experience and expertise amongst our school staff, including those trained in Reading Intervention, ALS, FLS, Makaton Sign language, supporting the hearing impaired, Speech and Language packages, behaviour management and paediatric first aid. At times, we consult with outside agencies to receive more specialised expertise. These may include: an educational psychologist, speech and language therapist, specialist advisory teaching service [eg for autistic spectrum condition, early years, hearing impaired, visually impaired etc], occupational therapist, physiotherapist, school nurse, Child & Adolescent Mental Health Service [CAMHS], East Cumbria Family Support etc.

### **What training have the staff supporting children with SEND had or are having?**

The headteacher has extensive experience working with children with a range of differing needs. She was the SENCO of large primary school for 10 years prior to her current position. Different members of staff have received training related to SEND. Most staff have attended a twilight course on Maktaon, 2 members of staff have completed longer courses. Another member of staff has delivered a specialised Speech and Language package for children with Downs Syndrome. Another member of staff (a Higher Level Teaching Assistant) is trained to deliver Reading Intervention, ALS, FLS and various catch up programmes such as Black Sheep. Staff have also had training sessions to support pupils with asthma, diabetes and basic team teach strategies.

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

Activities and school trips are available to all;

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity if school cannot provide adequate adult support.

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

We are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the main building accessible to all. However the building is a Victorian building and access to the hall into class 1 is down several steps.
- A disabled toilet.
- Doors in the building wide enough to allow for wheelchairs.

### **How will the school prepare and support my child when joining this school or transferring to a new one?**

We want to make the pupil's transition as smooth as possible;

- We work with our feeder nurseries and secondary schools to ensure a smooth transition for all children.
- Lynn Harrison liaises with the SENCOs from secondary schools to pass on information regarding SEN pupils. For pupils with an SEN statement or Education Health Care Plan [EHCP], secondary SENCOs are invited to the child's Annual Review meeting in Year 5 as well as IEP review meetings the term before transfer.
- Transition plans are developed for individual children who require them, be it for changing class or changing school. These often include making a Transition Booklet so the child becomes familiar with new staff and routines.
- Discussions take place between the previous or receiving schools prior to the pupil joining/leaving.
- Records are transferred from this school promptly.
- Secondary school staff visit pupils prior to them joining their new school.
- Additional visits to the child's new school are arranged if appropriate, including being part of a nurture group/project.

### **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 additional support or resources dependent on an individual's needs. The Provision Map allows the SEN budget to be monitored for most effective use.

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

These decisions are made in consultation with the class teacher, teaching assistant and head teacher. Decisions are based upon teacher assessment, termly tracking of pupil progress and any assessments by outside agencies. If

further concerns arise during a pupil's school life due to the pupil's lack of progress or well-being, then other interventions will be arranged.

**How will I be involved in discussions about and planning for my child's education?**

We encourage all parents to contribute to their child's education. This can be through:

- Discussion with the class teacher both informally and during Parents' Evening.
- Discussion with Lynn Harrison or other professionals.
- Reviewing the IEP with the class teacher.

**Who can I contact for further information?**

If you wish to discuss your child's educational needs, have any questions, or are unhappy about something regarding your child's schooling please contact Lynn Harrison.