



SEND Local Offer

September 2022

Date for next review September 2023

**Regulation 3 Special Educational Needs and Disability (Information)
Regulations (2014)**

This document was reviewed in Sept 2022 School

Name: Sherrier Primary School

Address:

Bitteswell Road

Lutterworth

Leics LE17 4EX

Telephone Number: 01455552791

Name of Head teacher: Lyndsey Beckett

Head teacher contact details: 01455552791

Website address: www.sherrier.leics.sch.uk

Facebook account details: N/A

Twitter Feed details: @SherrierCE

School/College Specialism: Primary School

Age Range of students (start and finish) to include Post 14 onwards where relevant): 4-11 yrs

Date of Last Inspection: 1st & 2nd Nov 2016

Outcome of last inspection: Good

Does school/college have a specialist designated unit/additional learning support department? yes No

Total number of students with special educational needs at setting : 49

Total number of students receiving additional learning support:49

1. The kinds of special educational needs for which provision is made.

Sherrier Primary School is a mainstream setting; as such the School has a commitment to inclusion within the framework of an entitlement for all children to have access to the broad, balanced, comprehensive curriculum. We are also committed to maximum integration, appropriate to meeting individual needs. We recognise that in order to meet those individual needs it is, at times, necessary to provide alternative arrangements for some students. We are dedicated to an inclusive school and curriculum, which will maximise the potential of all students.

We are committed to ensuring that all of our students experience the very best education that can be provided for them. We make specific provision for students with learning difficulties, for students with sensory and physical impairments, for those with speech and language and communication difficulties, for students in distress and for those with emotional, social and mental health difficulties.

2. Information about policies for the identification and assessment of pupils with special educational needs.

The SENDCo is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- the day to day operation of the school's Special Educational Needs Policy.
- assisting staff in the identification and assessment of pupils with SEND.
- advising on classroom and other appropriate strategies.
- liaising with parents, support staff and other external agencies.
- maintaining the school's SEND files and record.
- informing and advising the governors.
- continuing their professional development in SEND.
- contributing to staff training.
- managing the budget for SEND in conjunction with the Head teacher.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- • working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

High quality teaching, adapted for individual children is always seen as the first step in responding to those who may have SEND.

SEND issues are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEND support staff and class teachers.

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Sherrier Primary School has established a three staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice and extended through our methods of provision. These stages are: School monitoring, SEND Support and Education Health and Care Plan (EHCP). The first stage is a school based stage where it is anticipated the needs of pupils can be met through school based provision. Where pupils at this level are showing increased levels of need and involvement from external agencies a SEND Support Plan will be put into place to access resources over and above what the school is able to provide. These SEND Support Plans will be reviewed in line with the schools systems of assessing, planning and reviewing progress. This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities and that the majority of children will lie at the School monitoring and SEND Support Stage. Prior to placing a child

on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need and consulting the Special Educational Needs Coordinator, complete a Registration of Concern. Initial action to address those needs and concerns is taken and progress monitored carefully.

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties, which are not improved by the behaviour management policy employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

Causes of concern for classroom teachers and parents **might** be:

- **Reading** : reading age one year below chronological age; standardised score of 87 or less in formal assessments; child finding age appropriate texts difficult to read and understand.
- **Language** : speech lacks structure; vocabulary is limited; poor understanding of spoken or written language; lack of expressive language skills.
- **Speech** : speech sounds are unclear and when writing, spelling is affected; reluctant to talk to peers or adults.
- **Listening Skills** : finds responding to instructions difficult and is unable to sit and listen for any period of time.
- **Visual Skills** : has difficulty interpreting visual information; discriminating between pictures/letters/words.
- **Writing** : child is unable to form letters clearly and show the application of phonic knowledge at Reception; use recognisable sentences at Year1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation.
- **Spelling** : assessed at 12 to 18 months below chronological age in Year 3 and above, or a standardised score of 87 or less.
- **Maths skills** : needing to work at a level below their chronological age in the Maths national Curriculum and/or Standardised score 87 or below.

- **Social skills** : cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- **Emotional mental health needs** : acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- **Co-ordination skills** : significantly delayed fine and gross motor skills; poor coordination in PE or movement.
- **Personal organisation:** significant difficulty in managing personal belongings and loses equipment on a regular basis.
- **Medical:** general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

One of these areas alone would not necessarily trigger a concern but if a cluster of difficulties arose then a child would be described as having special educational needs and/or disabilities. Teachers' professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing English and Maths skills.
- have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The class teacher, having already completed a Cause for concern, will gather relevant evidence and meet with the SENDCo to establish the 'school intervention' stage. A decision will be made whether or not to place a child on the SEND Support Record. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets. The pupil's views will be recorded.

A pupil with a SEND Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges, monitors and reviews provision.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How Sherrier Primary School evaluates the effectiveness of its provision for such pupils.

The SEN policy has been drawn up in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors, head teacher and SENDCo evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping
- Feedback from parent and pupil questionnaires.
- Parental requests for the school to be named on the pupil's statement of SEND.
- The number of pupils for whom a statement/EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and SEND audit processes.
- Inclusion of SEND issues in development planning.
- Feedback from pupils and parents.
- Attendance/involvement/leadership of training courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress)

- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
- Classroom observations by SENDCo/Head teacher
- Adjustments in budget allocation to reflect changing needs.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Children who are being school monitored have a termly review of progress of whether provision and interventions are having a positive impact on progress. This review will include progress towards the achievement of layered targets set for their class, intervention targets from SEND support and any personal targets set for pupils with more individual needs. A copy is retained by the class teacher. Copies are given to parents/carers, the SENDCo and any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, Learning Support Assistants and class teachers and new ones prepared in advance in preparation for new staff.

This process also applies to pupils with an EHCP (Education Health and Care Plan). In addition there is an Annual Review meeting held to review the plan involving all stakeholders.

It is the policy at Sherrier Primary School to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Pupil Passports. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

The SENDCo tracks the progress of all the pupils on the SEND Record through:

- Analysing data and teacher assessments
- Intervention programme monitoring sheets
- Pupil target reviews • Small steps trackers
- External agency reports.

This information helps to track the progress of individual pupils, whether they are making progress against their targets and whether or not the level of support they are receiving is appropriate to their needs. The SENDCo will then compile a provision map. The provision map outlines the level of support required and how long for. It outlines which pupils will be engaged in which intervention programmes. All support staff are trained to deliver the intervention programmes appropriate to the groups of pupils they are supporting. These interventions are then timetabled by class teachers to operate at a time that is least disruptive to their classroom learning.

Sherrier Primary School has an open door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet. Reports to parents indicate how their child is performing in different curriculum areas in relation to Age Related Expectations.

(c) Our approach to teaching pupils with special educational needs

All pupils are taught in classes arranged by age but there is provision for teacher-led nurture and support groups for specific numeracy and literacy teaching in all year groups.* Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Adapted provision within a mixed ability setting.
- Nurture and support groups*
- Intervention programmes guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews, and a 'Provision Map'
- Well adapted curriculum planning which incorporates a variety of learning styles to deliver the curriculum.
- Clear guidelines on behaviour with a structured reward and sanction system.

There is a professional development Plan to ensure all staff engaged with pupils with learning needs have the training and skills to support pupils in their class. An examination of support staff skills is carried out each year to make sure that skills are matched to the pupils' area of need when mapping provision for individuals or groups of pupils.

Staff provide the SENDCo with timetables which detail when interventions, support programmes and in class support is happening.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

Sherrier Primary School is dedicated to providing a creative curriculum for all learners. We plan for high quality teaching and learning as well as developing our pupils into positive citizens. Our curriculum is based on a progression of skills to ensure that children are acquiring a wide range of knowledge and transferrable skills. Sherrier Primary school will strive to ensure that every pupil fulfils their potential, enjoys their learning experiences and develops a positive set of values, personal learning and thinking skills.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

A child's needs will be assessed using appropriate resources. Having assessed and identified barriers to learning, provision will be made for individuals. This information will be shared with staff, child and parents.

The outcome of any assessment will then determine the appropriate intervention and time needed, to support the needs of this child;

At Sherrier Primary School, pupils who are under School Monitoring and who are on the SEND Support Record will have additional support which is outlined in the SEND Provision Maps. By monitoring pupil progress through the systems outlined in section 3a) the area of need and appropriate level of support will be identified. This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes, occupational therapy programmes.
- Social skills groups
- Physical development programmes to support fine and gross motor skills
- Nurture support, 1:1 support for Social Emotional and Mental Health Needs.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We believe that the curriculum should not be constrained to lesson time, and that all pupils should have enrichment opportunities to support or stretch their learning, to enhance their life experience and simply for leisure and enjoyment.

All pupils have access to extra-curricular trips and educational visits including residential and sports trips, visits to enhance the curriculum, fieldwork and sports fixtures.

As well as sports performance, pupils also have the opportunity to perform in a range of dramatic and musical events.

A range of clubs take place after school and during school lunchtimes across all subject areas, Science, PE, Art, Design and Technology. There are also other special interest or targeted clubs such as Fun Club and homework support clubs.

Full details are circulated to our pupils and parents at the start of the year and are also published in our club Directory, with regular reminders in the school Newsletter and website. This allows for pupils to get involved in any part of the year.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

- We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.
- All classes follow a structured PSHE (Personal, Social, and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we

offer small group sessions run by our pastoral manager. These run on a weekly basis for children identified with additional emotional and social needs and include the Think Wise Programme and the Flower Garden Programme

- Activities are planned around social skills, positive play and learning how to co-operate with one another in a small group.
- Lunchtime and playtime support through planned activities and groups.

4. The name of and contact details of SEND co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:

Mrs Nicola Ashby

SENDCo, MA Education, National Award for Special Needs Co-ordinators, Specialist Teacher in Assessing and Teaching Learners with a specific Difficulty (Dyslexia)

Tel. 01455552791

Email nn.ashby@sherrier.leics.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Sherrier Primary School has ongoing training programmes in place to ensure that teachers and support staff have appropriate skills, knowledge and resources in areas that will improve their teaching and support of children with SEND. Recent training has included; ADHD, dyslexia, ASD and Speech and Language. For more specialized provision there are staff trained in Team Teach.

There are occasions where a pupil will come to the school with needs that have not been met previously. On these occasions we would liaise closely with the pupil's previous school, parents, and the pupil themselves and any appropriate external agencies to ensure a smooth transition in to school life as possible.

The SENDCo is a Specialist Leader in Education (SLE) for special educational needs, actively engaging with local opportunities to share best practice. She also keeps abreast of current local and national policy and initiatives to support students by attending SENDConet meetings within the county.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The setting is accessible to all students, with wheelchair access to all areas

There have been recent improvements to the visual environment and the outside surfaces comply with regulations for visually impaired access.

Disabled changing and toilet facilities are available.

Disabled parking bays are located in the school car park.

ICT, coloured overlays, books, specialist pens, reading rulers and overlays for computers are routinely available. Other specialist equipment such as visual enhancement software is secured from external suppliers when needed. Any other equipment will be provided as necessary.

The School works with relevant outside agencies for example VISTA blind to gain advice and information on supporting students.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Sherrier Primary School is a mainstream setting. Sherrier Primary School strives to be an inclusive school and has an 'Inclusion Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with our admissions policy.

It is the policy at Sherrier Primary School to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Personal Target Setting. Parents will be invited to termly review meetings. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning. Permission will be requested from parents before the school requests any involvement from external agencies.

Sherrier primary School has an open door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils are engaged well in their learning and have a positive attitude towards school. A survey is carried out in as part of a cycle of Monitoring and Evaluation. The most recent monitoring showed there is a high percentage of pupils who enjoy coming to school, the pupils said their lessons were exciting and interesting; are motivated to work hard knew where to find next steps to improve in books; Pupils feel confident about joining in with class discussion, know what their class or personal targets are or where to find them; attend school clubs and feel confident about completing homework tasks.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At Sherrier Primary School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

In the first instance with any concern parents should contact the pupil's teacher. If this is a more specialized concern then the SENDCO should be contacted and a meeting set up to discuss concerns further.

We work in collaboration with parents in many ways, and are always looking for opportunities to strengthen links with families. These currently include:

- Parents Evenings and consultations focused on progress, targets, support and information sharing.
- Communication between parents and teachers through home school Boomerang books on a weekly basis.
- Phone calls and meetings as appropriate to share information and discuss issues.
- The schools website with up to date information –

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governors will seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all pupils, staff and parents. External agencies such as health and social services bodies, local authority support services and voluntary organisations will be approached, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The SENDCO: Mrs Nicola Ashby Tel. 01455552791 is able to support parents in accessing or providing contact details for other support services. Sherrier Primary School already works closely with a range of external services for example

- School Nurse
- LA Specialist Teaching Service
- VI team
- HI Team
- Learning Support Team
- Early Years SEN Inclusion Team
- Speech and Language therapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology service
- The Autism Outreach team
- The Outreach Support team at Birkett House
- Social Care
- Early Help
- Occupational Therapy service
- Physiotherapy Service

There are available to parents other support networks such as Dyslexia Action and Parent Partnership.

There will also be information about services which parents can access to support their child on the website www.SENDirect.com. This website advertises service providers to support parents/carers and educational settings of children with Special Educational Needs

12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Foundation Stage Leader and/ or the SENDCo will visit pre-schools when appropriate.

- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Pupil Passports will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

In Year 6:

- The Year 6 teachers and the SENDCo will discuss the specific needs of your child with the SENDCo of the child's next school. In most cases, a transition review meeting will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

13. Information on our contribution to the publication of the local authority's local offer.

Our school intends to link closely and align itself to the local authority local offer and information about the Leicestershire's local offer regarding SEND can be found at http://www.leics.gov.uk/index/children_families/family/send.htm

The aims of Sherrier Primary School are based on the values derived from the Statement of Principles adopted by the DfE Code Of Practice for SEND.