



	SEND Governor – Diane Pratt	<ul style="list-style-type: none"> <li>• He, along with the support of the SENDco, must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> <li>• Hold teachers to account over the progress of pupils with SEND and interventions provided through regular pupil progress meetings.</li> </ul> <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made available for any child who attends the school who has a SEND</li> </ul>
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## HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as advisory teachers or specialist teachers
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychology etc.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What would this mean for a pupil with SEND?	Who can get this kind of support?
<u>Teaching and Learning</u> What are the different types of support available for children with SEND in this school?	Class teacher input via targeted support or adaptive teaching methods	Ensuring that the teacher has the highest possible expectations for a child with SEND and for all other pupils in their class. <ul style="list-style-type: none"> <li>• Ensuring that teaching and lessons are adapted to suit the needs of all children, enabling them to access the same learning alongside their peers. This may be through adult support, alternative methods of recording, concentration resources, picture prompts etc.</li> <li>• Ensuring that all teaching is based on building upon what a child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that a child with SEND is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. The teacher may put in place specific strategies (which may be suggested by the SENDCO or outside agencies) to support a pupil to learn.</li> </ul>	All children in school should be getting this as part of quality first teaching.

	<p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> <li>• Delivered in the classroom or outside.</li> <li>• Delivered by a teacher, HLTA, Senior level or class teaching assistant who has had training to run these groups.</li> </ul>	<p>The class teacher will have carefully checked on a pupil's progress and will have decided that specific children may have gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This may be done alongside the SENDco or with the Head teacher during pupil progress meetings.</p> <ul style="list-style-type: none"> <li>• A TA/teacher or outside professional (like a Speech and Language Therapist) may run group sessions either in a small group or within the classroom setting. Although they may be planned for and delivered by the STA, they are the responsibility of the class teacher who over sees the strategies and objectives being delivered.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning. These children now have needs that would be best met with strategies that are above and beyond what is being taught within the class.</p>
	<p>Individual support that is used for strategies and targets specifically personalised to a child with a SEND.</p> <ul style="list-style-type: none"> <li>• Delivered in the classroom or outside.</li> <li>• Ran by a teacher or teaching assistant who has had training to deliver these interventions.</li> </ul>	<p>A pupil will have been identified by the class teacher/SENDco (or a parent may have raised a concern) as needing more specialist input instead of or in addition to classroom teaching and intervention groups.</p> <ul style="list-style-type: none"> <li>• Parents/Carers will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward.</li> <li>• Parents may be asked if they consent to an Individual Education Plan (IEP) which details learning targets that are specific to a child. These targets are beyond what is found in everyday classroom teaching and need a personalised approach for the pupil.</li> <li>• When a pupil is placed on an IEP, they are written into the schools SEND register that is overseen and managed by the SENDco. Parents must be informed of this.</li> <li>• The school may suggest that a child needs some agreed individual support in school. They will inform the parents of how the support will be used and what strategies will be put in place.</li> </ul>	
	<p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups AND/OR Individual support using the same agencies</p>	<p>Parents will be asked to give permission for the school to refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This is done through the Early Help referral process (more information can be found on the Cumberland Councils local offer). This will help the school and parents understand the pupil's needs better and be able to support them better in school.</p>	<p>Children with specific barriers to learning that cannot be overcome through Teaching and intervention groups.</p>

		<ul style="list-style-type: none"> <li>• The specialist professional will work with the pupil to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>o Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>o Support to set skilled targets which will include their specific expertise for teachers to implement</li> <li>o A group ran by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</li> <li>o A group or individual work with outside professional</li> </ul> </li> </ul>	
	<p>Specified Individual support for your child of more than 11 hours in school.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means that a pupil will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching (more than 11 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually a child will also need specialist support in school from an outside agency. This may be from:</p> <ul style="list-style-type: none"> <li>• Specialist Advisory Teaching Services for ASC or Sensory/Medical difficulties (for students with a hearing or visual need) etc.</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<p>The school (or parent) can request that the Local Authority carry out a statutory assessment of a pupil's needs. This is a legal process and more information about this can be found in the Cumbria County Council Local Offer. <a href="http://www.cumbria.gov.uk/childrenservices">http://www.cumbria.gov.uk/childrenservices</a> After the school have sent in the request to the Local Authority (with a lot of information about the child, including some from the parent) they will decide whether they think a pupil's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining their specific needs. If they do not think a pupil needs this, they will ask the school to continue with the support that they are already providing.</p> <ul style="list-style-type: none"> <li>• After the reports have all been sent in, the Local Authority will decide if a child's needs are severe, complex or lifelong and that they need more than the hours that school are able to provide to make good progress. If this is the case, they will write an Educational Health Care Plan alongside parents and all involved with the child.</li> <li>• The draft Educational Health Care Plan will outline the number of hours of individual/small group support a child will receive from the Local Authority and how the support should be used; detailing the strategies that must be put in place. It will also have long and short-term goals for the pupil. Parents will be asked to approve the plan and have a say as to what the funding</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> <li>• Need more than 6 hours of support in school</li> </ul>

		<p>their child has been allocated will be used for e.g. support in school, from outside agencies etc.</p> <ul style="list-style-type: none"> <li>• Again, more information about this process can be found on the County Council Website/Local Offer</li> </ul>	
How can parents let the school know they are concerned about their child's progress in school?	<ul style="list-style-type: none"> <li>• If parents have concerns about their child's progress, they should initially speak to their child's teacher.</li> <li>• The concerns may need referring to the SENDCO Rachel Frampton.</li> <li>• If parents continue to feel that their child is not making progress, then they should speak to the Head teacher or the school SEND Governor who will liaise with the appropriate staff members.</li> </ul>		
How will the school-let parents know if they have any concerns about their child's learning in school?	<p>When a teacher or a parent has raised concerns about their child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO</p> <ul style="list-style-type: none"> <li>• At St Herbert's C of E Primary and Nursery School, this usually takes place on a needs basis and staff are quick to pass on any concerns regarding pupils to the SENDco.</li> <li>• At St Herbert's, there are regular pupil progress meetings between the Head and class teachers to ensure all children are making good progress. This is another way a pupil may be identified as not making as much progress as they could be.</li> <li>• At St Herbert's' the class teachers have responsibility for monitoring their own class data to ensure good progress is being made by all pupils. Again, this could be a way a child is identified as needing further support.</li> <li>• The SENDco also analyses data each term to identify pupils who may have a SEND or are not making enough progress and talk to teachers about possible interventions.</li> <li>• If a child is then identified as not making progress the school will set up a meeting to discuss this with parents in more detail. <ul style="list-style-type: none"> <li>o To listen to any concerns that they may have too</li> <li>o To plan any additional support a child may receive</li> <li>o To discuss with parents any referrals to outside professionals to support a child's learning</li> </ul> </li> </ul>		
How is extra support allocated to children and how do they move between the different levels?	<p>The school budget, received from Cumberland Council, includes some money for supporting children with SEND.</p> <ul style="list-style-type: none"> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, based on needs in the school.</li> <li>• The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> <li>o the children getting extra support already</li> <li>o the children needing extra support</li> <li>o the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>		

### Working Together

Who are the other people providing services to children with a SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Assistants</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• School Improvement Services – Specialists for ASC, EAL, Early Years etc.</li> </ul>
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Community Paediatrician</li> <li>• Occupational Therapy</li> <li>• Specialist Nurses for medical conditions such as epilepsy, diabetes etc.</li> </ul>

### Staff Development and Training

How are the teachers in school supported to work with children who have a SEND and what training do they have?	<p>The SENDCO's role is to support the teachers in planning for children with SEND.</p> <ul style="list-style-type: none"> <li>• The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as ASC, behaviour etc.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from specialists for autism etc.</li> <li>• In school training from relevant professionals</li> </ul>
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### Teaching and Learning

How will the teaching be adapted for a child with learning needs (SEND)?	<ul style="list-style-type: none"> <li>• Teachers plan lessons according to the specific needs of all groups of children in their class and by following the school's teaching and learning policy.</li> <li>• The school follows research from the Education Endowment Foundation regarding adaptive teaching in school and use their '5 A Day' approach to ensure all children receive the same learning opportunities as their peers.</li> <li>• Teaching Assistants will support with a child's learning in the classroom where appropriate.</li> <li>• Specific resources and strategies will be used to support a child individually and/or in groups.</li> <li>• Planning and teaching will be adapted daily if needed to meet a child's learning needs.</li> <li>• Children with statements or EHC Plans will have some work planned specifically for them by their learning support assistant.</li> </ul>
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### Pupil Progress

What support do we have for parents of child with a SEND?	<ul style="list-style-type: none"><li>• We would like parents to talk to the child's teacher regularly, so we know what they are doing at home and we can tell parents about what we are doing in school. We hope this will make sure that we are doing similar things to support a child both at home and school and can share what is working in both places.</li><li>• The SENDCO is available to meet with parents to discuss a child's progress or any concerns/worries they may have.</li><li>• All information from outside agencies will be discussed with a parent and with the person involved directly, or where this is not possible, in a report. The SENDCO or class teacher will also arrange to meet with parents to discuss any new assessments and ideas suggested by outside agencies for a child.</li><li>• Useful SEND groups are shared with parents via social media.</li><li>• Useful tips and strategies are also shared via social media.</li></ul>
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### Accessibility

How have we made St Herbert's CE Primary and Nursery School accessible to children with SEND? (read alongside the school accessibility plan)	<ul style="list-style-type: none"><li>• We ensure that equipment used is accessible to all children regardless of their needs.</li><li>• We provide emotional support through nurture groups.</li><li>• Learning spaces are adapted to suit the needs of the child.</li></ul>
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### Transition

How will the school support a child when they are leaving this school or moving to another Year?	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"><li>• If a child is moving to another school:<ul style="list-style-type: none"><li>o We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for them and to organise extra transition programmes if needed.</li><li>o Staff from the next school are invited into our school to meet the child and observe them in class.</li><li>o Personalised transition plans are put in place</li><li>o We will make sure that all records about a child are passed on as soon as possible.</li></ul></li><li>• When moving years in school:<ul style="list-style-type: none"><li>o Information about your child will be shared with their new teachers</li><li>o If a child would be helped by a personalised plan for moving to another year, we will put this in place.</li></ul></li></ul>
How will we support a child if they are moving to our school?	<p>If a child is transferring or entering our school,</p> <ul style="list-style-type: none"><li>o We will contact the previous SENDCO or Nursery SENDCO and ensure we know about any special arrangements or support that need to be made for the child.</li><li>o We will make sure that we receive all records about the child from their previous setting.</li><li>o We will arrange transition visits if necessary to ensure that a child is confident with their move.</li><li>o We will provide transfer photo books if necessary for pupils to familiarise themselves with the school.</li></ul>

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|  | <ul style="list-style-type: none"><li>o We will meet with parents to discuss any concerns that they may have and to gain information to make a child's transition a happy one.</li><li>o If necessary, we will visit the setting that a child is transferring from.</li></ul> |
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**If you have any further questions, please contact us at school and we will be happy to help**