



SEND

Local Offer Response

APPROVED BY ¹:

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Position: Headteacher

Signed:

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¹ The Governing Body is free to delegate the approval of this Policy to a Committee of the Governing Body, an individual Trustee or the Head teacher

² The Governing Body are free to determine the review frequency of this Policy

Great Corby School and Nursery Response to the Local Offer

At Great Corby School and Nursery, we strive to ensure that all our children are supported to achieve to the very best of their ability. We are committed to meeting the needs of all pupils and ensuring that they make progress.

Headteacher: Mrs Kirsty Fox
SENDCO: Miss Laura Mitchinson
SEND Trustee: Mrs Jan Winder

What is the purpose of the Local Offer?

From the Local Offer, parents and carers will know what they can reasonably expect from their local area. It will also be an important resource for professionals in understanding the range of services and provision in the local area. This information will be web-based.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available.
- To make provision more responsive to local needs and aspirations by directly involving children/young people with SEND, parents/carers and service providers in its development and review.

For more information please access the Cumbria's Local Offer here:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

How does the school know if a child requires extra help and what should I do if I think my child has Special Educational Needs (SEND)?

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015).

The needs of a child or young person with SEND will fall into one or more of the following four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

At Great Corby School and Nursery, we may identify a child with SEND in various ways:

- Information passed on by a child's previous nursery or other primary school might identify pupils who are already on the SEND register. Any initial concerns about pupils not yet on the SEND register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary.
- Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below expected age levels. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the pupil will then be discussed further with our SENDCO and the child's parents.
- Class teachers can seek advice from our SENDCO regarding concerns that they have about a child displaying possible Special Educational Needs at any time. Following discussions, the SENDCO may look at the child's work, observe the child in class, and / or complete some activities with them 1:1 to assess particular learning needs and to see what their strengths and difficulties are.

- Concerns raised by parents/carers.
- Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEND register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need includes Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatricians, CAMHS (Child and Adolescent Mental Health Services), Specialist Advisory Teachers and GPs.

All children, regardless of disability, gender, ethnicity or culture, will be given full SEND entitlement according to their specific needs. Their education, safety, well-being, enjoyment and health are of paramount importance. If a child's learning progresses to a level where they no longer need additional to or different from support, they will be removed from the SEND register

What should you do if you think your child may have Special Educational Needs (SEND)?

Parents/carers can raise concerns by talking to the school. The first point of contact is the child's class teacher. If there are still concerns, parents/carers can also contact our Special Educational Needs and Disabilities Co-ordinator (SENDCO), Miss Laura Mitchinson. We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to do the same with us.

How will school staff support my child?

- Our SENDCO oversees the progress and provision of any child requiring additional support across the school.
- The class teacher will oversee, plan and direct the work with each child with SEND in their class to ensure that progress is made in every area.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group - if this is seen as necessary by the SENDCO/SLT. The regularity of these sessions will be explained to parents/carers when the support starts.
- The class teacher will meet with parents at least three times a year (this could be as part of Parents Evening) to discuss the child's needs, intervention and progress. We make regular communication with parents and review progress as a working document aside from formal meetings.
- For further information, the SENDCO/ class teacher is available to discuss interventions in more detail and discuss progress and reviews. An email or a letter will be sent to parents for specific meetings for example support plan meetings or EHCP reviews.
- SEND is reported to the Trustees every term to inform them about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times.
- The SEND Trustee – Mrs Jan Winder – meets termly with the SENDCO for a formal monitoring visit focusing on a variety of SEND aspects (provision and progress). A written report is devised by Mrs Jan Winder and summarised in the next Trustee meeting.
- The Trustees agree priorities for spending within the school budget/ TA provision with the overall aim that all children with SEND receive the support they need in order to make progress.

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

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum and we will adapt how we teach to suit the way the child works best. Each child's education is carefully managed by the class teachers who will provide adapted work to suit children's individual needs. All children strive towards the same learning goal, but adaptations may be provided to support children to reach this goal. There is no 'one size fits all' approach to adapting the curriculum – we work on a child-by child basis to make sure the adaptations we make are meaningful to your child. The benefit of this type of differentiation is that all children can access the lesson and learn at their level.

These adaptations may include the following:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, varying our delivery formats
- Adapting our resources, for example, providing word banks, job checklists, close-style tasks
- Using recommended aids, such as technology, coloured overlays, visual timetables, larger font
- Teaching assistants may support pupils on a 1-to-1 or small group basis, particularly to help build independence

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 class teacher and teaching assistant will ensure that there are appropriate and effective adaptations available to support children with SEND.

We may also provide interventions, for example, precision teaching, nurture groups and working memory interventions. 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. Any such interventions will be carefully planned and regularly evaluated to make sure that they are supporting progress and to help us to plan next steps.

Occasionally, a child may need more specialised support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Advisory Teacher. If we need specialist advice, we will make a referral with parental permission and arrange a meeting to discuss and plan for the child's needs.

How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an 'open door' policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers therefore we aim to keep communication channels open and communicate regularly – especially if your child has SEND needs.
- Children on the SEND register will have a Support Plan with SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets to help them to progress with their learning. These targets may be academic or social, or a combination of both.
- We will track your child's progress towards the outcomes we set over time and adapt as we learn what your child responds to best.
- This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.
- At Great Corby School and Nursery, there are three Support Plan cycles each academic year – Autumn, Spring and Summer. These coincide with the three terms in school and are reviewed each term. In between these times, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child's needs.
- Parents/carers of pupils with SEND will be offered a minimum of three opportunities to come in and meet with class teachers to contribute to the setting and review of Support Plan targets each academic year. Within the Support Plan meetings, parents will be guided towards key ways in which they can support their child at home.

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

- At Great Corby School and Nursery, we have a Safeguarding Team which consists of Mrs Fox (Headteacher & Designated Safeguarding Lead), Mrs Sanderson (Lead Teacher & Deputy DSL) and Miss Mitchinson (SENDCO). The team meet regularly to discuss the wellbeing needs of pupils across school and identify where additional support may be required.
- Miss Mitchinson, our SENDCO, works closely with class teachers and teaching assistants to monitor and co-ordinate the provision for pupils with any additional needs, both academically and socially.
- We work closely with parents and carers to share ideas and may have regular meetings.

- We have a trained Emotional Literacy Support Assistant (ELSA) and use ELSA resources to support the teaching of emotional literacy skills. This may include work supporting concerns such as anger management, transition, divorce, bereavement, anxiety etc.
- We have a Senior Mental Health Lead (Mrs Billington) who meets regularly with our SENDCO, ELSA and Headteacher. This forms our Inclusion Team.
- We provide opportunities for children to learn about mental health – what it might look like and what we can do to help ‘fill up our bucket’.
- We set clear boundaries to provide consistency and reassurance.
- We may refer to outside agencies, such as Barnardo’s LINK service, the Behaviour and Wellbeing Officer, Occupational Therapy to investigate sensory triggers or CAMHS (Child and Adolescent Mental Health Services).
- The school has a policy regarding the administration and managing of medicines on the school site. Please refer to our policy on the website. Our Administrator Mrs Walsh is the main contact for medication management and holds recent training. Miss Mitchinson (SENDCO) leads the completion of all Health Care Plans and communicates with parents/carers regarding medicine management.
- Parents need to contact our Administrator, Mrs Walsh, if medication is recommended by health professionals and is required to be taken during the school day.
- On a day to day basis Mrs Walsh generally oversees the administration of any medicines and Mrs Fox, as Headteacher.
- As a school we have a very positive approach to all types of behaviour with a clear system: be ready, be respectful and be responsible. After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. For further information please see the school Behaviour Policy and procedures.
- Attendance of every child is monitored on a daily basis by the Headteacher and Administrator. Lateness and absence are recorded and reported upon and any further action is led by the Headteacher eg. conversations with parents, formal letters sent home, Early Help Assessments initiated.
- We actively encourage each child to express their views on all aspects of school life. This is usually carried out through the School Council and through regular pupil questionnaires where we actively seek the viewpoints of all children – this is particularly important in establishing open and honest links between adults and children so they feel that they can approach any member of staff if they have a worry they wish to discuss. We also have a TA specialised in ELSA support who leads wellbeing and resilience sessions for identified pupils.
- If your child has an EHCP, their views will be sought before any review meetings through conversations and completing the ‘My Pupil Profile’ document or the ‘Three Houses’ document. The SENDCO ensures pupil’s views are paramount in reviews.

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

Within school:

- Our SENDCO is committed to ensuring that she has an excellent understanding of SEND issues and developments. She is currently studying for the NASENCO award.
- The Headteacher holds the NASENCO award.
- We have a TA specialised in ELSA support who completed her ELSA training in 2023.
- The Headteacher and one TA hold a Drawing and Talking qualification.
- Staff have gained expertise in areas of SEND and access professional development to maintain and develop their skills.
- We have staff trained in Emotional Literacy Support, Read, Write Inc, Bereavement and Children’s Mental Health and Wellbeing.
- Additional training is planned according to the specific needs of pupils at any one time. Staff attend individual training courses run by outside agencies that are relevant to the needs of pupils that they are working with. This is monitored on a regular basis.

Outside school:

- Educational psychologist

- Speech and Language therapist
- Specialist Advisory Teachers
- Community Paediatrician
- Family Action
- Barnardo's LINK service
- Area SENDCO / Specialist Advisory Teacher for Early Years
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Child Bereavement UK
- Mind

How accessible is the school environment?

- Most areas of the school are wheelchair accessible.
- We have a disabled toilet and changing facility in the main part of the school.
- Assistive technology is available e.g. iPads.
- When necessary, we will use technology to support EAL by using translating facilities.
- We are committed to inclusion and would take whatever steps necessary to ensure accessibility for all pupils who wish to attend Great Corby School and Nursery.

How will the school prepare and support my child when joining the school and transferring to a new school?

Joining us in EYFS

- All children are able to come in to visit school, taking part in open days and tours of the school
- Staff carry out home visits
- Staff may visit the children in their previous setting
- If there are TAF meetings or EHCP Annual Reviews, staff will attend these prior to the children starting
- All documentation is shared between relevant agencies and conversations are had with previous settings and parents
- All transition is bespoke and is planned on an individual basis to consider the children's needs. This may mean children have a longer transition period to begin with or are provided with videos or pictures of the classroom

Year 6 to Year 7 Transition

- Class teachers meet or speak with secondary schools to pass on relevant information about all children in Year 6 during the Summer Term.
- The SENDCO meets or telephones SENDCOs from the secondary schools to discuss all pupils with SEND. Paperwork (including Support Plans) is passed on confidentially at the end of the school year.
- Transition visits are arranged for all Year 6 pupils. Pupils with SEND may have additional transition activities (both at Great Corby School and Nursery and at their new secondary school), during which they will become familiar with new school buildings and key secondary school staff.
- Secondary school SENDCOs will attend Year 5 and Year 6 Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) wherever possible. Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly.

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

- We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available.
- We have a team of experienced Teaching Assistants, who are funded from the school budget and deliver programmes designed to meet groups of children's needs and work within set classroom adding value to Quality First Teaching.
- The budget is allocated on a needs basis.

How is the decision made about what type and how much support my child will receive?

- The class teacher and the SENDCO will discuss your child's needs and what support would be appropriate.
- Every pupil with special educational needs is different and we consider this carefully when reaching any decisions about the support that they receive.
- We will work closely with any external specialists as well as parents to prepare a support package that meets a pupil's unique needs.
- The targets and objectives contained within a pupil's Support Plan will always influence any decision made about the nature of provision. If a pupil has an Education, Health Care Plan, these targets and objectives will be derived from advice contained within those.
- We can judge if the support has had an impact by tracking and reviewing targets on SEND Support Plans and ensuring they are being met; by monitoring progress against national age-related expectations and observing that the gap is narrowing; through verbal feedback from the parent and pupil; and the fact that children may move off the SEND register when they have made sufficient progress in an identified area.