



To believe, to achieve, to succeed – together

**Local Offer
SEND Offer**

Head teacher	Mrs Helen Goulder
Contact number	01869 810727
Special Educational Needs Coordinator (SENCO)	Mrs Helen Goulder
SEND Governor	Chris Fontana
OFSTED	1 May 2018 - Good
Age range	4-11 years
% of pupils with SEN support	14%
Number of pupils with a Statement of Special Educational Needs/ EHC plan	1

“How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?”

At Croughton All Saints we have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Croughton All Saints we aim to identify problems as early as possible and provide quality teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify pupils not making at least expected progress. Along with pupil tracking, any of the following may raise a concern:

- ✓ Parent/carer
- ✓ Child
- ✓ Class teacher
- ✓ Widening gap or failure to close a gap between self and majority of peers
- ✓ Feedback from outside agencies
- ✓ Records transferred from another school
- ✓ Baseline and ongoing assessments
- ✓ EYFS/KS1 results
- ✓ In- house testing and teacher assessment

If a concern is raised then the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. The class teacher will make adaptations

to the work and offer additional support as appropriate. If the difficulties persist, the SENCO may become involved. At this point, there may be the need for more specific assessments in school. The SENCO will discuss the next steps with you and your child.

“How do you identify children with special educational needs?”

A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going for all pupils in school. Children with additional needs are identified when, despite receiving differentiated learning opportunities, they:

- ✓ make little or no progress when teaching approaches are targeted particularly in a child's area of weakness
- ✓ show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ✓ present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- ✓ have sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum

In these cases, additional assessments are used to help us identify the specific need of the child. The class teacher and SENCO will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. The school may seek quality support and advice from other specialist agencies such as Autism Outreach, Speech and Language Therapist and the Educational Psychologist Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

“How will you support my child?”

“How does the school know how effective its arrangements and provision for children with special educational needs are? “

If your child is identified as having additional needs, in addition to in class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of ways including reading, maths, speech and language and social and emotional skills. If your child has a Statement of Special Educational Needs or an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan. Class teachers monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those who have been identified as having SEN. The SENCO, School Governors and Subject Leaders are involved in this monitoring process. In addition, a record of all additional support and outcomes is kept. To monitor the effectiveness of additional support for children identified as SEN, an individual support plan will monitor whether they achieve targets, what works well and progress made.

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

We meet with parents three times a year to review targets, discuss next steps and amend provision as necessary. Some pupils may require an individual support plan, a copy of which

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is shared at the initial meeting. Teachers regularly check your child's progress on meeting their targets and will review and change them as necessary. Parents are encouraged to talk to class teachers or make an appointment to speak with the SENCO if they have any concerns. Regular contact between parents and teachers may also involve a home-school diary or other means as appropriate.

“What is your approach to individual learning?”

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take account of different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

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

Croughton All Saints has space for small groups and individual withdrawal sessions. Staff are trained and further relevant training will be provided as appropriate. The Accessibility Plan is updated annually and is available on the school website as part of the Equality Policy. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEN pupils (e.g. reading materials, maths equipment, ICT and sensory equipment) We group pupils according to their needs and regularly review groupings in order to respond to pupil needs.

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

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENCO; this may be on a 1:1 basis or in a small group depending on the nature of the support and the needs of the child. The exact nature will depend on the significance of the difficulties. Class teachers will discuss additional provision with parents. Our aim is to provide enough help to support the pupil to become more independent with their learning, but not to become relation support, so that they are not ready for transition to the next educational setting.

“How will my child be included in activities outside the classroom including school visits?”

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example if your child has Autism Spectrum Disorder, it is possible they may be anxious about a school visit out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional materials and 1:1 as required.

“What support will there be for my child's overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors happiness and well-being through pupil interviews, surveys and the School Council. Where pupils are found to have needs around emotional and social development, provision is put in

place to meet these needs. Some pupils may have needs relating to behaviour and we work closely with parents to support such pupils in school. We have a Medical Safety Policy and if your child has additional medical needs, we will make arrangements by implementing a care plan. Your child's safety is of paramount importance to all staff at school. We have a Safeguarding Policy and all staff are regularly trained in looking for signs which indicate a concern.

“How will I raise concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCO. The SENCO at Croughton All Saints is Helen Goulder who is also the Head teacher.

**“What specialist services and expertise are available at or accessed by the setting? “
“What training have staff supporting SEND had?”**

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEN. Training needs are identified by staff themselves or by the SENCO to meet the needs of existing pupils or those known to be coming to school. All staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion about the needs of individual children.

The SENCO regularly attends Network meetings to keep up to date with local and national developments and to share best practice.

We work with a range of outside agencies to secure specialist expertise. These include:

- ✓ Speech and Language
- ✓ Educational Psychologist
- ✓ Specialist Teaching Service
- ✓ Community Paediatricians
- ✓ Health Visitors/School Nurse
- ✓ Autism Outreach Team
- ✓ Child & Adolescent Mental Health Service
- ✓ Behaviour Outreach Team
- ✓ Family Support Worker

“How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed annually as part of the Accessibility Plan. The school is on split site and the majority of the school is accessible to wheelchair users.

“How are parents involved in the setting? How can I get involved? Who do I contact for further information?”

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents evenings in the Autumn and Spring Term for all parents and children to meet with the class teacher to celebrate strengths and look at targets to work on. We also provide a comprehensive written report in the Summer Term for all children. We adopt a number of strategies to communicate with parents depending on your availability, informal meetings with staff at the start or end of the day, home-school diaries, emails and telephone conversations. Parents are welcome into the school building before or after school to discuss any issues with the teacher and if needed appointments for additional meetings can be made.

“How will my child's views be listened to?”

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We encourage and ask pupils to contribute their views about their needs and comment on the provision they receive. We do this through pupil interviews/surveys. Pupils are encouraged to put themselves forward as School Council Representatives, Sports Crew, Young Leaders, House Captains and Head boy and girl so they have the opportunity to be involved in making whole school decisions. Pupils are involved in the targets set on their support plans and encouraged to reflect on these.

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if it is not resolved, they should then make an appointment with the SENCO/Head teacher. The Chair of Governors is also available to listen to complaints and mediate to resolve any issues as is the SEN Governor. There is a Complaints Policy in school, in which such procedures are outlined. This policy is available on the school website.

“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education?”

At Croughton All Saints we have transition days in the summer term when pupils have the opportunity to spend some time with their new teacher and classmates. Each class has a representative on the Parent Forum group who will outline ways to help your child and discuss any issues you may have.

Children transferring to secondary school have a planned transition programme. Less confident children have the opportunity to attend the school for additional induction.

Children entering the school at 4+ visit the school on a number of occasions prior to the beginning of the new school year. The staff will visit the children in their pre-school setting and parents are asked to pass on information relevant to the development of their child. Pre-school providers meet with the SENCO and class teacher to discuss children causing concern. Initially the children will attend part time to allow them time to settle into their new surroundings and routines.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEN staff who will be supporting children at their new setting.

“Where can I find the local authority’s Local Offer?”

The school supports Northamptonshire County Council’s local offer, more information can be found on their website.

www.northamptonshire.gov.uk