



Bucknell School's Offer 2018/19

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Overview

In 2014 the Government introduced a new code of practice for children and young people who have been identified as having Special Educational Needs and or Disabilities (SEND). In light of the recent changes brought about by the 2014 SEND Code of Practice, we have developed our Local Offer alongside that set out by Shropshire Local Authority.

What is meant by Local Offer?

One of the changes brought about by the 2014 Code of Practice is that children and young people with SEND and their families should be central to the decision making process. The Local Authority and school must have regard to:

The importance of the child or young person as well as the child's parents in participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.

(SEND code of practice 2014)

In order to fully participate in the decision making process it is vital that pupils with SEN/D and their families should be well informed about what they can reasonably expect from the setting and from within the Local Authority.

To ensure this, the Local Authority and school have set out a Local Offer of all services available to support children who are disabled or who have SEN and their families. The offer will include provision from birth to 25, across education, health and social care.

Principles

At the heart of the changes are:

- The views, wishes and feelings of the child or young person and the child/ young person's parents or carers.
- The importance of the child/young person and the child's parents or carers being provided with the information and support necessary to enable participation in these decisions.

What is meant by Special Educational Needs and Disability (SEND)?

A child or young person of compulsory school age may be described as having SEND if he or she:

- has significantly greater difficulty in learning than the majority of others the same age and or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others the same age in mainstream schools.

(SEND Code of Practice: 0-25 years) 2014

School Ethos

At St Mary's Primary School we value all our children as 'unique' individuals and endeavour to enable each child to achieve their full potential, whatever their ability or specific needs, by ensuring equality of opportunity for all within our school.

Our work is guided by our commitment to ensure that all our children feel fully-included and valued members of our school community. We aim to achieve this through the removal of barriers to learning and participation. Our curriculum promotes the development of the whole child. Therefore we work towards ensuring that all our children are confident, resourceful and independent learners who are able to face the future with resilience and ingenuity.

What can I do if I think my child has Special Educational Needs (SEN)?

If your child is of pre-school age, then visit your GP or Health Visitor and ask for their opinion, in the first instance.

If your child attends a pre-school setting, then speak to the Pre School Leader or their key worker.

If your child is already in school, then talk to their teacher in the first instance. You should also ask to speak to the school's Special Needs Co-ordinator (SENCO), or person responsible for SEN.

Who do I speak to at St Mary's Bucknell Primary School

Pre School Leader - Mrs Janet Hartin
SEN Link Governor - Mrs Sandra Davies and Mrs Anne Gledhill
Reception Teacher & Key Stage 1 Teacher - Mrs Linda Mclean
Key Stage 2 Teacher - Miss Anna Cook and Mrs Fiona Pearce
SENCO - Mr Nick Copestake (Blue Hills Federation)

Please pop in for an informal chat in the first instance, or make an appointment via the School Office.

Contact number 01547 530 264 or email admin@bucknell.shropshire.sch.uk

So that the school can help decide which is the best path to take to help your child, they will need and want to know;

- why you think your child has SEN
- whether your child learns at the same rate as other children their age
- what the school can do to help
- what you can do to help

How do we identify if your child has SEN?

It is our school policy that all of the staff effectively monitor and review the progress of all the children within their class. This is achieved through a range of strategies. Teachers continually assess pupil progress through observation, questioning and regular in-depth marking (informal assessment). At least each half term pupil progress is assessed through testing and matching work to level descriptors (formal assessment).

The results of these tests and other assessments are discussed at, half- termly, pupil progress staff meetings or sooner if necessary. At these meetings the progress as well as social and emotional development of all pupils is discussed. Children causing concern are referred to the SENCO. The SENCO or person responsible for SEN in the setting will discuss your child's SEN with you and how best to meet their needs. This could include extra support, a different way of teaching or extra help from a specialist e.g. Speech Therapist.

Process - What will happen next?

To make this easier to understand, we have put together a simple [flowchart](#) to show the journey from initial notification.

In the first instance, your child's school will work to meet their additional needs and in some cases working with other professionals to do so.

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. Individual Education Plans, (IEPs), intervention and provision maps are created for children with additional needs. Teachers use a range of strategies to meet children's special educational needs. For example:

- Access to focused intervention groups
- A range of teaching and learning styles.
- A personalised approach to learning
- Materials and resources matched to the needs of your child
- Access to ICT.
- Additional in class support.
- Additional out of class support.
- Flexible groupings (including small group work).
- An innovative, creative and supportive curriculum.
- The appropriate use of rewards and sanctions.
- Mentoring and counselling
- A broad range of extra-curricular activities.

In consultation with parents/carers, pupils and relevant staff achievable targets are set and strategies agreed which ensure measurable progress over time. These are monitored and reviewed by the Class teacher, relevant staff/SENCO and head teacher pupils and parents at least each term.

If it is agreed at the review that progress remains inadequate then with parental agreement it may be decided to request that the authority undertake an assessment of the child's needs. This can lead to the issuing of an Educational Health Plan which will identify additional support that the child has the right to receive.

Education Health Plan

Where a child's SEN/D is more complex or profound the school will seek an Educational Health Care assessment if this has not already been done by the parent/carers or some other agency connected to the child.

The Education, Health and Care (EHC) plan is a new way of working that puts children, young people and families - at the very centre of the assessment and planning process. This is called person centred planning and is all about increasing their choice and control.

This new process focuses on what is important for children and young people - what they and parents/carers want to achieve now and in the future.

The EHC plan is available from birth to age 25. Each child will be assessed individually each time. Each child will have different needs and react differently to the condition they have, therefore each EHC Plan should be unique and heavily focused on the individual personality and requirements of each child.

Transferring Statements to ECH Plans

The EHC Plan will replace the Statement of Educational Needs and will cover all areas of special educational need provision, health provision and social care provision. The EHP may remain with the child until they are 25. The legal test of when a child requires an EHC Plan remains the same as that for a statement. It is expected that all pupils who have a statement and who would have continued to have one under the current system will be transferred to an EHC Plan. No child should lose their statement and not have it replaced with an EHC plan simply because the system is changing. The transition period for transfer to EHC Plans has been extended to 2018.

Communication - How we consult with parents/carers of children with SEN

Communication between parents and carers of all pupils is of great importance to us.

We all work closely together to ensure that the best possible provision is in place. The school has a strict code of confidentiality.

- The class teacher is available to discuss your child's progress or any concerns you have and to share any information relevant to your child's progress or well-being.
- The SENCO will also meet with you to discuss intervention programmes, the results of any assessments and strategies to support your child further
- Individual Education Plans and provision mapping will be shared with you each term.
- Any need to involve external agencies in the assessment of your child's need will be discussed with you. Referrals for support will be made with your consent. When assessment visits are made you will be invited to speak to professionals and given feed-back reports
- A home school communication book may be used to support communication between home and school.

- The school operates an open-door policy. Your child's class teacher and the SENCO is available before the start of the school day and after school to briefly discuss issues and share information. However: should you feel that a longer consultation is necessary or you require greater privacy please make an appointment with either your child's teacher or the SENCO.

How the school will consult with pupils with SEN

- The teachers and teaching assistants consult with the pupils to determine suitable IEP targets.
- The strategies to be used with the children will be discussed and their views sought about how they learn best and what motivates them to learn
- The teachers and teaching assistants will share with the pupils how success will be monitored and how they will know that they have been successful.
- Older children will be invited to join in review meetings to share contributions.

Access to the curriculum

Although at times it may be necessary to implement modifications to the curriculum, St Mary's Primary is a fully inclusive school. We are passionate that where children have additional needs they will be supported in accessing the full curriculum through specialist equipment and/or human resources. The curriculum is planned to support children's differing learning styles and is differentiated appropriately to enable:

- Understanding of the relevance and purpose of learning activities;
- Levels of understanding and rates of progress that bring feelings of success and achievement.

Through appropriate curricular provision, we respect and acknowledge that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning and participation;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

For further information please refer to our Single Equality Plan

External Agencies/Partnerships

We recognise that there is a continuum of special educational need where necessary increasing specialist expertise should be involved to address any difficulties the child

may be experiencing. Parents and pupils are invited to discuss the results of assessment and are involved in the setting of targets.

St Mary's Primary School is committed to working in partnership with parents/carers, external agencies and Shropshire Local Authority to ensure the best outcomes for our children identified with special educational needs. At times pupils may access external support from one or more agency. We actively seek and encourage partnerships with all professionals and work together to support pupils through fully inclusive practice.

We work closely with the following professionals in order to provide the highest levels of support for pupils with SEND:

- LSAT-Learning Support advisory Teacher
- Educational Psychology Service
- The Health Authority-in particular the school nurse
- The Occupational Health Service
- Speech and language Service
- The Child and Adolescent Mental Health service (CAMHS)
- Woodlands Outreach Service
- Severndale Outreach Service
- The Safeguarding Team

The school actively seeks the support of other relevant available agencies should the need arise.

For further details please see the Shropshire LA local offer -

<http://www.shropshire.gov.uk/local-offer>

Transition - How we support pupils at times of transition

Entering Reception

- The SENCO and class teacher will liaise with the pre-school setting and any other agencies that have been involved with your child.
- Staff will invite you to talk about you and your child so they can get to know both you and your child and give you all the support they can.
- The class teacher and Teaching assistant will be available to visit you at home to discuss the needs of your child should you wish.
- An individual induction plan will be developed in consultation with you and relevant professionals.

Moving into older classes within the schools

- The new teachers and classroom assistants will already be fully informed about your child's needs and will have often worked with them in our small family environments.
- They will work with the previous teachers on the children's Individual Education Plans.
- You will have an opportunity to meet with them to discuss the needs of your child.

From Year 6 into secondary school

- The SENCO will liaise with the SENCO at the feeder secondary school to ensure that all SEN records and essential information is transferred to inform work with your child in Year 7.
- Planned induction visits to secondary schools will be set for all children in Year 6, but additional visits will be arranged for children with SEN.
- Parents and carers will be encouraged to meet with the secondary SENCO and in the case of statemented children meet their children's key worker.
- Additional induction days are also run for Year 6 children on the ASD spectrum and/or speech and language difficulties.
- The secondary SENCO will be invited to any Year 6 annual review meetings.
- We may occasionally involve Woodlands Outreach to support a child by including the child in their transition programme.

St Mary's Bucknell Primary School Provision of Resources

Area of Need	All pupils where appropriate	Catch Up	SEN
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum, appropriate grouping, planning tasks, delivery and outcome • Lessons to include visual, aural and kinaesthetic learning styles • Rigorous assessment for learning, positive feedback and marking • Modelling, checklists, writing games, wordbanks, dictionaries • Visual timetables / resources • ICT resources • TA support • Variety of reading support 	<ul style="list-style-type: none"> • Targeted group work / booster maths & literacy • Volunteer readers • Word Wasp • In class support from TA • Precision teaching • Daily reading with an adult • Writing frames 	<ul style="list-style-type: none"> • Interventions on an individual level / programme following advice from outside agencies • Individual targets • Access to programmes / Provision Specialist teacher / other professional • Coloured overlays and exercise books
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum, planning tasks, delivery and outcome • Differentiated questioning • Prompts and friendly classroom environments • Simplified language • Visual timetables • Consistent routines and expectations • Use of ICT for rehearsal and recording • 'Show and tell' • SEAL • Hobbies assembly • After school clubs • Drama and role play • Staff listen carefully to children and allow them time to talk • Variety of speaking and listening activities 	<ul style="list-style-type: none"> • In class support • Additional speech and language support • Word banks • Visual resources • Vocabulary groups • Additional ICT e.g using microphones 	<ul style="list-style-type: none"> • Personalised programmes following advice • Speech and language support from therapist and or specialist TAs in school. • Time to talk • Liaison with Severndale Outreach

Area of Need	All pupils where appropriate	Catch Up	SEN
Emotional and Social Development	<ul style="list-style-type: none"> • Exciting and stimulating curriculum • SEAL curriculum • Whole school positive behaviour policy, strong routines and boundaries • Rewards / Merits / Star pupils / Celebration and praise assemblies / Golden Time / Playground Buddies • Circle Time • After school clubs • Worry boxes • Ethos – responsibilities, embedded values • Peer Mentoring • School Council • Nurturing the whole child 	<ul style="list-style-type: none"> • Small group work • No Worries programme • Support in unstructured times • Anger management strategies • Social stories • Parental support involving Early Help and Enhance • Positive Play • Hobbies Club • Positive behaviour strategies • Sensory Support • Circle time • Visual time tables 	<ul style="list-style-type: none"> • Home school links • Access to specialist support agencies as needed • Visual time tables • Small group nurture • Work with specialist advisors
Sensory and Physical	<ul style="list-style-type: none"> • ICT Provision • Outdoor provision • Sports Coaches • After school clubs • Multi sensory approaches • Differentiated planning and personalised teaching • Forest school provision • Brain Gym 	<ul style="list-style-type: none"> • Additional handwriting, co-ordination skills • Access to specialised equipment e.g. pencil grips, writing slopes, and posture cushions 	<ul style="list-style-type: none"> • Individualised programmes often generated by OT • Access to specific equipment e.g. pencil grips, writing slopes, and posture cushions • Writing from the start / handwriting programmes • Motor skills programmes for small group • Access to specialist support agencies as needed. • Touch typing • Coloured keyboards

Flowchart

The Education, Health and Care assessment and Planning Process (Parent/Carer Journey)

