

# SEND Thomas Gray Primary School

## Local Offer - September 1st 2018

*All schools in Sefton have a similar approach to supporting children with SEND (Special Educational Needs and Disability) 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.*

### Thomas Gray Primary School Support for Children with SEND

We are an inclusive school and welcome and celebrate diversity. All staff believe that every child can reach their potential and we have a caring, understanding, well-trained and hardworking team who look after all our children.

#### 1. How does Thomas Gray Primary know my child may need extra help?

We know your child may need extra help when;

- concerns are raised by parents/carers, teaching staff or the child
- limited progress is being made
- there is a change in the child's behaviour or progress
- we receive information from other professionals who have worked with your child, for example a Speech and Language Therapist, or from their previous school.

#### 2. What should I do if I think my child may have Special Educational Needs?

Ask to speak with the Special Educational Needs Co-ordinator, (SENCo) or talk to your child's class teacher or support staff who will pass on a referral to the SENCo.

Your concerns will always be taken seriously, as your views are very important to us.

### 3. How will the school staff support my child?

Your child's needs will be met within the class, supported by a highly differentiated curriculum and high quality teaching, including lesson planning that takes account of every child's needs.

The progress and specific needs of all children are reviewed regularly.

We have trained staff and a range of resources and support to meet specific needs.

Your child's needs may require small group targeted specialist teaching support and additional interventions for core curriculum subjects such as English and Mathematics. These interventions will be carefully planned and evaluated every half-term to ensure that your child makes progress.

The school reviews all children's needs three times a year through pupil progress meetings where the Senior Leadership Team (SLT) and class teachers meet to review your child's support and progress.

Where necessary the school may seek support from outside agencies and services. This will be discussed with you and a referral made.

The Governing Body is responsible for ensuring that funding is used appropriately and for monitoring teaching and accessibility. There is a designated SEN Governor, Mrs Pam Taylor, who works with the Senior Leadership Team.

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

Lessons are planned appropriately so that all children can make progress.

Teachers take account of the needs of the individual child and plan different tasks and resources.

All children are assessed in Years 1 to 6 for English and Mathematics to ensure they receive smaller group specialist teaching if required for their specific needs.

Tracking and assessments enable each class teacher to analyse the progress of each child.

Targets are set to support a child's needs by the class teacher and individual needs are regularly updated.

Children work in a variety of groupings, such as small groups and 1:1, mixed ability and similar ability groupings.

Pupil progress meetings are held three times a year with the Senior Leadership Team, SENCo and class teacher to discuss suitable teaching programmes and interventions for each child.

### 5. How will I know how my child is doing? How will you help me support my child?

Class teachers are required to report to parents three times a year. (Two parents evenings and a written report). The class teacher may suggest ways of how you can support your child.

Assessments take place every term and pupil progress meetings follow these assessments.

Targets are set for all children by the class teacher and reviewed regularly.

If specialist services are involved, they, or the SENCo, will send a copy of the report to you, which may offer ideas for support. You can make an appointment with the SENCo to discuss the report and your child's needs.

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

Support we can provide in school may include:

Self-confidence building

Jigsaw

Behaviour programmes including rewards and sanctions

School Counsellor

Structured lunchtime activities

## 7. Medical Needs

If your child has significant medical needs you will need to speak to SENCo and /or School Nurse to discuss how best we can support you and your child.

This may include drawing up a Health Care Plan.

Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of the staff have first aid qualifications.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries, speak to the class teacher first. If further support is required the class teacher will refer you to SENCo, School Nurse or Senior Leadership Team

The School Nurse holds a 'Drop-In' session every month, where parents can voice concerns or seek information. Contact the School Office to find out the time of the next session.

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

The services and expertise that we may access support from include:

Educational Psychologists  
Inclusion Consultants  
School Nurse  
Community Paediatricians  
Attendance Welfare Officer  
Speech and Language Therapists  
Occupational Therapists  
Physiotherapists  
School Counsellor  
Child and Mental Health Services (CAMHS)  
Early Help Around the Family (EHAT) team  
Sefton Women's and Children's Aid (S.W.A.C.A.)  
Visually Impaired Team  
Deaf and Hearing Impaired Team  
Social Services  
Venus

## 9. What training have the staff supporting children with Special Educational Needs or Disabilities had or are undertaking?

The Teachers and Teaching Assistants have had a wide range of training and experience of working with children with a varied range of needs, including:

Hearing Impairment

Vision Impairment

Specific medical conditions including Asthma, Diabetes, Epilepsy, Muscular Dystrophy, Williams Syndrome, Weber Sturge Syndrome and Eczema

Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia

Autistic Spectrum Disorder

Speech, Language and Communication Needs

Behavioural Difficulties

Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD)

Profound and Multiple Difficulties, including specific generic disorder

## 10. How will a child be included in activities outside the classroom, including school trips?

We would aim for every child to access visits out of school. Risk assessments are carried out and procedures are put in place. However, if it is deemed that an intensive level of support is required, a parent/carer may be asked to accompany their child.

## 11. How accessible is the school environment?

The school is built on one level and all areas are accessible.  
There are 3 toilets adapted for disabled users.

## 12. How will the school prepare and support my child when joining, Thomas Gray Primary School or transferring to a new school?

We have systems in place to support decisions and any transition to another school, as well as passing on supporting information.

## 13. 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/ resources.  
The SEN funding we receive is used to offset the cost of Support Staff, Teacher release time and resources.  
Resources are requested and ordered as necessary to support each pupil's learning.  
Regular meetings are held to monitor the impact of extra support and intervention programmes.  
The Governing Body is kept informed of funding decisions.

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

Each child is assessed individually according to the SEN Code of Practice and LA guidance.  
Personalised or group learning support programmes will be developed, depending on need.  
Additional assessments from outside agencies and services, such as Educational Psychologists, Speech and Language Support Services or Occupational Therapy Service will inform the types of support and / or resources required. The SENCo will be responsible for coordinating Special Educational Needs and Disabilities (SEND) provision.  
Regular review meetings with staff are carried out to discuss your child's progress and any additional needs that require support.

## 15. How will I be involved in discussion about and planning for my child?

All parents are encouraged to contribute. This may be through meetings with the class teacher and / or SENCO. We can also provide a Home/School homework book where concerns may be noted. School based learning support plans (when appropriate) will be reviewed three times a year with parents, pupils, and key staff.

## 16. Who can I contact for further information?

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

Class Teacher

SENCO

A member of the Senior Leadership Team

Pastoral Care Officer

If you have any further questions or feel that your child may have a special educational need, then please do not hesitate to contact us.

(The offer is accurate, however services are regularly reviewed and any information will be updated as soon as possible to reflect any new service offer)