



SEN Information/School Offer



Version Number	Version Description	Signature Chair of Governors	Date of Revision
1	Original		January '16

Our fully inclusive policy is rooted in the belief that all pupils have the right to be educated with their peers. Our policy ensures that teaching arrangements are inclusive and the majority of students will have their needs met through classroom arrangements and appropriate differentiation.

Aims

In providing for children with Special Educational Needs we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or cognitive development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the SEN Code of Practice 2015.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Who are the best people to talk to about my child's Special Educational Needs?

SENCo Mrs Dawn Andrews send@vickerstown.cumbria.sch.uk

Responsibilities:

- Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- 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
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.

Head Teacher Mrs Michelle Phizacklea

Responsibilities:

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

School Counsellor Mrs Kim Robinson

Responsibilities:

- Delivering SERIS (Supporting Emotional Resilience in School) to pupils in small group situations throughout the school.
- Working with pupils one to one for counselling sessions (Talk time).
- Responsible for PEPs (Pupil Education Plans) for looked after children.
- Attends Looked After Children (LAC) reviews
- Attends Core Group meetings

- Children Protection conferences
- Kid Safe Tutor
- Domestic Violence Support Worker

Class Teachers

Responsibilities:

- 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 know as necessary.
- Ensuring that all staff working with your child in school and are supported 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 SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.

SEN Governor - Mr Andrew Jones-Barnes

Responsibilities:

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

How can I let school know if I have concerns about my child's progress?

- If you have concerns about your child's progress you should speak to your child's Teacher initially.
- The concerns may need referring to the SENCo if your child is still not making progress.
- If you continue to feel that your child is still not making progress you should speak to the Head teacher or the school SEN Governor.

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

- If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail.
 - To listen to any concerns you may have too
 - To plan any additional support your child may receive
 - To discuss with you any referrals to outside professionals to support your child's learning

Who are the other people providing services to children with an SEN in Vickerstown School?

In school provision:

- Support staff (teaching assistants; senior teaching assistants and Higher Level teaching assistants) working 1:1 and with groups of pupils
- Qualified counsellor

External provision (usually delivered in school):

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychology Service
- School Nurse
- Specialist Advisory Teachers for Autism, physical and medical needs and speech and language
- Adoption support services
- Children looked after support services
- Autism family support workers
- Education Welfare Services

How is extra support allocated to pupils and how do they move between the different levels of support?

- The school budget, received from Cumbria County Council Local Authority, includes money for supporting children with SEN. Children who have statements of special educational needs and EHCPs will be supported for their designated hours plus the additional hours school are required to put in.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
 - Pupils getting extra support already
 - Pupils needing extra support
 - Pupils who have been identified as not making as much progress as would be expected and decide what resources and support are needed.

All resources and support are reviewed regularly and changes made as needed.

How are the teachers and support staff in Vickerstown School supported to work with children who have SEN and what training do they have?

- The SENCO's job is to support the class teachers and support staff in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASC, Speech and language difficulties and the use of resources to support pupils learning.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Many support staff have a diploma in Autism Awareness accredited through University of Lancaster or University of Cumbria.

How will the teaching be adapted for my child with learning needs?

- 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.
- Senior and Higher Level Teaching Assistants can adapt 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.

How will you measure the progress of my child in school?

- Your child's progress is continually monitored by the class teacher and support worker.
- Progress is reviewed formally every term.
- Progress of pupils with SEN will be measured against age related expectations where appropriate. If this is not suitable, progress will be measured against PIVATS, also known as p-levels
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What support does Vickerstown School have for parents of a child with SEN?

- We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. If your child comes to school on transport provided you will be given a home to school book for such communication. We hope this will ensure that we are

doing similar things to support your child both at home and school and enable us to share what is working in both places.

- The SENCO is 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 directly, or where this is not possible, information will be sent in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Cumbria SEND IAS Service (which was formerly known as the Parent Partnership Service) offers up to date information, impartial advice and practical support to parents/carers of children with special educational needs or severe medical conditions (disabilities), which affect the way their child can access education. This support now includes signposting to health and social care advisory services.

Cumbria SEND IAS Service staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

Generally they can offer information, advice and support around education issues, although they can signpost parents on, with their permission, to other agencies who can help with different problems such as benefit claims.

How have you made Vickerstown School accessible to children with SEN?

Our purpose built school incorporates many features which reflect good practice for children with SEN. The school is on a single level so children can access all areas regardless of physical ability and features such as acoustic panels and underlay ensure the school environment is calm and quiet. We have a specialist sensory room which can be used by all pupils and several additional learning rooms which can be used for teaching small groups. We have a hoist for changing and toileting, specialist toilets and a physiotherapy bed. Children with SEN who wish to attend after school clubs and need support to do so are supported by a member of staff from school.

How will you support my child when they are leaving Vickerstown or moving to another year?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will arrange transition visits for your child and support staff.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school:
 - Information about your child will be shared with their new teachers.
 - If your child would be helped by a personalised plan for moving to another year, we will put this in place. An example of this would be a "passport" style booklet with pictures and a description of staff for the new academic year.

Cumbria County Council Local Offer

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

