



Special Educational Needs - Local Offer

At Chalfont Valley E-Act Primary Academy we strive to support **all** children to enable them to reach their potential at school.

In order to achieve this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Educational Needs Coordinator is:

Mrs Manraj Tawana

Contact: 01494 764521

Roles and responsibilities of the Special Needs Coordinator (SENCo.)

The SENCo. is responsible for the provision set out in the Special Educational Needs policy and coordination of specific provision made to support individual children with SEN. She liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

Chalfont Valley Academy regularly have contact with a wide range of external agencies that are able to give more specialised advice.

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 their child.

Frequently asked questions

1. How does Chalfont Valley E-Act Primary Academy 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

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

The class teacher is the initial point of contact for responding to parental concerns. If you have concerns then contact Mrs Tawana, the SENCO

3. How will I know how Chalfont Valley E-Act Primary Academy 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 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 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.

These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of all 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 a speech and language therapist. 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.

4. 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.
- Learning Support Assistants (LSAs) 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 SEN support plan. Targets will be set according to their area of need. These will be monitored by the class teacher and reviewed by the class teacher and SENCO three times per year. SEN support plans will be discussed with parents and a copy given to them.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

5. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office at any time throughout the year.

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

- The class teacher may suggest ways of how you can support your child.
- Mrs Tawana 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. Mrs Tawana will be available to discuss reports and advice with parents.

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

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with support where appropriate from the school nurse 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 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.
- Key staff have first aid training.

8. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Specialist Teacher Service
- Cognition and Learning Team
- Inclusion Team
- Social Services
- Speech & Language Therapy
- Occupational Therapy
- Paediatricians
- School Nurse

A link Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement requires parental consent. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

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

Different members of staff have received advice and training related to SEND.

These have included sessions on:

- Basic training on identifying and supporting children with emerging or identified needs.
- How to support pupils with sensory needs.
- How to support pupils with fine motor needs.
- How to support pupils with speech and language needs.
- How to support pupils with attention and focus needs.

10. 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.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and make reasonable adjustments to cater for individual needs.

Facilities we have at present include:

- Ramps at most entrance points into school to make the ground floor of the building accessible to all. Ramps are moveable so can be placed as needed.

12. How will Chalfont Valley E-Act Primary Academy prepare and support my child when joining?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Tawana is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Tawana liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Tawana, the secondary school SENCO, the parents/carers and where appropriate the pupil.

13. 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 dependant 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.

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

- These decisions are made in consultation with class teacher and Senior Leadership Team.
- 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 well-being then other interventions will be arranged.

15. 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 parents evenings
- during discussions with Mrs Tawana or other professionals
- parents are encouraged to comment on their child's SEN support plan with possible suggestions that could be incorporated.

16. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO.