

Rothbury First School

Special Educational Needs Provision: Local Offer

At Rothbury First School we aim to ensure that all children achieve their full potential in all subjects of the curriculum and in all aspects of school life. We aim for children to have high expectations, independence, confidence and self-esteem combined with a sense of responsibility for others as well as for themselves.

We understand that quality teaching is vital if children are to learn effectively and successfully. However, there may be occasions for some children when further support is necessary to help them fulfil their potential. If this happens we will provide additional help and support for each child as they develop through their learning journey at our school. We will discuss this with parents and devise a Personal Education Plan (PEP) or a Personal Behaviour Plan (PBP) for the child. We aim to review these with parents/carers and children three times a year or as and when necessary.

The process for meeting children's Special Educational Needs must be flexible so that all needs can be recognised and met. Depending on the category of Special Educational Need, other professionals such as those from the Health Service may be involved in supporting the child. Rothbury First School employs the services of specialist teachers from Northumberland Locality Inclusion Support Team (LIST) to offer support and advice for those children whose needs are being met through additional funding.

Our Special Educational Needs Coordinator (SENCo) is Mrs Nicki Mathewson. She is responsible for the implementation of the SEN Policy and the coordination of specific provision made to support individual children with SEN. Our school Governor with responsibility for Special Educational Needs is Ms Ruth Hamilton.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice when appropriate. Our process follows guidelines in the "Special Educational Needs Code of Practice". Liaison with parents plays an important part in the process for meeting children's Special Educational Needs. We value the help and support that parents can give us and appreciate them sharing any problems a child may have had previously or during their time with us.

The school has access to various organisations that can offer additional support to parents of children with Special Educational Needs. A great deal of help is available from the Local Authority, Social Services and the Health Service but families are sometimes unsure where to turn to or who to ask for help beyond the school.

The Parent Partnership Service offers an independent, impartial and confidential service and is an independent organisation that ensures that parents are kept fully informed of the services and options open to them. They can be contacted on 01670 623555. Their website address is:

<http://www.northumberland.gov.uk/default.aspx?page=2178>

Northumberland County Council also have a web page dedicated to the Local Offer. This can be found at:

<http://www.northumberland.gov.uk/default.aspx?page=17353>

The Families homepage is at:

<http://www.northumberland.gov.uk/Default.aspx?page=16614>

The Additional needs and disability homepage is at:

<http://www.northumberland.gov.uk/default.aspx?page=16613>

Children and Families Bill 2013

The Children and Families Bill takes forward the Government's commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: progress and next steps* by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring Local Authorities to involve children, young adults and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support;

How this Bill may affect your child:

What is the Local Offer?

The Local Offer was first introduced in The Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for a child.

What will it do?

The aim of the Local Offer is to provide parents/carers with information about how to access services in their area and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and has trialled them with a small number of settings.

There are a set of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Rothbury First School's responses to these questions:

How does Rothbury First School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made;
- there is a change in the pupil's behaviour or progress.

What should I do if I think my child may have special educational needs?

- Please speak to your class teacher in the first instance if you have any concerns regarding your child;
- If you still have concerns then contact Mrs Mathewson who is the SENCo.

How will I know how Rothbury First School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or a teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or the SENCo.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Speech Therapist, Paediatrician etc. 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.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given a Personal Education Plan (PEP). Targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the SENCo three times per year, or as and when necessary. PEPs will be discussed with parents at Parents' Evenings and a copy given to them.
- If appropriate, specialist equipment may be provided for the pupil to use, e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parent Consultations. Your child's teacher or the SENCo will also be available by appointment through the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

Rothbury First School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. Members of staff, such as the class teacher, teaching assistants and SENCo, are readily available for pupils who wish to discuss issues and concerns.

At times it may be necessary to consult with outside agencies to receive more specialised expertise, these may include:

- LIST (Locality Inclusion Support Team)
- Educational Psychologist
- CYPS (Children and Young People's Service)
- EWO (Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Wansbeck General /Hexham Hospital (Paediatricians)
- School Nurse

An Educational Psychologist may be assigned to specific areas via LIST. An application to LIST can be made directly with pupils whose needs are felt to be quite considerable

or/and they have not responded well to the interventions previously put in place for them. A member of the LIST team will assign the correct specialist to the school. Rothbury First School is in the Morpeth 'Central LIST' area.

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received a variety training related to SEND. These have included sessions on supporting children with social and emotional needs, speech and language difficulties and those on the autistic spectrum. All staff have also been trained in Read Write Inc to enable the delivery of phonics across all key stages. As and when necessary, staff are trained to deliver occupational and physio therapy programmes. We also have a member of staff who is skilled at signing to support children with a hearing impairment and a member of staff who is TeamTeach trained.

Pupils with medical needs

- If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse/medical team in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

How will my child be included in activities outside the classroom including school trips?

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. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 1 adult toilet adapted for disabled users in the Nursery classroom.
- On completion of the refurbishment to the Dining Hall, there will be ramp access to the building and a disabled access toilet.

How will the school prepare and support my child when joining Rothbury First School or transferring to a new school?

Many strategies are in place to help each child's transition to be as smooth as possible. These include:

- Meeting parents/carers prior to their child joining the school.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- When moving to the Middle School, children attend several Transition sessions where they spend some time with their new teachers and new peer group.

- Additional visits may also be arranged for children who need extra time in their new school.
- Middle school staff visit children prior to them joining their new school.
- Mrs Mathewson and staff liaise with the SENCo from the middle school to pass on information regarding SEN pupils.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Headteacher. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or wellbeing, then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parent consultations
- during discussions with Mrs Mathewson or other professionals

Who can I contact for if I feel that the Local Offer is not being delivered or that my child's needs are not being met?

If you have concerns about the provision available to your child at Rothbury First School we would appreciate the opportunity to discuss this as soon as the concerns arise to enable us to work together to resolve them. Initially contact may be made with the class teacher or the Headteacher; if a concern is not resolved the next step in the school's complaints procedure is to contact the Chair of the Governing Body, Mr Robert Famelton.

How will The Local Offer be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis to ensure that it is relevant for the following school year. Governors, parents, school staff, school council and multi-professionals will be invited to take part in this process.

[Who can I contact for further information about the School?](#)

If you require any further information about Rothbury First School please do not hesitate to contact:

Nicki Mathewson
Headteacher
Rothbury First School
Addycombe
Rothbury
Northumberland
NE65 7PG

Telephone: 01669 620283 Email: admin@rothburyfirst.northumberland.sch.uk

Other sources of information, advice and support:

There are a number of voluntary and charity groups able to offer advice and support to families. Here are just a few that work in the Northumberland/North East area. In time we hope to be able to add to this list as parents and professionals make us aware of groups and organisations that they come into contact with. Please call into the office or email any details that you would like us to add to this list. Our email address is below:

admin@rothburyfirst.northumberland.sch.uk

In It Together are 'a group of parents and carers of children and young people with a wide range of disabilities and special needs who come together regularly to informally express our views and opinions on the type of services our families need in Northumberland':

www.in-it-together.org.uk

Northeast Special Needs Network is a parent led charity employing 'experienced staff to help families with disabled children make the best choices'. They also support families with young people through their transition into adult services:

www.nsn.org.uk

Dasl^{ne} is an archive and resource service whose primary aim is to 'provide accurate information about the numbers of children with autism spectrum disorder living in the north-east'. The service also provides information and advice on problem topics such as sleep, eating, sensory issues, anxiety and temper in their Dasl^{ne} fact sheets:

<http://daslne.org/>

Rothbury Children's Centre (also known as Sure Start). A Sure Start Children's Centre is a 'focal point in every community where families with children under five can access all the services and information they need. They are there to ensure that all children get the best possible start in life'.

<http://childrencentresnorth.northumberland.gov.uk/site>

Council for disabled children provides details of a number of organisations that have been 'funded by the government to play a role in reforming and delivering services for disabled children, young people with special educational needs and their families'. The website offers a facility to search for these organisations by *location*, or use the search box below to filter by *audience* - the groups and individuals these organisations are working with, the *area of the SEN and disability reforms* their project covers (see below), as well as their *offer of support* both to local areas and to other voluntary organisations.

<http://www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations>

There are many SEN terms that are abbreviated. Below is a glossary of the most common terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CYPS	Children & Young People's Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
EWO	Educational Welfare Officer
FSM	Free School Meals
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LA	Local Authority
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PBP	Personal Behaviour Plan
PEP	Personal Education Plan
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment