

Codsall Local Area of Schools Partnership (CLASP) are a group of schools serving the needs of pupils from the areas of Codsall, Bilbrook, Pattingham and Perton. As a group we work closely together to provide the best possible education for your child in a safe and happy environment.

### **Children and Families Bill 2013**

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

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, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;

improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

### **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

### **What will it do?**

The Codsall Local Area Schools Partnership Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

**We are a Dyslexia Friendly school.** Being an effective school and being dyslexia friendly are two sides of the same coin. Effective schools enjoy strong leadership, value staff development and pay close attention to the quality of teaching and learning. In order to meet the needs of all our pupils, we actively work towards maintaining 'Dyslexia Friendly Schools Status'. We believe that this will not only benefit our dyslexic pupils, but will also have a significant impact upon other pupils whose literacy skills are not appropriate to their age. Crucially, more children are successful when taught using dyslexia friendly teaching methods - and while dyslexia friendly techniques can be successfully applied to

children who are not dyslexic, this does not work the other way round. We fully subscribe the guiding philosophy of the Dyslexia Institute, who state that,

"If a child cannot learn the way we teach, then we must teach in the way that s/he can learn and then extend her/his abilities."

**Below are St. Chad's Church of England First School's responses to these questions.**

**1. How does St. Chad's Church of England 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
- 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 may have special educational needs?

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

If you have further concerns then contact Mrs Yeomans who is SENCo.

**2. How will St. Chad's Church of England First School support my child?**

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of St. Chad's Church of England First School are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year. IEPs will be discussed with parents at Parents' Evenings and a copy given to them.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

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

St. Chad's Church of England First School operates an open door policy. You may contact school at any time to arrange a meeting with the class teacher or SENCO.

You will be able to discuss your child's progress at Parents' Evenings.

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

The class teacher may suggest ways of how you can support your child.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

Members of staff such as the class teacher, TA and SENCo are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.

Clubs may be available for those who find lunchtimes a challenge.

St. Chad's Church of England First School adheres to a health and well-being policy for all staff and children.

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Staff receive asthma and epipen training, delivered by the school nurse, where necessary.

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.

#### **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 Outreach Team

Child Protection Advisors

Educational Psychologist

CAST (Child & Adolescent Support Team)

CAMHS (Child & Adolescent Mental Health Service)

AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)

PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment

Inclusion Team

Social Services

Children's Therapy Team (Speech & Language/Occupational Therapy)

Local G.P. surgeries'

School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

**7. What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training related to SEND.

These have included sessions on:

How to support pupils on the autistic spectrum.

How to support pupils with social and emotional needs.

How to support pupils with speech and language difficulties.

How to support pupils with physical and co-ordination needs.

**8. 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 are 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.

**9. How accessible is the school environment?**

It is our aim to give every child the opportunity to experience success in learning and to be the best that they can be. We appreciate that some pupils will have specific learning and assessment requirements. We actively audit the learning environment to remove any potential barriers to learning and assessment. Through specific planning, provision and support the effective participation of all pupils is achieved. This may include improving the physical environment, making changing to curriculum content, being acutely aware of how pupils may participate.

As a school we are happy to discuss individual access requirements.

**10. How will the school prepare and support my child when joining St. Chad's Church of England 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 or receiving schools prior to the pupil joining/leaving.
- All pupils within CLASP attend induction day in the summer term where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Yeomans is always willing to meet parents/carers prior to their child joining the school.
- Middle school staff visit pupils prior to them joining their new school.
- Mrs Yeomans liaises with the SENCOs from the receiving schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Yeomans, the middle school SENCO, the parents/carers 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 additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. 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 arranged.

**13. How will I be involved in discussions about and 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
- during parents evenings
- during discussions with Mrs Yeomans or other professionals
- parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

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

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCo.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions. There are many SEN terms that are abbreviated which can lead to confusion. Below are some that you may find useful.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs

SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

### **15. What is the process should I need to make a complaint?**

Any complaints should first be raised with the SENCO (Headteacher), if unresolved then with the SEND Governor.

When managing parental complaints related to SEN (any of the following may apply):

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN governor is consulted.
- External advice may be sought.
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as parent support.
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO.
- Reports provided by outside agencies should be considered.