

Misson Primary School's Local Offer

What is the SEND Local Offer?

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents and children.
- To support earlier intervention.
- To comprehensively assess your child's situation more efficiently.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

Misson Primary School SEND Local Offer

All Nottinghamshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority 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/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The key people in school, who would be happy to talk with you are:

- Your child's class teacher
- Mr Birch Head teacher
- Miss Eade - SENDCO
- Mrs Lord - SEND Governor

There are many different ways in which we support SEND pupils and their families in Misson Primary. We are proud of the fact that all children are welcome, regardless of their needs and we do our best to tailor the support to the individual.

We value parents input and understand how important it is to work as a team. Therefore, please feel welcome to speak to us about any concerns or queries that you might have.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

Class teacher:

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing an Individual Education Plan (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term. This is generally done with the class teacher and the support of the SENDCo or a member of the school inclusion team, when necessary.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

We aim to support children's learning in and out of class, through the use of First Quality Teaching and personalised interventions delivered by teachers, Teaching Assistants and outside agencies.

The SENCO: Miss Eade:

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing

Head Teacher (Mr Birch):

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the Inclusion team and the class teachers but is still responsible for ensuring that your child's needs are met
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND
- Supporting families through a variety of ways and signposting to a wide range of agencies

SEND Governor: Mrs Lord

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Ensuring that school policies and procedures are adhered to for all pupils

Inclusive provisions and support:

Our staff **provide additional support and provisions** for a range of pupils who have issues such as: lack of confidence, poor self-esteem, anger management, issues with other pupils,

etc. In order to provide support and nurture their needs they use games, play activities, and story books, children learn to talk about their feelings and develop their skills in a safe, secure and supported environment and to feel supported. We offer a variety of groups including:

Sensory breaks/ Sensory Circuits

Lego Therapy

SEAL/Emotional Literacy themed sessions

Nurture Room provision

SLCN Therapy

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

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class
- That all teaching is based on building on what your child already knows, can do and can understand
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress
- All children in school should be getting this as part of Quality First Teaching

Specific group work with in a smaller group of children

This group, often called intervention groups by schools, may be:

- Run as part of classroom practice
- Run by a teacher or a Teaching Assistant

If your child is identified by the class teacher/SENDco or an outside agency as needing some extra support in school then they may receive additional support.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- He/she will have an Individual Education Plan with small steps targets.
- A learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run some small group sessions using the teacher's plan or an additional provision activity.
- Possible specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups

Stage of SEN Code of Practice:

SEND

This means they have been identified by the SENDCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher or SENDCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- He/she will have an Individual Education Plan with small step SMART targets and be supported by an outside agency.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching alone.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENDCO as needing a particularly high level of support or small group/individualised teaching (the amount of hours will be specified in the EHCP). This level of support can be pursued when the child's level of attainment remains static and all other avenues of support has been explored.

Usually your child will also need support from professional outside the school. This may be from:

- Local Authority central services
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority 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.

After the school have sent in the request to the Local Authority (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), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. The authority will also ensure that all other avenues of support have been explored, by the school such as an Early Help Assessment/Common Assessment Framework (CAF/EHAF), Team around the child (TAC)

and a personalised learning programme and support before a referral is considered. If this is the case, and the child still struggles to make sufficient progress, they will write an Education Health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at School SEND level 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 ECHP will outline the number of hours of individual/small group support your child will receive 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 programmers or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school and may need alternative provision

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. The teacher is responsible for all their pupil's needs and will make adjustments to their Quality First Teaching in order to meet your child's individual needs. The teacher will update the SENDco/SLT of any communication that they feel may lead to a child needing further support/provision.
- Following the above, If you are still concerned that your child is still not making progress you should speak to the SENDCO or Head teacher.
- If you are still concerned, you can speak to the school SEND Governor.

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

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may require.
- Advise on the best way of supporting your child.
- Signpost you to gain more knowledge and information regarding your child's difficulties.

Follow the links for additional SEND support and information on our school website.

Local Support Services in Nottinghamshire

Nottingham Local Offer Website: www.nottshelpyourself.org.uk

You can access the SEND Local Offer in the following ways:

- The SEND Local Offer can be accessed through smart phones, tablets and laptops/desktops. Just type 'Notts Local Offer' in to a search engine such as Google or type www.nottinghamshire.sendlocaloffer.org.uk in to your web browser
- Nottinghamshire County Council's [Customer Services Team](#) will be able to provide details of the information contained within the SEND Local Offer to those without easy access to the internet
- Pop into your Local library in Nottinghamshire to access the SEND Local Offer on a public computer or telephone: 01623 677 200 or email: ask@inspireculture.org.uk

Information, Advice and Support Services (IASS) offer free, impartial and confidential information, advice and support to disabled children and young people, and those with SEN from birth to 25, and their parents/carers. They are statutory services, which means there has to be a service in every Local Authority. In Nottinghamshire the service is offered by Ask Us.

Services which support children and young people with additional needs:

Schools and Families Specialist Services

Are specialist teachers and teaching assistants with additional qualifications and experience in working with children and young people with a range of special educational needs aged from 0 -19. The Service comprises of four specialist teams:

- Early Years
- Communication and Interaction
- Cognition and Learning
- Sensory – Hearing and Visual Impairments.

- The Early Years Team

The Early Years Team's remit is for children with a range of complex special educational needs and disabilities from birth to the end of key stage 1 (approximately 7 years of age). The team comprises specialists who work with children with complex learning needs, communication and interaction needs/autism spectrum condition.

With pre-school children we may work in the family home and or early years setting. Once children reach school age our focus shifts to offering advice, information and support to schools to make suitable provision for children and young people with complex special educational needs. Most requests for our support are made at termly Family Springboard meetings, although referrals are also accepted at any time from other professionals, parents and schools for Early Years children and those with a sensory impairment.

- The Communication and Interaction Team

This team works with children and young people in Key Stages 2-5 (approximately 8 - 19 years of age) with severe and complex communication and interaction needs/autism. Work is primarily undertaken in mainstream schools to support children, including where a placement is at risk.

- The Cognition and Learning Team

The Cognition and Learning team work primarily in mainstream schools with children and young people in Key Stages 2-5 (approximately 8 -19 years of age) with a range of complex learning difficulties. The team also includes Senior Teachers for Dyslexia and ICT.

- The Sensory Team

This team consists of Qualified Teachers of the Deaf and Visually Impaired, specialist-teaching assistants, and Habilitation Officer and a resource technician. The team works with children and young people aged from 0—19 years of age with sensory impairments.

For more information please contact: Schools & Families Specialist Services To contact the Lead Practitioners for the teams:

Communication & Interaction Team and Cognition & Learning Team Tel: 0115 8546464

Early Years Team and Sensory Team Tel: 0115 8041232

Education Psychology Services

Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development.

Contact Jess Burdon:

- telephone: 01623 433316
- email: jess.burdon@nottsc.gov.uk

Primary Social Emotional Development Team (PSED) - Specialist teachers and teaching assistants provide advice and support to schools and to partnerships of schools with regard to the social and emotional needs of children aged 3 to 11 years. Contact telephone: 01623 433 318 /email: linda.armitage@nottsc.gov.uk

- **Physical Disability Support Service** - Provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs. Contact telephone: 01623 792 857/ email: pdss@fountaindale.notts.sch.uk

Health Related Education Team (HRET) - Supports children who are unable to attend school for health related reasons.

North

For the north of the county contact Jill Priddle:

- email: jpriddle@fountaindale.notts.sch.uk

South

For the south of the county contact Maureen Sully:

- telephone: 01623 799 157
- email: msully@fountaindale.notts.sch.uk

Anti-bullying

Support and advice to schools in respect of the anti-bullying policy and strategies.

Contact telephone: 01623 797 193/ email: lorna.naylor@nottsc.gov.uk

National Support Services

National Autistic Society, (NAS) – support children, families and professionals caring for children with a diagnosis of Autistic Spectrum Condition, (ASC)
www.autism.org.uk

British Dyslexia Association (BDA) – Promotes early identification and support in schools to ensure opportunities to learn for dyslexic learners.
TEL:0845 251 9002 www.bdadyslexia.org.uk

The British Stammering Association – provides free information for parents, teenagers, teachers and a counsellor is available to discuss specific problems.
TEL: 0845 603 2001 www.stammering.org

Centre of Studies on Inclusive Education (CSIE) – Advice and publication for parents wishing their children with special needs to be included in mainstream school.
TEL:0117 328 4007 www.csie.org.uk

Down's Syndrome Association –provide support, information, advice and counselling to parents/carers, families and those with a professional interest.
TEL:0845 230 0372 www.downs-syndrome.org.uk

Dyspraxia Foundation –The Foundation offers advice, support and information on Dyspraxia. TEL: 01462 454 986 www.dyspraxiafoundation.org.uk

The National Deaf Children's Society (ndcs) –the national charity dedicated to creating a world without barriers for deaf children and young people.
TEL:0808 800 8880 www.ndcs.org.uk

Hearing Impairment (HI) – The National Deaf Children's Society - free support & advice – free registration
www.ndcs.org.uk

Carer's UK – for information and advice on lots of caring issues
TEL: 0808 808 7777 www.carersuk.org