

Thorpe Educational Partnership - Local Offer

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

"Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

In the Thorpe Educational Partnership children and students are identified as having SEN through a variety of ways including the following:-

- Liaison with Infant school/previous school/and schools within the Partnership
- Child performing below age expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical, sensory
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO

- Talk to us - firstly contact your child's class teacher or SENCO in the primary schools; in the secondary school, contact your child's Head of House or SENCO.
- We pride ourselves on building positive relationships with parents and working as a team.

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher/subject teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

- Our SENCOs oversee all support and progress of any child requiring additional support across the school.
- There may be support staff working with your child either individually or as part of a group, if this is seen as necessary by the SENCO. The regularity of these sessions will be explained to parents when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher (in the primary school) or SENCO (in the high school) will explain provision to parents/carers and will discuss your child's needs, support and progress regularly.
- For further information the SENCO is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCO reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for SEN spending with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

HOW DO THE SCHOOLS IN THE PARTNERSHIP APPROACH DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class/subject area is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class/subject area, including individual differentiation.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own level and with regard to their learning style.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome any time to make an appointment to meet with either the class teacher in the primary schools or the SEN team in the secondary school to discuss your child's progress. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. See your school's website: each school has its own method of communication.
- If your child has a Statement of SEN, a formal meeting will take place to discuss your child's progress annually.

Education, Health and Care Plans will replace Statements of SEN over the next three years.

HOW DOES THE PARTNERSHIP KNOW HOW WELL MY CHILD IS DOING?

- We measure children's progress in learning against National expectations and age related expectations.
- The class/subject teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a Partnership, we track children's progress regularly throughout their time at school, using a variety of different methods.
- Children who are not making expected progress are picked up through the rigorous termly monitoring in each school. Appropriate interventions will be introduced to help children to reach their potential.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE PARTNERSHIP?

- We are an inclusive Partnership; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to well-being. We have caring, understanding teams looking after our children and young people both within individual schools and across the Partnership. For example, a primary school Pupil Support Worker and a secondary school Student and Family Counsellor work with vulnerable children and parents during the school day. All schools in the Partnership take a strong stance against bullying of all types; see individual school policies.

- In the primary schools, the class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. In the secondary school, please contact the Head of House. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- Each school in the Partnership has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained.
- Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children/young people.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- As a Partnership we promote positive behaviour.
- Each school in the Partnership supports any child with identified behavioural needs and relevant interventions are put in place.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult and take a restorative justice approach where appropriate.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the schools.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council in individual schools, which have an open forum for any issues or viewpoints to be raised. Individual School Councils also send representatives to the Partnership Schools Council.
- Pupils' views are sought regularly regarding their experience of school.
- If your child has a Statement of SEN their views will be sought before any review meetings.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE PARTNERSHIP?

- Our SENCOs meet regularly to share expertise.
- As a Partnership we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists;
 - social care, including family support workers, social workers;
 - Educational Psychologists;
 - Other local specialists and charities, e.g. Autism Anglia.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

Within the Partnership, we share expertise across the schools. We have staff with the following qualifications:

- Level 7 OCR (to identify specific learning difficulties);
- Level 5 OCR (specialist teaching of specific learning difficulties);
- Level 3 OCR specialist knowledge of specific learning difficulties;
- Makaton and SignAlong (signing)

In addition, teaching staff and support staff have benefited from Partnership training in, for example in:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Condition
- Visual stress (e.g. Meares Irlen)

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children and young people are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered

unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE ARE THE SCHOOL ENVIRONMENTS?

See individual schools' Single Equalities Schemes and Accessibility Plans. All schools aim to make their schools as accessible as possible within the constraints of the site.

- We liaise with EAL (English as an Additional Language Service) who assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. Partnership schools also visit children in their current setting where appropriate.

- We write social stories with children if transition is potentially going to be difficult.

- When children are preparing to leave our primary schools for our Partnership secondary school,

we arrange additional visits. At Thorpe St Andrew High School and Sixth Form, we run a programme specifically tailored to aid transition for the more vulnerable pupils.

- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If your child has complex needs then a Statement (or Education, health and Care Plan) review will be used as a transition meeting, during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOLS' RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

- We have a team of support staff who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.

- The budget is allocated on a needs basis which is reviewed regularly.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The Partnership recognises that excellent teaching enables every child to make the best progress.
- Support staff will always work under the close direction of a class/subject teacher. Support staff recognise that children/young people need to become independent learners and therefore they may be assigned to more than one child/young person.
- The class/subject teacher alongside the SENCO will discuss the child's needs and what support or teaching strategy would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- We use the Assess, Plan, Do, Review approach to monitor impact.
- We measure impact by looking at progress in any of the following areas:
 - Communication and Interaction (speech and language)
 - Cognition and Learning (e.g. English and Maths)
 - Social, Mental and Emotional Health
 - Sensory and Physical
- Verbal feedback from the teacher, parent and pupil contributes to evidence of progress.
- Children may no longer be considered to have SEN when they have made sufficient progress in any of the above areas.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact in the primary schools is your child's class teacher to share your concerns. In the secondary school, it would be your Head of House or a member of the SEN team.
- Look at the SEN policy on our Partnership website.
- Contact Parent Partnership - www.norfolkparentpartnership.org.uk

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Places are allocated by the Local Authority.

Contact the school office in each school for an appointment to meet the appropriate member of staff.

For contact details of Local Authority Children's Services personnel, go to <http://www.schools.norfolk.gov.uk>