



Nayland Primary School Local Offer

What is the SEND Local Offer?

Suffolk's SEND Local Offer can now be found [here](#)

SEND is short for Special Educational Need and/or Disability. The government has listened to parents' opinions of their experience of services and has introduced measures to bring about improvements. One of these is the Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

Local Authorities and other services will set out a local offer of all services available to support children who are disabled or who have a Special Educational Need and their families. The Local Offer should enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector.

The offer includes provision from birth to 25 across education, health and social care with a focus on the outcomes considered important by the children, parents and carers involved.

The intended outcomes of the Local Offer are:

- To provide clarity and confidence for parents
- To support earlier intervention
- To reduce the need for assessment
- To identify need and gaps in provision
- To provide an evidence base for improving progress and
- To secure better outcomes at school and local level

What is a special education need?

The term 'special educational need' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

The Code of Practice refers to four main areas of Special Educational Needs. These areas are explained below:

Communication and Interaction

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language

Cognition and Learning

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning.

Sensory and/or Physical

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration.

Social, Emotional and Mental Health

A child may have difficulties with their social and emotional development which may include depression, anxiety, attachment disorders, issues with self-image etc.

If your child has a special educational need, they may need extra help in a range of areas such as:

- Schoolwork
- Reading, writing, number work, or understanding information
- Expressing themselves, or understanding what others are saying
- Making friends, or relating to adults
- Behaving appropriately in school
- Emotional wellbeing
- Organising themselves
- A sensory, medical or physical need which may affect them in school

All teachers are teachers of SEND children and as such provide quality first teaching which takes their needs into account.

Nayland School strives to continually improve inclusive practice and to make the curriculum as accessible as possible for all children. We follow the VSEND model to support this.

We adopt the graduated approach to special educational needs:

Assess, Plan, Do, Review

All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.

Children make progress at different rates and have different ways of learning. Teachers take account of this by thinking carefully about how they organise their lessons, classroom, and resources. The teacher will then choose suitable ways to help your child learn from a range of activities.

Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.

For children with Special Educational Needs and Disabilities we aim:

- to create an environment that meets the special educational needs of each child;
- to ensure that special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents and carers are able to play their part in supporting their child's education;
- to ensure that our children, parents and carers have a voice in this process.

Who do I contact about the progress of my child?

If you are worried about your child's progress, talk to your child's class teacher in the first instance. If your child requires additional help, or has additional needs, the SENCO will become involved and will help to create a learning action plan for your child.

It is usually possible to talk to the class teacher on an informal basis at the end of a school day, but if you require a longer meeting, or a meeting with the SENCO or head teacher, please telephone the school office to make an appointment.

Our SENCO, Mrs Chappell, has the National Award for SEN Coordination and Mrs Smith from our school governors, who has special responsibility for SEN, works with the SENCO to monitor and evaluate SEN provision in the school.

How will I know if my child has Special Educational Needs?

The school identifies children who may need support in the following ways:

Through shared information from:

- Parents and carers
- Previous settings (i.e. nurseries, playgroups, child-minders)
- Colleagues
- Integrated Support Services
- Children themselves
- Through observation and consultation, particularly if there is a change in behaviour or expected progress
- Through our school's assessment procedures

The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.

What will happen if my child needs SEN support?

Schools and other agencies can help most children overcome their difficulties quickly and easily, but a few children will need extra help for some or all of their time in school.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. It goes beyond the provision normally provided as part of the high quality teaching that occurs in our classrooms. It may take the form of additional support from within school or requirement involvement of specialist staff or resources.

If a child has special educational needs they will be recorded in one of two categories:

- SEN support
- Educational Health and Care Plan (EHCP) [*formerly Statement of Special Educational Needs*]

SEN Support

If your child is identified as needing additional SEN support this will be fully discussed with you and your child and a Learning Action Plan will be developed. This will be reviewed with you and your child on a regular basis and the school will ensure that the plan is carefully monitored and adapted where appropriate.

When there is a concern related to specific areas of education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the class teacher or teaching assistant.

Interventions will be recorded on a child's Learning Action Plan and/or Pen Portrait. Diagnoses and other health reports will be circulated to all staff who work with a child.

Occasionally it will be necessary to seek advice from outside agencies, such as:

- Suffolk Specialist Education Services, which comprises services across the 4 areas of need:
 - 1) Cognition & Learning Service, incorporating the Outreach Team previously commissioned through SENDAT and the new Specific Learning Difficulties Team (SpLD) formerly Dyslexia Outreach Team;
 - 2) Communication & Interaction Team, incorporating the Speech, Language and Communication Needs (SLCN) Outreach team and County Inclusion Support Services (CISS)
 - 3) Social, Emotional and Mental Health, incorporating CISS;
 - 4) Physical, Sensory Service, incorporating Hearing Impaired, Visually Impaired, Multi Sensory Impaired and the Specialist Learning Support Assistant service
- Educational Welfare Officers
- Whole School Inclusion Team, providing advice from the Psychology & Therapeutic Service, specialist teachers and inclusion practitioners
- Children's Therapy Teams (Speech & Language / Physiotherapy / Occupational Therapy)
- School Nurse and Paediatric Team
- CAMHS (Child and Adolescent Mental Health Services)
- Children and Young People's services
- Alternative Tuition Service
- The Integrated Team (through the CAF process)

A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged and support may change.

EHCP

In some cases, children with more complex needs will need further assessment and may require a single education, health and care (EHC) plan. The EHC plan will place great emphasis on personal goals and will describe the support a child will receive whilst in education. It will give details of specific individual provision which may include a high level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. EHCP/Statements are reviewed annually with parents in addition to the regular progress meetings.

A child whose complex needs require an EHC may be given a personal budget to support their needs. Parents will be able to decide with the school how best to use this budget.

What is a Common Assessment Framework and who is it for?

A CAF is a way of everyone working together with families, which puts your needs at the heart of decisions made about you and your children. A CAF is put in place to ensure that services working with children and their families understand and are able to respond to children's needs and it enables services to gather and share information so they can make decisions with you about the types of support you and your children need. A teacher, a health worker, or anyone else who provides your family with information and support can go through the CAF process with you.

CAF key points

- If your child needs extra support, the Common Assessment Framework (CAF) will help your child receive the right support at an early stage.
- The CAF is not a referral process, but a request for services.
- The CAF is voluntary – you and your child, or a young person can choose to be involved. You can also choose which service providers you want your information to be shared with.
- As the CAF is a shared assessment, you and your child will not have to repeat the same details to different workers.
- A CAF cannot guarantee that a service can be provided but it will provide evidence of a need to access a service and it will also help to provide evidence of any gap in provision of services.

What support will my family receive?

If a number of people are providing support for your child, they might meet together with you as a Team Around the Child (TAC) and one of these people may be appointed as a lead professional. They'll be the main contact and coordinate the different services you are involved with.

Will my child be able to access all aspects of school life?

Nayland Primary School has single level access, with ramps and accessible toilet facilities. However, there are some steps within the school which may need adapting for wheelchair users to access all areas of the school by common routes. We have a Soundfield System in all classrooms.

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be invited to accompany their child during the activity.

The school aims to ensure that it provides appropriate resources to support children's learning, their access to the curriculum and school life in general.

What will happen when my child moves school?

The school liaises with SENCOs in receiving schools, such as the local high schools, to make sure that vital information is shared and appropriate support can therefore be put in place.

Where can I find further information?

SENDIASS (Special Educational Needs and Disabilities Independent Advice and Support Service) provides independent individual information and advice for parents of children with special educational needs. Contact:
Telephone No. 01473 265210
email: sendiass@suffolk.gov.uk

Access Unlimited is the One Stop Shop for children with special educational needs or disabilities. Information can be found at the following link: <https://www.access-unlimited.co.uk/>

Other information can be found at the **Department of Education** at the following link:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

The School Offer will be reviewed annually to reflect the changing needs of children who join and develop in the school. Part of this review process will involve contributions from parents, children and other stakeholders.