



Hudson Road Primary School
Local Offer
2014

(revised March 2018)
for Children with SEND
(Special Educational Needs
and Disabilities)

Parent Information

Special Education Needs and Disabilities (SEND)

Local Offer

Introduction

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA 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 Disabilities being met in a mainstream setting wherever possible.

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill came into being in 2014. From this date Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer

- This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Questions

Please click on the 12 questions below for more information about the Local Offer from Hudson Road Primary School.

Question 1

Who are the best people to talk to in school about my child's difficulties regarding Special Educational Needs or Disabilities (SEND)?

Question 1 (continued)

The Headteacher -Mrs Cathy Westgate

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCOs (Special Educational Needs Coordinators) and class teachers.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor - Mrs Lindsay Briggs (Parent Governor)

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- School contact telephone number 0191-5143434

Question 2

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

a) **Class teacher input via excellent targeted classroom teaching (Quality First Teaching).**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Differentiated ways of learning are in place so that your child is fully involved in their learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child may have gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may :

- Take place in or outside the classroom environment
- Supported by the Classteacher or a Teaching Assistant (TA).

Question 2 (continued)

b) **Specialist groups run by outside agencies** e.g. Speech and Language therapy

SEN Code of Practice 2014: **School Support (SS)**

- This means that children have been identified by the SENDCo and/or class teacher/parent/carer/specialist, as needing some extra specialist support in school. This may be from:
 - Local Authority central services such as the AOT (Autism Outreach Team), Language and Learning Team or Sensory Service (maybe for children with a hearing, physical or visual need)
 - Advice and assessment by our Educational Psychologist: Dr. Louise Clark

What could happen:

- You will be asked to give your permission and ask for your support and information about your child for the school to refer your child to a specialist professional e.g. , Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and ensure the provision is right
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support:

Question 2 (continued)

Specified Individual support

- Support is available for children whose learning needs are, severe, complex and lifelong.
- This is usually provided via an Education, Health Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).
- Your child will also need specialist support in school from professionals outside school. This may be from:
 - Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing, physical or visual need)

Question 2 (continued)

For your child this would mean:

- As a parent/carer or through school, a request can be that Local Authority Services 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 and maybe identify a specialist provision.
- After the request has been made to the 'Panel of Professionals' (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), are such that a statutory assessment is needed.
- If this is the case you and all professionals involved with your child will be asked to provide information outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support .
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will initiate an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of 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 EHCP 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups.

Question 3

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 continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

Question 4

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

- If you have concerns and feel your child is not making progress, we will meet to discuss this with you in more detail and to:
 - listen to your concerns
 - plan any additional support your child may need
 - discuss with you any referrals to outside professionals to support your child's needs

Question 5

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Sunderland LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - extra support that is already allocated
 - the children needing extra support and what that should look like
- Schools identify the needs of children on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.

Question 6

Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants/ Support Needs Support Assistants

Local Authority Provision delivered in school

- Autism Outreach Service
- Sensory Service for children with visual, physical or hearing needs
- Parent Partnership Service
- Language and Learning Team

Services provided by SLA (Service Level Agreement)

- Educational Psychology

Health Provision delivered in school

- Speech and Language Therapy Service input to provide a higher level of service to the school.
- School Nurse
- Health Visitors
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Mental Health service)
- CYPS (Children and Young Peoples Service)

Question 7

How are the teachers in school helped to work with children a SEND and what training do they have?

- The SENDCOS job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT)

Question 8

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Question 9

How will we measure the progress of your child in school?

Your child's progress is continually monitored by their class teacher.

- Their progress is reviewed formally every term in Reading, Writing, Maths and Science.
- At the end of each key Stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have a Support Plan which will be reviewed regularly. Parents/Carers are involved in the process in making matching targets to support their child
- Support plans need to include SMART targets: specific, measurable, achievable, relevant and time-related.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Question 10

What support do we have for you as a parent/carer of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets and Support Plans are reviewed and shared at Support Plan review meetings which will be at least twice a year.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Question 11

How is Hudson Road Primary School accessible to children with SEND?

- The building is accessible for all, with ramps to most areas of the school. There are a number of accessible toilets in the school with hoist and shower facilities
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND

Question 12

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. Support Plans will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- Staff in Year 6 and the SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school.
- Your child will have access to focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.