

Richmond Hill Primary Academy

SEND and Local Offer

What is the SEND Local Offer?

The government has listened to what parents have said their experience of services are and have put in place a number of things to address to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services to work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

The changes in the Children and Families Bill 2013 affect the way children with special educational needs and disabilities are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, Health and Care Plans (EHCP's) will replace statements of Special Educational needs. New assessments for additional educational needs will follow the EHCP guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category (SEN support/SEN Enhanced) for children who need additional specialist support.

We believe that Richmond Hill Primary Academy is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure a fully inclusive access to education.

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will 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 will include provision from birth to 25, across education, health and social care.

The outcomes of the LA 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 securing better outcomes, at school and local level.

Richmond Hill Primary Academy's SEND Local Offer

Richmond Hill Primary Academy upholds children's right to education and recognises the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. Some children need additional support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We endeavour to ensure that all barriers to equal access in our schools are removed or overcome wherever monetarily feasible. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

Class Teacher:

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO and Inclusion manager know as necessary.
- Writing a SEN Plan and sharing and reviewing these with pupils' parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENCO: Mrs Mel Robinson and Assistant Head (Pastoral): Mr K Norton

Responsible for:

- Coordinating and monitoring all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Principal: Mrs D. Secker

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Principal will give responsibility to the Inclusion Leader and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Board Director: Mrs M Latham,

SEND Governor Mr N. Hair

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in Richmond Hill Primary Academy?

1. Class teacher input via excellent targeted classroom teaching, known as Quality First Teaching

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the Inclusion Leader or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some additional support to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom, practice when needed.

2. Specific provision that is 'additional to' and 'different from' Quality First Teaching Support, known as SEN support

The school may suggest that your child needs some additional intervention in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching.

- A. Your child will have been identified by the class teacher as needing some extra provision in school to enable them to fully access learning and make expected progress.

Intervention groups lead by schools may be:

- Run in the classroom or outside.
- Run by a teacher or Learning Support Assistant who has skills and expertise to lead these groups.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A Learning Support Assistant/teacher or outside professional e.g. Children's Centre Family Support worker, will run these small group sessions.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

- B. Your child will have been identified by the SENCO/Inclusion Manager as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy (OT) Service, Child and Adolescent Mental Health Services (CAMHS).

For your child this would mean:

- Your child will have been identified by the class teacher or SENCO/Inclusion Manager (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and SEN support groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Outreach Specialist Teachers. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a Social Skills group.
- A group or individual work with outside professional.

3. Specific Individual Support

At this stage of support it may be necessary to consider opening a Early Help Assessment and apply for an Education Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO/Inclusion Leader as needing a particularly high level of support or small group teaching, which cannot be provided from the resources available to the school.

Usually your child will also need support from professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team (ASCETS) or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The Academy (or you) within visit allocations can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN support.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write an Education health Care Plan (EHCP).

If this is not the case they will ask the school to continue with the SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The ECHP will outline the objectives for the additional provision necessary for your child and the intentions for the additional funding. It will follow a person centred approach including long and short term goals for your child. Additional resources may be used to support your child within whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO/Inclusion Leader.
- If you are still not happy you can speak to the school Principal or SEND Governor.

How will the school let me know if they have concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.

- Plan any additional support your child may receive.

What is The Doncaster Education Authorities Local Offer?

- The local offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a

Doncaster Families Information Service



- Home
- Childcare and Schools Search
- Family Services Search
- About us
- IFSS & Children's Centres
- Information and Support
- Activities and Events
- Local Offer (SEND)
- Provider Information
- Childcare Sufficiency Assessment & Sub-Locality Area Reports

single place. It shows families what they can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives families more choice and therefore more control over what support is right for their children.

<http://www.doncaster.gov.uk/services/schools/local-offer-send>

<http://www.doncaster.gov.uk/services/schools/early-help>

<http://www.doncaster.gov.uk/services/schools/families-information-service-fis>

0800 138 4568 | fis@doncaster.gov.uk | Doncaster Council,

Civic Office, Waterdale, Doncaster, DN1 3BU



Useful Local Links

<http://www.facebook.com/.../Aiming-High-Doncaster/209760542393882>

<http://www.doncaster.gov.uk/services/schools/aiming-high-for-disabled-children>

<http://www.dialdoncaster.co.uk>

<http://www.doncaster.gov.uk>

<http://www.deaf-trust.co.uk>

<https://www.doncasterchildrenstrust.co.uk/about-us>

<http://www.liveinclusive.co.uk/>

<https://en-gb.facebook.com/parentforumdn/> Doncaster Parents Voice

<http://www.newhorizonsdoncaster.co.uk>

Saidsend tel: 01302 734951

email: [saאיםend@doncaster.gov.uk](mailto:sאיםend@doncaster.gov.uk)

facebook: www.facebook.com/donsאיםend

<http://www.doncaster.gov.uk/services/schools/sאיםend>