

# **Lanercost C of E Primary School SEND Local Offer**

**'Care Believe Achieve'**  
**'Live life in all its fullness' John 10:10**





	<ul style="list-style-type: none"> <li>• What will be their roles?</li> <li>• How are the Settings' Governors or Trustees involved and what are their responsibilities?</li> </ul>	<p>outside agencies to ensure that appropriate specialist support is given. Both the Head teacher, Mrs. Reed (teacher), Mrs. Hogg (OT) and Miss Baty (teaching assistant) work with children either in small groups or on a one to one basis according to their need. This normally happens once or twice a week.</p> <p>The Governors of Lanercost School have a subcommittee which meets on a termly basis to review the needs and progress of special educational needs children. They have a strategic role in holding the school to account so that children with special educational needs are met.</p>
<p>How will the curriculum be matched to my child's/young person's needs</p>	<ul style="list-style-type: none"> <li>• What are the settings approaches to differentiation?</li> <li>• How will that help my child?</li> </ul>	<p>Differentiation happens within each class and children are taught according to ability, those children who need challenging may be moved into year groups above the one they are in. Children who have learning difficulties are generally taught within their own year group with appropriate work set. We strive to make every child have a sense of achievement to promote self-confidence and engagement. We aim to help children to catch up so that they are working in line with the expectations for their year group. This is done initially through quality first teaching and then specific interventions either individually or in small groups. If these interventions are not successful then outside agencies will be contacted for support and advice with the permission of the parents.</p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</li> <li>• How does the setting know how well my child/young person is doing?</li> <li>• How will I know what progress my child should be making?</li> <li>• What opportunities will there be for regular contact about things that have happened at the setting?</li> <li>• How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?</li> </ul>	<p>Children with special educational needs will have a half termly or termly feedback through SEND reviews. Parents will be invited to a 30-minute meeting to discuss their child's progress and for new targets to be set. Parents will also be able to access two parent consultations per year as well as the annual school reports. Parents are free to discuss concerns with the class teacher</p> <p>Regular assessments will be carried out in order that the school knows what progress the child is making. These assessments will be done in a number of different ways, through practical activities, tests, observations, through discussions and through work done in class. Teachers meet and discuss children's progress on a regular basis, Governors monitor attendance and behaviour.</p> <p>Progress of your child will be discussed with you at your child's review meeting as well as at parent's evenings and in the written annual report.</p> <p>Our school offers an open-door policy to parents and all parents have regular access to teachers either face to face or via email. Home-school diaries are also used.</p> <p>This will be done in a face to face discussion and also through the written individual education plan. Parents will be given resources and strategies to help their child outside of school. The school organises a number of parent workshops during the year, these are advertised in the school's newsletter and provide useful opportunities about how to support your child's learning.</p>
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<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• How and when will I be involved in planning my child's education?</li> <li>• Do you offer any parent training or learning events?</li> <li>• What is the pastoral, medical and social support available in the setting for children with SEND?</li> <li>• How does the setting manage the administration of medicines and providing personal care?</li> <li>• What support is there for behaviour, avoiding exclusions and increasing attendance?</li> <li>• How will my child person be able to contribute his or her</li> </ul>	<p>Our school website includes resources to help children learn at home. Parents will be invited to early discussions to support the identification of action to improve outcomes, If the review of the action indicates support is required then the views of the parents and pupils will be obtained. Parents will be asked to help with their child's plan and will be invited to the review meetings.</p> <p>Parents are invited to curriculum evenings as and when the need arises. Each year we hold a helping children to read evening and on a biannual basis a maths curriculum meeting.</p> <p>PHSE (personal, social, health and economic) forms part of our curriculum. We endeavour to provide pupils with the knowledge, skills and understanding to enhance their emotional and social knowledge and well-being. Small group interventions are used to support pupil's well-being, resilience and interaction skills.</p> <p>Pupils with medical needs will be provided a detailed Health Care Plan, in partnership with the school nurse and parents. Staff who administer and supervise medications complete formal training with the help of the school nurse.</p> <p>We have a restorative approach to behaviour management. We monitor attendance very carefully, if a child's attendance falls below 95% a letter is written to the parents asking them to attend a meeting to discuss the issue.</p> <p>If the child is age appropriate their views will be sought, usually through the mediation of a trained adult. Either Mrs. Clarricoats or Mrs. Reed will do this on a one to</p>
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	<p>views?</p> <ul style="list-style-type: none"> <li>How will the setting support my child to do this?</li> </ul>	<p>one basis and record the views of the child.</p>
<p>What specialist services and expertise are available at or accessed by the setting?</p> <p>What training is the staff receiving or have completed to support children with SEND? <i>This should include recent and future planned training and disability awareness</i></p>	<ul style="list-style-type: none"> <li>Are there specialist staff working at the setting and what are their qualifications?</li> <li>What other services does this setting access including: health, therapy and social care?</li> <li>Detail staff development and access to training and when this is reviewed and refreshed</li> <li>Do you have any specialist staff and what do they specialise in?</li> <li>Do any other services work closely or in conjunction with your service?</li> </ul>	<p>Four members of staff are numeracy recovery and reading intervention trained. A Governor is a trained occupational therapist and works with children in the school one day per week. The Head Teacher attends the termly SENDCo update The NHS Speech and Language Therapist visits regularly to assess and plan support for targeted pupils. These programmes are delivered by a trained assistant. The Governor with specific responsibility for SEND has completed Governor training.</p> <p>See above</p> <p>No</p> <p>County Psychologist when requested, Specialist advisory teachers, occupational therapists.</p>
<p>How accessible is the settings environment?</p>	<ul style="list-style-type: none"> <li>Is the building fully wheelchair accessible?</li> </ul>	<p>No, the building is not fully wheel chair accessible. There is a ramp into the school, however, an internal step between class 3 and toilets makes this area inaccessible to a wheelchair user.</p> <p>The school has limited space, some of the classrooms act as a corridor to access toilets. The school does have a withdrawal area/room, which is in the centre of the school and also uses the library.</p>

	<ul style="list-style-type: none"> <li>• Have there been improvements in the auditory and visual environment?</li> <li>• Are there disabled changing and toilet facilities?</li> </ul>	<p>The school has replaced the lighting to help with the visual environment and all floors are carpeted/ sound proof lino to reduce ambient noise.</p> <p>There is a disabled toilet but there are no changing facilities.</p> <p>The school does not have a medical room – the library has to function as the medical room.</p>
<p>How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> <li>• What preparation will there be for both the school and my child before he or she joins the school?</li> <li>• How will he or she be prepared to move onto the next stage (transition)?</li> <li>• What information will be provided to his or her new school?</li> <li>• How will you support a new school to prepare for my child?</li> </ul>	<p>A planned induction programme is delivered in the Summer term to support pupils starting school in September.</p> <p>Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Home/school visits are carried out.</p> <p>The SENDCo meets with parents of pupils who are known to have SEND to allow concerns to be raised. If pupils are transferring settings, the previous school records will be requested immediately and a meeting set up with the parents to identify and reduce concerns. The transition programme in place for pupils will provide opportunities for pupils and parents to meet staff in the new school.</p> <p>The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.</p> <p>A planned extended transition programme will be put into place for the child.</p>

<p>How are the settings' resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• How are the settings' special educational needs budget allocated?</li> </ul>	<p>The budget is used to provide equipment, teaching assistant's time to support the children with their special needs and disabilities. It is also used to bring in specialist support which the school cannot cover e.g. child counselling service</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• In the decision-making process who will make the decision and on what basis?</li> <li>• Who will be involved?</li> <li>• How will I be involved?</li> <li>• How does the setting judge whether the support has had an impact?</li> </ul>	<p>For pupils with SEND but without a statement of educational needs/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent.</p> <p>For pupils with a statement/EHCP this decision will be reached in agreement when the EHCP is being produced or at an annual review. From targeted outcomes and evaluation.</p>