

## Croftlands Junior School - Local Offer for Special Educational Needs & Disability

Question	Prompt	Answer
<p>How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• How do you identify children with special educational needs?</li> <li>• How will I be able to raise any concerns I may have?</li> </ul>	<p>The law states that a child has a special educational need if he / she has a:</p> <ul style="list-style-type: none"> <li>• Significantly greater difficulty in learning than the majority of others of the same age.</li> <li>• Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</li> </ul> <p>To identify pupils with SEN, Croftlands Junior School assesses each pupil's skills and levels of attainment on entry. Class teachers inform Mrs McMillan (SENCo) and Miss Styles (Head teacher) of any pupils working below the level expected of their age group. It may be that further discussion is required or school based assessment needed to help establish whether the child requires support which is additional to or different from that provided in the classroom. During pupil progress meetings with staff and at parents' evenings, lack of progress or concerns are identified and consideration given as to whether additional support is appropriate or necessary. If this is the situation then the child is recognised as having Special Educational Needs (SEN). Parents can also talk to their child's class teacher or ask to see Mrs McMillan to raise any concerns they may have.</p> <p>Croftlands Junior School will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:</p> <ul style="list-style-type: none"> <li>• Establishing a clear <b>assessment</b> of the pupil's needs.</li> <li>• <b>Planning</b> with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.</li> <li>• <b>Implementing</b> the interventions, with support of the SENCO.</li> <li>• <b>Reviewing</b> the effectiveness of the interventions and making any necessary revisions.</li> </ul>

		<p>Croftlands Junior School will make provision for pupils with the following 4 kinds of need:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, mental and emotional health</li> <li>• Sensory and / or physical</li> </ul> <p>The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.</p>
<p>How will the setting and staff support my child?</p>	<ul style="list-style-type: none"> <li>• Who will oversee and plan the education programme and who will be working with my child and how often?</li> <li>• What will be their roles?</li> <li>• How are the school's Governors involved and what are their responsibilities?</li> </ul>	<p>A number of different staff may be involved in providing a range of targeted additional support. Specific SEND roles at Croftlands include our SENCo (SEN Co-ordinator), HLTA and Senior Teaching Assistants (many of whom are specialists in particular areas, including Reading Intervention, Maths Recovery, support for children with autism, speech, language and communication needs etc.). We also have a SERIS (Social Emotional Resilience In Schools) worker who is able to support children with emotional needs.</p> <p>Frequency of intervention will be based upon individual need. All interventions will be recorded on SIMS and collated on the School's Provision Map.</p> <p>Directed by the Class Teacher and overseen by the SENCo, identified staff will work on a 1:1 basis, in small groups and/or in the classroom to support children with SEND to achieve their specific targets.</p> <p>The Governing Body has a responsibility to:</p> <ul style="list-style-type: none"> <li>• Fully engage parents and / or young people with SEN when drawing up policies that affect them.</li> <li>• Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.</li> <li>• Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.</li> </ul>

		<ul style="list-style-type: none"> <li>• Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.</li> <li>• Appoint a designated teacher for ‘looked after’ children where appropriate.</li> <li>• Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.</li> <li>• Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.</li> <li>• Publish annual information on the school’s SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.</li> <li>• Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school’s accessibility plan.</li> <li>• Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable year.</li> <li>• Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.</li> <li>• Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.</li> </ul>
<p>How will the curriculum be matched to my child’s/ young person’s needs?</p>	<ul style="list-style-type: none"> <li>• What are the school’s approaches to differentiation?</li> <li>• How will that help my child?</li> </ul>	<p>Class Teachers plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.</p> <p>Class Teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.</p> <p>Class Teachers use appropriate assessment to set targets which are deliberately ambitious.</p>

		<p>Areas of weakness are targeted. High quality teaching is used as a first response to support children who have been identified as making less than expected progress.</p> <p>Lessons are planned which address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.</p> <p>Children's individual needs at Croftlands Junior School are also met through differentiated provision. Challenging, yet achievable tasks are provided to meet the needs of children of varying abilities. Additional support may be required to help a child access the curriculum, for example; through targeted interventions, provision of additional resources, use of good role models and access to a Teaching Assistant.</p>
<p>How will I know how my child is doing, and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</li> <li>• How does the school know how well my child/young person is doing?</li> <li>• How will I know what progress my child should be making?</li> <li>• What opportunities will there be for regular contact about things that have happened at school?</li> <li>• How will you explain to me how his or her learning is planned and how I can help support</li> </ul>	<p>Parents are always very welcome to contact the Class Teacher to discuss their child's progress. Pupil progress is monitored in school on an ongoing basis and staff would be happy to share information about your child's expected progress / actual progress.</p> <p>Good communication between home and school is important to us. The frequency of opportunities for regular contact is determined by individual need. For example; a child with a statement / Education Healthcare Plan will be invited to termly meetings with the SENCo &amp; Senior Teaching Assistant to discuss their Individual Education Plan (IEP), as well as to attend an Annual Review and other specialist meetings. Some families are involved in regular Team Around the Child/Family meetings with professionals, for others a home/school book is useful for sharing information. In some cases, Class Teachers agree weekly contact with parents / carers if a pupil is experiencing specific difficulties.</p> <p>Staff are also pro-active about contacting parents if there is cause for concern.</p> <p>Parents are encouraged to support their children's learning outside of school. The Class Teacher / SENCo can offer suggestions regarding this, and there are various opportunities for parents to develop their knowledge and skills through events provided by school and the Ulverston Children's Centre.</p> <p>Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:</p>

	<p>this outside of the school?</p> <ul style="list-style-type: none"> <li>• How and when will I be involved in planning my child's education?</li> <li>• Do you offer any parent training or learning events?</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the child or young person as an individual, not their SEN label.</li> <li>• Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.</li> <li>• Highlight the child or young person's strengths and capacities.</li> <li>• Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.</li> <li>• Tailor support to the needs of the individual.</li> <li>• Organise assessments to minimise demands on families.</li> <li>• Bring together relevant professionals to discuss and agree together the overall approach.</li> </ul> <p>Croftlands Junior School will make regular assessments of all pupils to ensure that the intervention:</p> <ul style="list-style-type: none"> <li>• Ensures that the child's progress is similar to that of their peers starting from the same baseline.</li> <li>• Matches or betters the child's previous rate of progress.</li> <li>• Closes the attainment gap between the child and their peers.</li> <li>• Prevents the attainment gap growing wider.</li> </ul>
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• What is the pastoral, medical and social support available in the school for children with SEND?</li> <li>• How does the setting manage the administration of medicines and providing personal care?</li> </ul>	<p>A range of support is available at Croftlands for children with SEND, including; pastoral, physical &amp; medical, emotional and social support. This is co-ordinated by Mrs McMillan (SENCo) in liaison with other staff at Croftlands.</p> <p>Our SERIS (Social Emotional Resilience In Schools) worker supports children with emotional needs.</p> <p>For some children, Healthcare Plans are put in place to ensure medicines are correctly administered and that staff are aware of a child's medical needs.</p>

	<ul style="list-style-type: none"> <li>• What support is there for behaviour, avoiding exclusions and increasing attendance?</li> <li>• How will my child be able to contribute his or her views?</li> <li>• How will the school support my child to do this?</li> </ul>	<p>For some children, a higher level of personal care may be required, such as toileting support and intimate care. Facilities are available, policies are in place and individual toileting plans can be written to support the child. We have a very clear behaviour policy with expected behaviours and consequences of inappropriate behaviour. This has been agreed with the children through School Council and is reviewed every two or three years. Any sanctions/approaches that need to be different from policy are identified in a child's IEP.</p> <p>At Croftlands, it is important to us to take the child's views into account. We encourage children to be involved in their own target setting and provide space on the IEP for their personal thoughts. Children are supported by their Class Teacher or familiar support staff to express and record their views. Some children also co-write a Personal Passport describing their strengths, needs and effective strategies. These are especially useful at the transition stage to senior school.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• Are there specialist staff working at the school and what are their qualifications?</li> <li>• What other services does this school access including: health, therapy and social care?</li> </ul>	<p>A number of our staff have specialist SEN expertise, experience and qualifications in working with children on the autistic spectrum, in Reading Intervention, Maths Recovery, Team Teach, SERIS, dyslexia, speech, language and communication etc.</p> <p>Specialist support can be accessed by Croftlands. This includes health, therapy services and social care, as well as advice from specialist advisory teachers, the local Children's Centre and educational psychologists.</p>
<p>What training is the staff receiving, or have completed to support children with SEND?</p>	<ul style="list-style-type: none"> <li>• Detail staff development and access to training and when this is reviewed and refreshed</li> <li>• Do you have any specialist staff and what do they specialise in?</li> <li>• Do any other services work closely or in</li> </ul>	<p>Staff development in SEN is carried out on an ongoing basis according to need. Training includes sessions on specific issues as well as disability awareness.</p> <p>Individual staff have chosen to participate in training to develop their skills in specific SEN areas. These include Reading Intervention, Maths Recovery, support for children with autism, speech, language and communication needs.</p>

	<p>conjunction with your service?</p>	<p>Specialist support can be accessed when required; referrals can be made by the SENCo or a team of appropriate professionals can be brought together through a 'Team Around the Child' approach.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> <li>• Is the building fully wheelchair accessible?</li> <li>• Have there been improvements in the auditory and visual environment?</li> <li>• Are there disabled changing and toilet facilities?</li> <li>• How does the school communicate with parents/carers whose first language is not English?</li> </ul>	<p>The school environment is accessible to children with disabilities. Croftlands is wheelchair accessible and disabled toilet and changing facilities are provided. We have two classrooms upstairs which are inaccessible to wheelchair users but this does not impact on the provision we provide and reasonable adjustments are made to accommodate all learners, parents, carers and the wider community.</p> <p>School adapts its means of communication in order to reach all parents, including those with disabilities and whose first language is not English.</p>
<p>How will the school prepare and support my child in joining the school, or transferring to a new school, or the next stage of education?</p>	<ul style="list-style-type: none"> <li>• What preparation will there be for both the school and my child before he or she joins the school?</li> <li>• How will he or she be prepared to move onto the next stage (transition)?</li> <li>• What information will be provided to his or her new school?</li> <li>• How will you support a new school to prepare for my child?</li> </ul>	<p>Transition programmes are put in place dependant on the child's individual needs.</p> <p>Croftlands Junior School liaises with Croftlands Infant School to ensure a smooth transition between phases.</p> <p>Where additional needs are established at the child's previous school, the Head Teacher, SENCo and Class Teacher will liaise with staff for information regarding the child's needs. Parents will be invited to meet with the class teacher and SENCo to discuss their child's requirements. School staff will be happy to attend relevant meetings, such as Team Around the Child meetings or Annual Reviews in advance of the child joining the school. Where appropriate, the child may be invited to visit the school with a keyworker, in addition to the usual transition arrangements.</p> <p>When a child with additional needs is leaving Croftlands, additional enhanced transition is put in place. This may include accompanied visits to the new school, opportunity for new school staff to meet with the child at Croftlands and meetings with parents and both schools' SENCos. A transition</p>

		programme is developed according to individual needs and appropriate materials are used to ensure the child is fully supported in understanding what can be expected at the new school. When a child is moving schools, the Croftlands SENCo is responsible for liaising with the SENCo of the new school. SEN files are transferred and information passed on, including all reports, IEPs, Annual Review information, guidance documents etc.
How are the schools' resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> <li>• How are the schools' special educational needs budget allocated?</li> </ul>	School resources are allocated and matched to children according to their special educational needs. This is an ongoing process of assessment and monitoring to ensure appropriate support is in place where it is required. Regular liaison takes place between the SENCo, the Head Teacher and the Bursar to ensure budgets are effectively managed.
How is the decision made about what type, and how much support, my child will receive?	<ul style="list-style-type: none"> <li>• In the decision-making process who will make the decision and on what basis?</li> <li>• Who will be involved?</li> <li>• How will I be involved?</li> <li>• How does the school judge whether the support has had an impact?</li> </ul>	<p>Support is allocated following consultation with individuals involved in recognising, identifying and offering support &amp; guidance regarding the child's needs.</p> <p>For example; school may seek advice from Specialist Advisory Teachers, Educational Psychology, Speech Therapy etc. In this way, the most effective support can be determined. All interventions are monitored for effectiveness on a termly basis. Pupils' progress is also tracked, results of assessments are analysed and IEPs are reviewed and discussed, in order to ascertain the impact of support.</p>