



### **Blacklow Brow Primary school SEN Local Offer 2019/2020**

Blacklow Brow values the abilities and achievements of all of its pupils. At Blacklow Brow, all pupils have the same entitlement to the whole school curriculum and we are committed to making this accessible to all children through differentiation and a variety of teaching styles, according to the individual needs of the pupils. We strive to remove barriers to learning and participation and develop an environment where all can flourish and feel safe.

Under the new Special Educational Needs and Disability code of practice (September 2015) all schools are expected to provide SEN information with reference to:

- Appropriate and Effective Teaching and Learning
- Open and Honest Communication
- A Partnership Approach

Q1: Who are the best people to talk to in the school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

Our school has a Special Educational Needs co-ordinator called the SENCO. If you would like to talk to her or set up a meeting you can phone the school and arrange to meet Mrs Ferrigan. The best time to contact Mrs Ferrigan is a Thursday morning.

Q2: What are the different types of support available for children with Special Educational Needs and Disabilities at Blacklow Brow?

- Teachers change what they are teaching or the way they are teaching to support the learning of the whole class.
- Extra support can be given in small groups during lesson time by the class teacher, this can help the children to focus on the things they are finding difficult.
- Extra support can be given to the child by an adult for short periods of time throughout the day in order to support specific skills.
- Individual targets set to focus the teachers, child's and parents attention to what the child needs help with.
- Advice from a specialist support teacher or other professional will be called upon if required.
- Support can be tailored to a child with particular needs upon consultation with the class teacher and SENCO.

Q3: How can I be involved with my child's learning and progress?

Our school has an open door policy, ensuring we are always approachable so parents feel involved in the education of their child. This is done in a variety of ways including:

- Regular meeting with class teacher, support staff (where relevant) and the SENCO.
- Target setting so parents can see what their child is working on next.
- Home/school communication books for some children to inform parents about the child's day.
- Curriculum overview published on our school website.
- Home reading logs.
- Information on the school website.
- Parents' evenings.
- Class Planners.
- Class Dojo

Q4: How will the school let me know if they have any concerns about my child's learning in school?

- Liaison with class teacher in the first instance.
- Scheduled Parents Evenings.
- Termly review meetings and Annual Reviews (where appropriate).
- Open Door Policy of School.
- SENCO advice and coordination.

All children's progress, including those children with special educational needs and disabilities, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests.

In addition children with special educational needs are set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the class teacher, a member of the senior management team and the SENCO.

Q5: What examples of provision are available at Blacklow Brow for pupils with SEND?  
In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.

We know that some pupils will have difficulties in more than one area and we will always do our best to meet their needs. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that

activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

We have a number of staff trained in a range of specific educational difficulties who can both offer teaching to the child and advice to both teacher and parent.

Q6: Who are the other people providing services to children with SEN in this school?

- Educational Psychology Service (EPS)

Work with children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan. (Formerly known as a Statement of SEN)

- School nurse

Work with children with medical needs.

- Children and Adolescent Mental Health Service (CAMS)
- Work with children with anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.
- Speech and Language and Therapy (SALT)

Work with children with complex speech difficulties.

Q7: How do we know that the provision is effective?

- Tracking of attainment of child and progress made from KS1 baseline.
- Attendance data
- Use of our provision map to monitor the effectiveness of interventions.
- Feedback from Child, Parents, Teacher Teaching Assistant, Specialist Teachers, SENCO and outside agencies involved.

Q8: How are the staff in school helped to work with children with SEND and what training do they have?

In our school we believe that all staff should be involved in supporting pupils with SEND and medical needs so we make sure that staff have training to help them do this.

Staff training needs are reviewed on a regular basis dependent on the needs of our children and whenever a need arises. As well as this various members of staff have been trained for different aspects of Special Educational Needs.

Q9: How will teaching be adapted for my child with SEN?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Q10: How will we involve your child in decisions about their education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Person Centred Reviews.
- Child's target review meetings.
- Involve child in setting their own targets.
- Self-assessment at the beginning and end of learning.
- Having a range of equipment available for the child to choose to use.
- Ensuring the child works with a range of different partners.
- Ensuring the child has a designated adult to go to if they need help.
- One page profiles.
- Medical alert cards.
- Communication cards.
- Visual timetables.
- Prompt cards to promote independence.
- Learning breaks.

Q11: What support do we have for you as a parent of a child with SEN?

- As part of our open door policy the class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO or senior leaders are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Your child's provision will be reviewed with involvement each term.
- Homework will be adjusted as needed to support your child's needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child..
- We will signpost you to parent support groups.

**Q12: How is the whole school day made accessible to children with SEN?**

- Adjustments made to physical environment where necessary.
- Integration assistants where applicable.
- Specialist equipment bought by school.
- Visual timetables.
- Additional adult support where necessary.
- After school clubs available to all children.
- PE coaches trained in inclusion.
- Educational visits are risk assessed to include all pupils.

**Q13: How will we support your child when they are leaving school or moving on to another class?**

We aim to make times of transition as easy as possible for the children in our school. If appropriate, when starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions.
- Meet with staff at the child's previous school or setting.
- Read reports from people who have worked with the children.
- Arrange visits to our school so the child gets to see it before they start properly.
- Give any adults working with the child a one page profile describing their needs to help support them in school.

Based on needs, when moving to a new year group we:

- Introduce the child to their new teacher and teaching assistant individually.
- Talk to the child about their family so we can answer any questions they may have about the new year group.

When moving to a new school we:

- Hold a person centred review and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants.
- Talk to the child and their family so we can answer any questions they may have about the new school.

**Q14: What is the school's SEN policy?**

Our school SEN policy can be found on the policies page of this website.

**Q15: How is the governing body involved with SEN provision?**

The job of the SEN Governor is to meet with the SENCO regularly. In these meetings the SEN governor makes sure that children and families are being supported by the right services from in and outside of school. The SEN Governor is involved in the whole school monitoring schedule.

In addition the SENCO has to present a report to the governors at least once a year. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

Q16: What can I do if I am not happy with the provision for my child?

If you have a complaint about the school's provision for your child which cannot be resolved with the class teacher or the SENCO, please contact the Head teacher and we will do everything we can to address the situation.

Our school and governing body take complaints seriously and will act upon these on an individual basis.

For more information on the complaints procedure please contact the school office