

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) 'LOCAL OFFER'



Norton Junior School aims to be a totally inclusive school which supports and develops each individual child's learning and personal development.

We understand that children develop and learn at different rates. We seek to ensure that planning, teaching styles, assessment and evaluation will take account of the wide range of abilities, aptitudes and interests of children.

Whilst most children will flourish from the different classroom approaches being provided and will make appropriate progress, we recognise that some children may require more support for Special Educational Needs (including learning, behavioural, emotional or social difficulties, medical conditions and disabilities).

Changes in the Children and Families Bill affect the way children with SEND are supported in schools. Local Authorities and other services will set out a local offer of all services available to support SEND children 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 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 potential 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 securing better outcomes at school and local level.

SEND (Special Educational Needs & Disabilities) Local Offer

Norton Junior School works with pupils and parents/carers to ensure fully inclusive access to our educational provision.

We recognise that some children need increased support to access learning because:

- a) They have a significantly greater difficulty in learning than the majority of children of the same age;
- b) 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 will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible with an "Assess, Plan, Do and Review" principle at the heart of our practice. 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.

‘LOCAL OFFER’

Who are the best people to talk at Norton Junior School about my child’s difficulties and what are their roles?

Class Teacher

- Early identification of children in their class with SEND and inclusion on class Provision Map.
- Provision of differentiated learning material for individual / groups of SEND children.
- Liaison with SENCO/Inclusion Leader to raise concerns and implement appropriate provision.
- Plan for every child’s full participation in the curriculum / extended curriculum.
- Keeping parents/carers and children informed of their child’s education and progress (three times yearly).
- Help children manage their emotions and behaviour so as to take part in learning effectively and safely.
- Identify barriers to learning and participation and take steps to remove those barriers.
- Participate in and contribute to support and intervention strategies.

Special Needs Coordinator (SENCO) / Inclusion Leader – Mrs Ford

- Oversee the day to day implementation of the school’s SEND Policy.
- Monitor class Provision Maps and impact of interventions implemented through liaison with class teachers and the Assessment Coordinator.
- Liaise with parents/carers of SEND children through personalised contact and termly extended support planning meetings.
- Liaise with external support agencies.
- Maintain appropriate records of SEND children.
- Coordinate staff training in the field of SEND.
- Monitor and evaluate the effectiveness of SEND provision, observing children in class and reporting to class teachers and the school’s leadership team to make recommendations for school development.
- Manage a range of SEND resources.

Headteacher – Mr Hayes

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

Learning Mentors – Mrs Hodgson & Mrs Smith

- Work with a range of pupils who may benefit from a personalized support programme for specific needs in order to build learning confidence, self-esteem, attitude and social or emotional stability.

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What support can Norton Junior School offer your child?

How we support children to access the curriculum within class:

- Teaching teams know the profile of their class and individual needs and learning activities are planned and provision mapped to match the learning needs of every child.
- The environment is stimulating, supportive and well resourced. Whole school interactive displays provide prompts, targets and reminders to encourage children to learn and achieve independently.
- Each class teacher is supported by a teaching assistant. If children have a Statement of Special Education Need or an Education, Health and Care Plan, additional teaching assistance and specialised support will be made available.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged.
- Through regular tracking, monitoring and review of provision we ensure that all staff have a high awareness and understand the needs of all pupils.
- All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How we support children through targeted classroom teaching also known as Quality First Teaching:

- Class teachers have the highest possible expectations for your child and for all pupils in their class.
- All teaching builds on your child's existing knowledge and understanding.
- Learning progress is given high profile in every class through the use of individualised target setting.
- Class teachers continuously check on your child's learning progress and, if a gap in learning or understanding is identified, it may be decided that some extra support is necessary in order to make the best possible progress.

How we support children through a range of intervention strategies:

Targeted Thrive Intervention

1:1 specialist support delivered by a key adult with accredited training to promote emotional health, wellbeing and social skills - impacting on learning resilience, confidence and progress.

Precision Teaching

1:1 support for Reading and Maths aimed at building fluency, accuracy and learner confidence

Paired Reading

Pairing a confident reader with a less confident pupil

Pupil lead intervention encourages reading confidence and fluency

Speech, Language & Communication

Specialist support materials delivered by NJS Learning Mentor with accredited training

Nessy

Interactive reading and spelling programme delivered in small intervention groups to develop phonological awareness

Life Skills

1:1 or small group intervention to develop independence and awareness of health and safety issues

Circle of Friends

To develop self esteem and social communication skills

Multi Agency Support

As the need arises, eg bereavement counselling, medical, family support etc

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Learning Mentor Support

Some children are targeted for one off 1:1 or small group support such as:-

- Attachment, Trauma & Loss intervention
- Social communication skills
- Life skills
- Bereavement counselling
- Memory and auditory processing
- Self-esteem and wellbeing programmes
- Behaviour and anger management support
- Sensory Circuit activities

What other support is available to you and your child if, despite provision of additional targeted intervention, your child still makes little or no progress?

- **Early Help Assessment/Team Around the Child (TAC) Meetings** - are held in school and a range of professionals (School Nurse, Health Visitor, Family Support Workers, Occupational Therapist, Educational Psychologist, Speech & Language, Communication Specialists, Parent Partnership etc) meet and discuss collectively with families how best we can support you and your child. Parents will always be consulted and be involved in any decision or actions taken.
- **Termly SEND Support Planning Meetings** – there will be an opportunity to for parents, pupils and professionals to jointly review and evaluate current provision using the Assess, Plan, Do, Review Cycle in order to inform future provision.
- **Education Health Care Plan (EHCP) – Needs Assessment** – If little or no progress continues, despite the support offered through Support Planning Meetings, a request for Statutory Assessment will be submitted to the Local Authority SEND Team. The Local Authority will then decide if your child's needs are severe, complex and lifelong and whether more bespoke additional support in school is required to make good progress.
- **DMBC's Local Offer** - The local offer provides information for children and young people with special educational needs (SEND) and their parents or carers. 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. Follow this link to find more information: www.doncasterchildrenandfamilies.info/thelocaloffer.html
- **Together Information Exchange (TIE)** – Doncaster Local Authority's Aiming High Team coordinate and administer a voluntary register which holds confidential information on any child or young person with a disability. It is hoped that families will provide personal information in order to build a clearer picture of what Doncaster families need. Any information provided is kept on a secure database and is covered by the Data Protection Act.
- **As a member of TIE (Together Information Exchange) what will I receive?**
 - Regular information through the post or via e-mail alerts on events and activities that are taking place.
 - Aiming High's holiday activity timetable with free/subsidised events for you and your family
 - Opportunity to receive a free TIE membership card
 - To find out if you are eligible to register, please follow the above link to Doncaster's Local Offer

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

- 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 or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

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